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 Dean of Curriculum and Instruction (DCI) facilitates a culture of constant learning for instructional staff at The Paulo Freire Charter School. In partnership with the Executive Director of Academics, the Dean of Curriculum and Instruction is responsible for the ongoing development, implementation, and assessment of the Paulo Freire Charter School’s curriculum. The DCI will implement a meaningful and relevant professional development program to guide teachers in becoming master teachers. The DCI will also serve as a model teacher, and further develop systems and protocols to ensure that academic achievement and school culture consistently reflects the values and academic goals of school. In addition, the DCI will collaborate with the Executive Director of Academics in the evaluation, modification, and development of instructional best practices.

This position reports to the Executive Director of Academics.

The Dean of Curriculum and Instruction manages all instruction, assessment, and curriculum development at the school, including the following duties:

1) Recruiting and supervising a team of excellent, highly qualified teachers, both for general and special education students.

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

3) Works closely with the Director of Student Support Services to ensure that all special education students are receiving the proper services.

4) Observes daily, both formally and informally, all teachers, in compliance with school and State Education guidelines.

5) Responsible for coaching teachers on instructional delivery and methods.

6) Provides verbal and written feedback to all teachers, culminating in written evaluations.
7) Assists in creating a professional development plan for all teachers, and other stakeholders as appropriate, both during the summer and throughout the year, and ensures access to and participation in internal and external professional development for staff.

8) Coordinate the Paulo Freire Charter School’s summer staff institute and curriculum development period, and train and orient staff members in Paulo Freire’s curricular systems and key pedagogical issues.

9) Creates collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

10) Develops a plan for providing remedial and additional support for students on both a mandatory and elective basis.

11) Helps teachers to develop instructional strategies and intervention programs that elevate achievement among struggling students.

12) Works with other school leaders to develop a Saturday and Summer program that meets the academic needs of the students.

13) Works with other school leaders to develop a credit recovery program that meets the needs of the students.

14) Collaborates with the Executive Director of Academics, the Director of Student Support Services, Dean of Students, and other school staff to maximize the ability of Paulo Freire Charter School to support students’ academic and socio-emotional development.

15) Researches, evaluates, designs, and/or supplements the academic curriculum for all subjects and grades based on successful models and approaches, and purchase curricular materials such as textbooks.

16) Align the academic curriculum with state standards, Paulo Freire Standards, and other scientifically-based benchmark.

17) Documents and communicates scope and sequence for each grade level, as well as monitor grade-level progress against scope and sequence benchmarks.

18) Participates in the design and implementation of systems to assess student achievement; generates and manages internal assessment schedules, logistics, and reporting.

19) Collaborate with the Executive Director of Academics and the Director of Student Support Services to ensure that best practices are shared across the school.

20) Creates 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.
21) Builds 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.

22) Serves as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school’s policies and practices for student discipline, dress code, homework, and events.

23) Creatively employs an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

24) Assists in making formal reports to the board of trustees and charter entity on student academic performance.

25) Participates in the school community as a full member of the staff, including but not limited to assisting the Executive Directors with student recruitment, planning of school-wide events, and participating in all-staff retreats and team-building events.

26) May be asked to teach a class or teach a SAT/PARCC/ACT prep class as needed

27) Pursue professional growth by:

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

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

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

   d. Keeping informed of the latest research trends and developments in pertinent areas of position

   e. Continuing to grow professionally through collaboration with colleagues and professional growth experiences

28) Other duties as assigned

**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;

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.
3) **Instructional leadership:** Strong teacher and leader, with history of results, able to analyze instruction and help others improve their instruction.

4) **People-oriented:** Give and gain respect, show empathy, work effectively in teams, professional, and social situations. The Dean of Curriculum and Instruction 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.

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.

**Skills & Qualifications**

1) Master's Degree in Education, Curriculum and Instruction, or other related area.

2) Possession of New Jersey Principal or Supervisor Standard or Provisional Certification, or Certificate of Eligibility, preferred but not required.

3) A minimum of 5 years of successful teaching in a low income school with demonstrated exemplary student results.

4) Must have desire to be part of a team-oriented, mission-driven school.

5) Research and evaluation experience, including qualitative and quantitative data analysis.

6) Maintain a familiarity with current research and best practices related to curriculum development, instructional pedagogies, and assessment.

7) Demonstrated success in developing and managing professional development programs.

8) Must have desire to be part of a team-oriented, mission-driven school.
9) Must be creative and detail oriented, with well-developed organization skills.

10) Must be able to acquire, synthesize and implement new information quickly and confidently.

11) Must have a willingness to do whatever it takes to ensure the school's success.

12) Must be flexible under pressure.

13) Must enjoy working with high school students; Experience in urban schools, highly preferred.

14) Demonstrated capacity in being a catalyst for change, well organized and collaborative.

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

You may also visit our website at www.thefreireschool.org for additional details.

*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.*