



The Mission of Patterson Park Public Charter School (PPPCS) and Clay Hill Public Charter School (CHPCS) is to be a place where students thrive as members of a vibrant and inclusive learning community supported with families, caregivers, staff, and neighbors engaged in a practice of whole-child education. By teaching and learning from one another, we embrace unique identities and cultivate an atmosphere of love. Our vision is life-long learners, healthy families, and strong neighborhoods.

PPPCS and CHPCS are community-founded schools driven to academic excellence and devoted to a whole child philosophy in a diverse setting. It is our privilege to serve a diverse community and our responsibility to foster inclusivity. We assert these values as the foundation for nurturing all our students, realizing our mission, and preparing our students for success in a global society.

POSITION SUMMARY

The Director of Academic Excellence is responsible for supporting the administrative teams at Patterson Park Public Charter School and Clay Hill Public Charter School with meeting rigorous academic goals, while maintaining fidelity to our mission, vision, and educational model.

The Director of Academic Excellence plays a vital role with supporting the organizational growth of two schools and managing the moving pieces of an excellent academic program, which includes: curriculum, assessments, data cycles, and shared professional development for leadership and staff, especially around diversity, equity, inclusion work, and after-school programming.

PRIMARY RESPONSIBILITIES

- Serve as the academic resource and expert within our growing network of schools
- Support schools and the organization in making sound decisions regarding curriculum and lead curriculum projects such as curriculum audits, summer curriculum writing, curriculum research, etc.
- Support schools and the organization in making sound decisions regarding assessments and data tools to ensure schools have a clear understanding of student learning
- Support schools in executing consistent and effective data cycles in support of student learning growth
- Support schools in developing strategies to address student learning needs
- Collaborate with school leadership teams to develop a calendar of shared professional development experiences among both schools
- Support the school leadership teams in developing effective after-school programming in sync with the needs of the daytime program
- Work collaboratively with vendors to set up professional development experiences for staffs collectively or at individual schools
- Serve as the lead of Academic Excellence Committee and staff committee. Attend select board meetings and present to board members
- Partner with the Director of Community School Partnership and Programs and other staff to successfully integrate community school strategies with school goals and objectives, such as academic achievement, equity, and climate
- Champion and embody school mission and values, including commitment to diversity, equity, and inclusion
- Assist with additional projects and perform other duties as assigned or needed

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED

- Minimum of eight (8) years of progressive and successful experience working with urban public school systems or similar education systems
- Minimum of five (5) years of successful management or people leadership position in a school, non-profit organization, or similar organizational setting. Demonstrated ability to successfully develop, mentor, and coach supervisors and staff
- Strong project management skills. Experience managing and implementing processes and programs
- Deep understanding of equity work and diversity and inclusion experience. Ability to evaluate and/or select vendors to develop equity work to ensure alignment with school needs
- Experience conducting needs assessments, analyzing program data, and developing strategies
- Strong analytical and critical thinking skills. Demonstrated ability to analyze and recommend equitable classroom space
- Training and development experience. Ability to train teachers to be reflective practitioners and ensure implicit bias does not show up in a potentially damaging way to students
- Ability to analyze curriculum, data collection platforms and design academic programming to support board wide decisions
- Strong persuasion and influencing skills. Ability to build buy-in and manage tactical and adaptive change within a school
- Experience managing a budget and external resources and vendors
- Ability to identify and select professional development facilitators and/or design and facilitate education and professional development programs
- Expertise in culturally relative pedagogy, restorative practices.
- Ability to accurately recognize and assess their own emotions, thoughts, and the impact of their behavior on others, as well as individual strengths and limitations
- Exceptional organizational and prioritization skills. Demonstrated ability to successfully manage tasks and projects with competing priorities and demands
- Strategic thinking skills. Ability to anticipate and prepare for various outcomes
- Exceptional relationship building and development skills
- Strong commitment to organizational mission, vision, and values, including commitment to diversity, equity, and inclusion
- Professional presentation and demeanor
- Excellent verbal and written communication skills
- Outstanding service orientation. Ability to work and interact effectively with a diverse population and at all levels within and outside of the organization
- Flexibility and adaptability. Ability to respond quickly to changes, priority shifts, and requests
- Ability to work independently and with a high level of autonomy

EDUCATION REQUIRED

- Master's degree in education or related field
- Administration I or II is highly preferred

TECHNICAL SKILLS REQUIRED

- Strong technical skills. Advanced level of knowledge with Google Documents or Microsoft Office Suite
- Experience working with data collection platforms

PHYSICAL REQUIREMENTS AND WORK ENVIRONMENT

To perform this job successfully, an individual must be consistently able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required for this position. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

This position involves sitting or standing for extended periods of time. While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to stand; walk; bend

knees; sit for extended periods of time; use hands to finger, handle or feel; and reach with hands and arms and requires the ability to **occasionally lift office products and supplies up to 20 pounds.**

The above description is not intended to be an exhaustive list of all duties, responsibilities or physical demands associated with this position. Duties and responsibilities and physical demands may change at any time with or without notice.

The noise level in this environment varies at times and may become loud depending on the activity and time of the day.

COMPENSATION

This is a full-time, exempt position. The target salary range for this position is \$65,000-\$82,500; compensation is commensurate with education and experience.

WORK LOCATION & HOURS

27 N. Lakewood Ave. Baltimore, MD 21224 & 6410 E. Pratt St. Baltimore, MD 21224. Monday – Friday, 8 hours/day with some nights and weekends.

TO APPLY

To apply for this position, please email cover letter and resume to Jane Lindenfelser at jlindenfelser@pppcs.org Only complete applications will be reviewed.

EQUAL EMPLOYMENT OPPORTUNITY AND NONDISCRIMINATION NOTICE

Patterson Park Public Charter School, Inc. does not discriminate on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, disability, veteran status, genetic information, age, or any other status protected by law in its employment.