Chief Academic Officer

About Newark, NJ

Located 11 miles away from mid-town Manhattan, Newark is a vibrant city in its own right. Newark is the financial, commercial, and transportation nucleus of the Garden State. It also is a thriving cultural hub, with residents from all over the world. Newark is filled with events and attractions, such as the Branch Brook Park Cherry Blossom Festival and the New Jersey Performing Arts Center. There is something for everyone to explore and enjoy in the City of Newark, from festivals and parades, to museums and musical venues, Newark is the New York City metropolitan area’s best kept secret.

About the Paulo Freire School

The Paulo Freire Charter School is conveniently located across the street from Newark Broad Street Station, which provides a 15 minute direct line of service to New York Penn Station. The Paulo Freire Charter School (aka The Freire School) opened in September of 2012, and was chartered by the New Jersey State Department of Education to serve students in grades 9-12 within the city of Newark. At capacity, the Freire School will serve 320 students.

Mission of the Paulo Freire Charter School

The mission of the Paulo Freire Charter School (aka The Freire School) is to service those who strive to grow in knowledge, wisdom, and understanding for the betterment of our society. We seek to improve the quality of life by putting scholarship into practice for the purpose of addressing social inequities and injustices. Through a cyclical process of inquiry and social engagement, our scholars take key concepts and apply them to service learning projects that promote social justice and democracy. Our goal is to develop a self-actualized scholar, who possesses a knowledgeable and discerning mind, thrives in service to others, and is prepared for higher education.

Our teachers must firmly believe in the mission of the school, its goals, and its core value: as teachers one of our most important roles is to foster the active use of knowledge.
The Freire School is committed to:

1. Placing a premium on inquiry based instruction and social engagement.
2. Maintaining a commitment to a cognitive apprenticeship methodology.
3. Hiring and retaining high-quality, mission aligned teachers.
4. Using a data-driven approach to plan and implement lessons.
5. Employing a variety of customized daily student supports.

About the position:

The Chief Academic Officer (CAO) is responsible for both sustaining and improving the culture of high academic excellence at the Paulo Freire Charter School. The academic school leaders, as well as the curriculum and instructional support staff, will report directly to the CAO who will have primary authority and accountability for the academic performance of the school. The CAO provides leadership, and executes the vision and strategic direction for the Paulo Freire Charter School’s curriculum, instruction, assessment and school improvement initiatives. He/she oversees professional development for all school leaders and supervises academic management of the school. In addition, the CAO will collaborate with the Executive Director of Academics and other academic school leaders in the evaluation, modification, and development of instructional best practice that leads to higher student achievement and character development.

This position reports to the Executive Director of Academics.

The Chief Academic Officer oversees all instruction, assessment, and curriculum development at the school, including the following duties:

Building Great Academic Leaders and Teachers by:

1. Providing scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all school academic programmatic areas

2. Managing all human resources at the school site, including: attracting and selecting high performing staff; providing professional development opportunities; developing a collaborative team culture; managing performance; and, adhering to state/federal employment laws.

3. Supporting school leadership to ensure high quality implementation of the schools’ educational design, including standards, assessments, instructional guidelines, and the school culture.

4. Lead staff members to achieve high performance through goal setting and evaluation, as well as, coaching and feedback based on school-wide academic goals, instructional priorities, and individual development goals.
5. Orientating new staff members to the teaching and learning environment of the Paulo Freire Charter School, especially as it relates to the area of student culture, personnel policy and procedures, general building practices and routines, and Paulo Freire’s vision, values, and guiding principles.

6. Develop, lead, and oversee staff trainings at start and end of school year and on professional development days

7. Sets high standards for the professional practice of 21st century instruction and assessment, which results in a “no-excuses,” accountable instructional environment.

8. Advise, support, celebrate, and mentor individual teachers to improve instruction through:
   a. Evaluate school performance data to make holistic and individual recommendations for improvement;
   b. Conducting consistent, weekly classroom observations with feedback/modeling/coaching;
   c. Facilitating curriculum planning and evaluating unit and lesson plans;
   d. Promoting continuous, high-quality assessment as a means for evaluating student achievement;
   e. Collaborating with the Executive Director of Academics to implement, evaluate and refine a comprehensive professional development program for teachers;
   f. Leading staff members to set and achieve audacious individual, classroom, and grade-level goals.
   g. Communicating and promoting expectations for high-level performance to faculty and students
   h. Appropriately recognizing and rewarding excellence and effectively addressing poor performance

9. Work with teachers and counselors to develop innovative strategies, preventative approaches, and proactive plans to elevate the achievement of students who are struggling or exhibit at-risk behaviors.

10. Direct the testing and assessment process to ensure teachers are using current data to drive instruction; facilitate regular, meaningful assessment data debriefs with teachers.

11. Research, evaluate, design, and/or supplement the academic curriculum for all subjects and grades based on successful models and approaches, and purchase curricular materials such as textbooks.

12. Align the academic curriculum with state standards, Paulo Freire Standards, and other scientifically-based benchmarks.

13. Document and communicate scope and sequence for each grade level, as well as monitor grade-level progress against scope and sequence benchmarks.

14. Design and implementation of systems to assess student achievement; generates and manages internal assessment schedules, logistics, and reporting.

15. Develop a highly effective and aligned instructional curriculum and efficient schedule.

**Building Great Scholars by:**

1. Drafting a student handbook at the beginning of the school year to be approved by the Executive Director of Academics

2. Ensuring that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook

3. Working with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate

4. Refining systems and practices that shape our school culture and guide students struggling with behavior choices.

5. Guiding and promote character development of students through deliberate programming practices and by coaching teachers in developing stronger relationships with students.

6. Conducting conferences about student behavior issues with parents, students, and teachers

7. Developing and ensuring the execution of clearly articulated plans for daily operations and implementation of student services; including support services, discipline management, and crisis intervention

8. Articulating the school’s mission and vision to the community and soliciting support in accomplishing the mission and vision

9. Using appropriate techniques to encourage community and parent involvement

10. Working in the role of instructional leader to promote student behavior that is supportive to and conducive to the implementation of the instructional program.

**Building a Great School by:**

1. Assisting the Executive Director in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as the school expands to serve more students.

2. Assuring that curricula are aligned to national and state standards and help create curricula that allows for efficient and effective pacing, sequencing and lesson planning.

3. Implementing the school’s academic priorities. Reviewing assessment tools on a regular and on-going basis and analyzing performance for effectiveness in improving student achievement.

4. Represent the school to a variety of audiences and supporting all necessary functions for school management and success.

5. Assisting in the management of all resources at school site, including: setting and maintaining a budget that ensures fiscal solvency; planning for future needs; and ensuring compliance with restrictions and
6. Developing a credit recovery program that meets the needs of the students.

7. Maximize the ability of Paulo Freire Charter School to support students’ academic and socio-emotional development.

8. Model, promote, and coach others toward effective communication with parents so that Freire families are more fully engaged in the life of their student and in Paulo Freire’s mission.

9. Supervise all school activities i.e., dances, concerts, orientation programs, plays, musicals, field trips, and other special events.

10. Ensure that best practices are shared across the school.

11. Build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power, and influence in order to realize the school’s vision for success.

12. Employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

13. Make formal reports to the board of trustees and charter entity on student academic performance.

14. Participate on the student recruitment and admissions team.

15. Developing an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools.

16. Overseeing the Saturday and Summer program, and ensuring that the programs meets the academic needs of the students.

17. Create a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then assists in developing a pathway to reach it.

Pursuing professional growth by:

1. Engaging in appropriate studies and activities to improve professional competence

2. Attending required staff meetings and serve, as appropriate, on staff committees

3. Participating in appropriate local, state and national professional meetings, conferences, and conventions

4. Keeping informed of the latest research trends and developments in pertinent areas of position
5. Continuing to grow professionally through collaboration with colleagues and professional growth experiences

Perform such other duties as may be assigned by the Executive Director of Academics.

Excellent Candidates Will Demonstrate the Following Competencies:

1) **Student-focused**: Experienced working effectively with, building strong relationships with and prioritizing the needs of educationally disadvantaged students. Demonstrate a relentless drive to improve the minds and lives of students in and out of school. Proven record of high achievement with minority and low-income students, in urban area.

2) **Organizational and people leadership**: Understand what makes schools succeed/fail, able to build strong classroom environment and positive contribution to school culture, drive classroom and school change, build strong relationships, and influence/develop others. Are solution-oriented and creative problem solvers with experience in data analysis and creating and managing system.

3) **Instructional leadership**: Strong teacher and leader, with history of results, able to analyze instruction and help others improve their instruction. Possess strong pedagogical skills and are highly effective at coaching other adults. Deep passion for pedagogy intellectual interest in curriculum development, assessment, and models of instruction

4) **People-oriented**: Give and gain respect, show empathy, work effectively in teams, professional, and social situations. The Interim Principal must be able to work with a large group of diverse constituents, as well as maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. Are focused on results and have proven success in increasing student achievement and adult performance,

5) **Self-aware**: Aware of own strengths and weaknesses, work relentlessly to improve upon weaknesses, are open to feedback, able to take blame for failures and willing to take personal responsibility, show balance in confidence vs. humility, and behave professionally.

6) **Adaptable**: Manage uncertainty; demonstrate resilience, resolve, and flexibility in face of change.

7) **Critical thinker and decision-maker**: Analyze information and organize thinking to solve problems and make decisions that are aligned with an extraordinary goal.

8) **Communication**: Speak and write effectively. Inspire through communication.

9) **Personal organization**: Prioritize and multi-task effectively. Punctual, prepared, detail oriented.

10) **Inspirational leadership**: Demonstrate integrity, vision for getting kids to college, willingness to challenge tradition.

The ideal candidate will have:
1) A Master's Degree from a competitive university, preferably in Education, Curriculum and Instruction, or other related area.

2) A New Jersey Principal Standard Certification, Principal Provisional Certification, or Principal Certificate of Eligibility, or out-of-state equivalent.

3) Experience in urban and high-poverty schools; preferably in the charter sector.

4) 5+ years of experience as a principal of a high-performing urban K-12 school.

5) A minimum of 8 years teaching in a low income secondary school with demonstrated and exemplary record of helping students from underserved neighborhoods achieve academic success.

6) Experience leading high-performing teams and managing staff, while providing constructive feedback and coaching to team members.

7) Experience managing adults; goal-setting, providing meaningful feedback, and setting professional development plans

8) Willingness to respond positively to feedback; Commitment to daily personal and professional growth

9) Deep experience in the design, integration, implementation and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership development.

10) Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups.

11) Experience in analyzing student data and using data to inform instruction with demonstrated success leading strategic educational initiatives that result in measurable improved student achievement.

12) Experience effectively managing limited resources to support strategic organizational goal attainment.

13) A strong belief in the Paulo Freire Charter School mission and educational model

14) A willingness to do whatever it takes to help our students achieve academic excellence

15) A willingness to do whatever it takes to ensure the school's success.

To Apply, please visit http://www.thefreireschool.org/employment-application.html.

Salary will be commensurate with experience and past results. Employee benefits include medical, dental, and participation in state pension program.

The Paulo Freire Charter School is an equal opportunity employer and does not discriminate on the basis of race, religion, color, age, sex, sexual orientation, marital or familial status, national origin, alienage or citizenship or disability status.