Title: Assistant Superintendent – Neighborhood Network  
Department: Schools  
Reports To: Chief Schools Officer

For forward-thinking administrators and educators, opportunities abound in The School District of Philadelphia. The School District of Philadelphia (SDP) is committed to transforming the education opportunities it offers the city’s 200,000 school-aged children. The District seeks proven instructional leaders with outstanding interpersonal skills who have a passion for working with schools, principals and communities and who are committed to ensuring all students achieve. Serving a population as diverse as ours requires creativity, commitment and vision. Will you join us?

Job Summary  
Quality school leadership contributes significantly to student achievement. The School District of Philadelphia’s Assistant Superintendents’ primary function is to support principals’ growth as instructional leaders. Consistent with the District's bold Action Plan 3.0., each Assistant Superintendent – Neighborhood Network provides direct management and support to 15-20 principals of traditional neighborhood schools and neighborhood schools participating in the District’s School Redesign Initiative. Assistant Superintendents promote high-quality instructional practices; provide instructional leadership direction; and coach, mentor and support principals to grow their leadership skills. The work of Assistant Superintendents is an integral part of the classroom-by-classroom, school-by-school effort to reform instruction and increase student achievement in every school. Assistant Superintendents are responsible for helping to recruit, select and assign principals; supporting differentiated professional growth; and building the leadership capacity of the District. Additionally, the ability to collect, analyze and use multiple sources of data to guide continuous improvement of schools is an important function of this job. Assistant Superintendents also assess school climate and assist principals with the development of school improvement plans.

Essential Functions  
Instructional Leadership and Talent Management  
- Promotes the District’s high-performing school practices and ensures the consistent implementation of the practices across all schools  
- Guides and develops principals to provide learning environments that enable every student to achieve  
- Formulates, plans and implements coaching and professional growth practices with assigned principals; observes principal practices, provides feedback and works as the primary coach and supervisor to increase assigned principals’ instructional leadership capacities
• Supports principals to assess the core competencies that teachers need to implement curriculum, deliver instruction and improve their teaching practices
• Creates professional learning communities to provide peer feedback, promote innovative thinking and collaborative learning among assigned principals; models effective teamwork and collaboration
• Coordinates and ensures the successful integration of evidence-based strategies to support the growth and success of all District schools and to scale good ideas
• Helps to recruit, select and assign principals to appropriate schools
• Functions as a qualified observer of teachers and principals
• Develops effective working relationships with principals and school stakeholders

Systems-Level Leadership
• Provides leadership as a member of a collaborative team to ensure that school-level curriculum and instruction initiatives are aligned with District priorities
• Ensures the deployment of resources and intervention approaches to appropriately, efficiently and effectively address challenges
• Ensures the implementation of strategies to meet the District’s performance targets and continuous improvement plans.
• Responds to constituents’ concerns and serves as the liaison to schools, central offices and community groups on matters related to instruction and school leadership
• Ensures that all functions and activities are executed in compliance with District policies and professional standards and local, state and federal laws.
• Communicates clearly with principals, parents and the community about District priorities, school performance and student achievement
• Uses executive judgment to solve problems and manage crises

Minimum Requirements
Master’s degree from an accredited college or university in education, educational administration or a related field.

AND
Seven years of full-time, paid, educational experience, at least three of which have been in a school-based administrative or supervisory capacity OR any combination of prior experience deemed appropriate by The Office of Talent.

Knowledge, Skills and Abilities
Demonstrated knowledge of:
• Urban education and driving improvement in student achievement.
• Using quantitative and qualitative information in an instructional setting to drive decision-making and evaluation.
• Using systems level information to review, create and monitor school improvement programs and strategies
• Strong strategic planning, executive leadership and organizational skills.

Demonstrated ability to:
• Coach and manage others to drive student achievement gains.
• Work collaboratively to build consensus while also delivering exceptional results.
• Inspire, manage and collaborate with a wide variety of stakeholders at all levels.
• Collaborate and build relationships with internal and external stakeholders.
o Be flexible, resilient and adaptable to changing priorities.
○ Commit to high performance standards and maintain an unwavering belief that all students can excel.
○ Communicate effectively, both orally and in writing.

Certificates/Licenses
Valid Commonwealth of Pennsylvania Superintendent’s Letter of Eligibility.

Disclaimer
The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.