

## Job Description: Leadership Consultant

### Organizational Overview

SchoolWorks is an educational consulting group whose mission is to build the capacity of educators and educational organizations to advance all aspects of student learning and well-being. We represent a diverse client base including departments of education, school districts, charter school authorizers, charter management organizations, charter schools, district schools, K-12 service providers and foundation, and individual practitioners.

We know that the largest driver of our success is the people who work in our organization every day. Our staff have an immediate impact on our ability of reaching our mission and changing the lives of our students. We strive to attract, develop, and retain a team that is diverse by race, ethnicity, culture, income background, gender, sexual identity, and a variety of other factors. See our statement on diversity [here](#).

*Research has shown that people of color and women are less likely to apply for jobs if they don't believe they meet every one of the qualifications described in a job description. Our highest priority is finding the best candidate for the job. We encourage you to apply, even if you don't believe you meet every one of our qualifications described or you have a less traditional background.*

### Role Overview

The Massachusetts Department of Elementary and Secondary Education's Statewide System of Supports (SSoS) provides supports to districts with one or more schools categorized as requiring focused or targeted assistance, as defined by the Massachusetts Accountability System. Two Regional Assistance Teams serve the West/Central and Coastal areas of the state to support identified districts. These teams provide an array of supports including, but not limited to, development and implementation of improvement plans, direct support, networking, identification of resources, and partnering.

The particular focus for work this year in the Statewide System of Support will be on working towards learning acceleration in accordance with the principles of DESE's [Acceleration Roadmap](#). This prioritizes students' participation in culturally responsive, grade-level work with the right supports to ensure they can succeed. Districts will also be supported with adoption and Implementation of High-Quality Instructional Materials across grades and content areas. These areas of work may involve significant change management and support for culturally responsive instructional leadership.

### Role Responsibilities

- Provide assistance to a caseload of districts across each region by building strong partnerships with district and school leaders.
- Team with colleagues to lead the work of dismantling structural inequities to enable all schools to deliver an excellent, culturally responsive education to every student.
- Partner with district and school leaders to engage in improvement work, which is backed by research, grounded in data, focused on self-assessment, root cause analysis, planning, implementation, and monitoring.
- Support the development of individual schools' sustainable improvement plans that guide and focus efforts to improve district, school, grade and/or specific student group achievement through the use of high leverage strategies.

- Engage with district and school leaders to ensure input from a diverse group of stakeholders is included in the collaborative creation and implementation of sustainable improvement efforts.
- Promote equitable access to exceptional learning opportunities through the process of sustainable improvement planning and implementation and continuous learning and growth, as well as other school improvement activities.
- Collaborate with ESE staff from other units and offices to support districts and schools to collect and analyze data, to make connections to resources, and to implement policies.

### **Competencies**

The exceptional candidate will excel in the following competencies:

#### **Instructional Leadership: Uses deep mastery of curriculum, instruction, and assessment to ensure all students engage in learning that demonstrates high academic achievement and growth**

- **DEMONSTRATES INSTRUCTIONAL LEADERSHIP:** Demonstrates expertise in curriculum, instructional methods, and assessments used to achieve consistently strong academic outcomes for all students
- **OBSERVES, ASSESSES, & SUPPORTS:** Regularly conducts formal and informal school and classroom observations, alongside district and school leaders, of a cross-section of classrooms to assess the quality of instructional practices across the school and provides targeted feedback that develops instructional leaders to improve school-wide and district-wide outcomes
- **ESTABLISHES HIGH EXPECTATIONS:** Establishes a culture of high expectations and data-driven instruction by using relevant data and external resources to make school and district-wide decisions regarding curriculum, instruction, assessment, and professional development that leads to increased student outcomes
- **CREATES PLANNING STRUCTURES:** Partners with district and school leaders to review current structures and serves as a thought partner to brainstorm improvements. This may include creating planning structures and time for all teachers and instructional leaders to collaborate on school and district-wide, high-impact instructional strategies; ensuring leaders and teachers use individual and team planning time to create standards-based unit plans, daily lesson plans, and assessments aligned to the Massachusetts Curriculum Framework

#### **Personal Leadership: Demonstrates the growth mindset, self-awareness, adaptability, and resourcefulness to inspire and achieve vision and goals**

- **ADAPTS AND SUPPORTS PERSONAL LEADERSHIP:** Adapts personal leadership style after building relationships and learning specific community and school needs in order to motivate, influence, and persuade others; seeks out teachable moments to support others to do the same
- **CONSIDERS DIVERSE PERSPECTIVES:** Seeks to understand the needs and motivations of leaders, teachers, students, and families and applies that knowledge when making decisions and adjusting long term plans
- **APPLIES GROWTH MINDSET:** Applies a growth mindset to personal growth and development by actively seeking feedback; taking responsibility for behavior, mistakes, and results; and changing behavior/actions to become a more effective leader
- **INNOVATES:** Values, encourages, and uses creative and innovative ideas to support school and district-level plans
- **DEMONSTRATES INTEGRITY:** Demonstrates integrity by modeling and teaching high expectations for self and others to achieve ESE, SSoS, district and school -wide visions, goals, and values

**Community and Culture: Understands and builds relationships with stakeholders and establishes an environment that promotes diversity, equity, and inclusivity**

- **SETS RIGOROUS, EQUITABLE EXPECTATIONS:** Defines, articulates, and supports SSoS, district and school leaders to implement rigorous and equitable academic and behavioral expectations, aligned to college and career readiness, for all students
- **BUILDS POSITIVE RELATIONSHIPS:** Establishes and maintains mutually beneficial relationships and partnerships based upon trust, respect, and achievement of the comprehensive school and district plan; proactively builds authentic relationships with ESE and SSoS colleagues, district and school leaders, school staff and community members by prioritizing time for meaningful engagement
- **CELEBRATES SUCCESS:** Works with district and school-level leadership teams to create and implement appropriate structures to celebrate successes, facilitate strategic, positive relationship-building, and recognize the accomplishments of students and staff members
- **COMMUNICATES EFFECTIVELY:** Communicates in a compelling and adaptive manner that builds trust and investment of all stakeholders, promotes collaboration efforts, and welcomes different opinions and ideas even if it leads to conflict
- **ENSURES ACCESS & SUCCESS:** Supports district and school leaders in the creation and implementation of systems that will create an environment in which students, families, and staff from diverse backgrounds and perspectives can thrive

**Vision and Goals: Articulates and implements a short- and long-term vision and strategy to ensure school and student success**

- **INVESTS STAKEHOLDERS IN ESE's, SSoS's, and DISTRICT'S VISIONS:** Invests leaders, teachers, students, families and key external stakeholders in the state and district's visions, missions, and values
- **DEMONSTRATES HIGH EXPECTATIONS:** Demonstrates high expectations in all settings by establishing goals that challenge leaders, teachers, students, and self to excel; includes process goals and measures in working with districts and school leaders, as well as school-based teams.
- **ALIGNS STAFF GOALS TO COMPREHENSIVE PLAN:** Aligns individual performance and development goals for regional team members to the Statewide System of Support, creates and uses systems to hold everyone accountable to achieving these goals while understanding there are multiple ways to achieve these goals.

**Organizational and Operational Management: Manages the key resources and systems needed to ensure the effective management of school systems and operations**

- **DESIGNS & DELEGATES:** Supports district and school-level leaders to maintain and support highly functioning district/ school-based operations, such that staff members have the tools to anticipate and eliminate potential barriers to teaching and learning
- **MANAGES RESOURCES:** Leverages ESE resources (e.g., finances, equipment, time, and people) to support the district and school's vision; supports districts and school leaders in the identification of current and untapped resources, and appropriately delegates day-to-day operations to designated staff members to ensure continued focus on instruction
- **PRIORITIZES EFFECTIVELY:** Helps district and school leaders to focus on the critical details essential to keeping the district and school running, such as risk management and compliance systems
- **ESTABLISHES TWO-WAY COMMUNICATION:** Supports district and school leaders with establishing a system for gathering ongoing feedback from state, district, and school-level teams about the implementation of operational systems

- **DEMONSTRATES FLEXIBILITY:** Demonstrates flexibility when plans or situations change unexpectedly; effectively adjusts plans to achieve state, district, and school goals by maximizing resources and ensuring effective management of school systems and operations

**Compensation and Location**

This is a part to full-time, exempt position, which will report to the SchoolWorks Project Manager, Director of Project Management or President as well as the Regional Director of SSoS. Compensation will be commensurate with experience.

**Questions?**

Please contact [ssos@schoolworks.org](mailto:ssos@schoolworks.org).

*SchoolWorks is an equal opportunity employer.*