

JOB POSTING - PRINCIPAL, EPIPHANY PREP CHARTER SCHOOL

Epiphany Prep Charter School (“Epiphany Prep”) seeks to hire an exceptional academic leader (Principal) to begin as early as September 2012, to help establish a new high performing values-based charter school for socio-economically disadvantaged children. Epiphany Prep has an approved charter petition with the SD Unified School District.

The Principal shall be able to establish and sustain a safe, highly effective, and well-organized educational environment that welcomes and nurtures a team approach and close working relationship with all school-wide constituencies (i.e., parents and guardians, families, students, faculty and staff, other administrators, advisors, trustees, and strategic partners, such as the University of San Diego). In alignment with Epiphany Prep’s mission, goals, and standards, the Principal’s ***general functions are to accomplish the academic goals and demonstrate exceptional leadership in coordinating and monitoring the visionary outcomes as well as the day-to-day programmatic functions of the school.*** Specifically, the Principal’s major functions are: providing excellent educational leadership while overseeing supervision and management of faculty, staff, and the Parent-Teacher Group (PTG), academic programs, student learning and achievement, professional development, discipline, classroom teacher coaching, student recruitment and enrollment, assisting with pre-opening activities, and motivating others to adhere to the highest expectations established in the Epiphany Prep charter.

ORGANIZATION: Epiphany Prep is in the start-up phase of establishing a new urban K–8 college prep public charter school. It is projected to open in September of 2013 with one track of grades K – 6 (188 students), then it shall add a grade level each year until it reaches full enrollment (248 students) by September 2015. The core design principles of the school includes a 9-hour school day, a 200 day school year (with a 20-day summer semester), a lower teacher-student-ratio, interactive instruction, tutoring and mentoring, expanded Language Arts, English and Math blocks, a Great Books and critical thinking focus, and intervention programs for students and families.

TIMELINE: Applications will be accepted until the position is filled, with an anticipated start date of September 2012.

OUTCOMES: The following are major outcomes of this position:

- *Team:* Influence the founding leadership team of an urban college prep school;
- *Vision:* Become well versed leading, developing, coordinating, and sustaining a high performing charter school;
- *Design:* Integrate the best practices of highly successful national programs into a sustainable inner-city model that utilizes a Great Books critical thinking focus and interactive studies within a California approved curriculum.

WORKS WITH: The Principal shall report to Epiphany Prep’s President, supervise the teaching faculty and staff, build high powered instructional teaching teams, foster interconnecting

relationships with parents and the school teaching staff and work closely with Board of Trustees, board committee members, the Business Manager, partners, volunteers, and the community.

REQUIREMENTS: Below are the main requirements for this position:

- *Results:* Must show initiative and a history of high student achievement while as a teacher and school leader;
- *Experience:* Has at least two years of experience in school administration, preferred;
- *Environment:* Demonstrate 3 years of experience in a chronically poor and marginalized environment with beliefs that these students have the ability to be college-eligible;
- *Leadership:* Can encourage, cultivate, build an effective team, and systemically fashion the school vision into a concrete day to day reality;
- *Entrepreneurial:* Be a dynamic out-of-the-box thinker with a passion for excellence;
- *School:* Possesses a strong background with K-8 students and programs;
- *Professional:* Has a proven track record of a qualified, high moral standard professional who demonstrates outstanding people skills;
- *Curriculum:* Proven background in utilizing and supervising or developing best instructional practices for a K-8 school environment;
- *Instruction:* Is a strong instructional leader who is capable of detailed planning and articulation of his/her vision and the steps to accomplish them;
- *Communication:* Demonstrates exceptional writing, speaking, messaging, conflict resolution and communication skills;
- *Innovative:* Strong desire to show creativity in helping to shape an innovative, non-traditional school model;
- *Start-Up:* Ability to work independently in a conceptual or start-up phase;
- *ELL:* Possesses background, knowledge and demonstrated expertise in the current pedagogy and research based practices for accelerating second language learning for English language learners;
- *Clearances:* Fingerprints, health (TB), and other employment clearances;
- *Life-long Learner:* Regularly seeks opportunities to learn and improve skills and abilities;
- *Research:* Has an above-average educational research ability;
- *Advanced Degree:* Master's, Admin Credential, Ed.D. or Ph.D. in education (or equivalent);
- *Full Time:* Ability to work effectively and efficiently in a full time capacity;
- *Language:* Spanish speaking, preferred.

COMPENSATION: Epiphany Prep shall provide a competitive salary, benefit, and training package.

CONTACT: Please e-mail the following to David Rivera at drivera@epiphanyed.org.

- A cover letter describing why you desire to attain this leadership position and include how you increased student achievement in your classroom and/or school;
- Your resume, including experiences aligned with the job description (Also include reasons for leaving former employers/schools and a description of time unaccounted for);

- Five references (include names, titles, companies/schools, phone, email, length you have known the reference, and how you know the reference (former employer, high school friend, etc.);
- A brief writing sample (2–3 pages) describing your educational philosophy.

RESPONSIBILITIES: Below are the main duties for this Principal position.

General: Epiphany Prep holds high expectations for its students but these expectations are even more critical for its teaching and administrative staff. We expect the Principal to come to Epiphany Prep embracing the following responsibilities:

- Solid commitment to accelerating the academic achievement of students who are marginalized by poverty;
- Strong desire to orient his/herself about the Epiphany Prep model, its mission, and its philosophy of “Transformation, Innovation, Entrepreneurial, and Whole Child Education”;
- Keen facilitation skills to implement and support the school’s mission, values, vision, objectives, high standards and high expectations for all constituencies within the school community;
- Exceptional advocacy abilities to transform student’s lives in a positive school culture and instructional program conducive to exceptional levels of student achievement and to ensure continuing faculty learning and professional growth;
- Ensures excellent leadership and monitoring of programs, compliance issues, policies and processes, and resources for a safe, efficient, and effective learning environment;
- Collaborates with families, community members, and Epiphany Prep staff, responding to diverse community interests and needs;
- Supports the Board and President in mobilizing community and school resources;
- Initiates dialogue and implementation of strategic plans and best practices;
- Models values and a professional-leadership capacity associated with a high performing educational environment;
- Assures and oversees the process for establishing and sustaining WASC accreditation.

Educational Leadership

- Works with students, faculty and staff, and families to develop a strong, positive school culture, one defined by respect, responsibility, collaboration, and hard work;
- Leads, coaches, and develops teachers in the areas of curriculum, instruction, and assessment.
- Arranges appropriate and meaningful ongoing faculty professional development and training;
- Regularly monitors, observes, evaluates, and makes recommendations on classroom instruction;
- Monitors standardized pre-and-post-year and ongoing California student-achievement assessment; and assures that teachers analyze formative and summative classroom assessments, results/data, set goals based on the data, and implements strategies for improving student learning on a systematic basis;

- Assures that there is a school-wide discipline program that is communicated to all and that teachers are objective, consistent, and effective with classroom management and instruction;
- Creates with faculty/staff and monitors and assesses teacher differentiation in classrooms and student intervention programs achievement results;
- Facilitates the election of parent and teacher representatives to serve on the Parent Teacher Group (PTG); and works with the PTG to establish/carry out annual goals in communication and outreach to families and the outlying community on admissions, enrollment, and fundraising;
- Prepares/sends a weekly letter to all families with schedule updates and important reminders;
- Assures that a qualified counselor/social worker and network of staff is in place each year to address psycho-social-familial needs and to assess for learning difficulties (where applicable);
- Presents formal and informal recognition for student achievement, particularly at weekly school-wide assemblies.

Supervision & Management

- Updates and edits all school handbooks (parent-student, faculty) each year and facilitates communication on key points with parents, students, faculty, staff, volunteers, and partners;
- Is visible, available in-person, by phone, or through e-mail to any and all members of the school community, as needed, for any discussion pertaining to components of the school program, especially to parents and families on concerns about student learning and behavior;
- With the President, prepares annual job descriptions and contracts for each faculty and staff position;
- Plans appropriate and adequate allocations within the annual budget for all school programs;
- Recruits for, hires, and terminates employment for all teaching faculty and staff positions;
- Meets weekly with faculty/staff for scheduling, concerns, questions, student issues, etc.
- Works closely with faculty to establish annual academic calendar, daily class schedules, weekly supervisory duties, and coaching assignments;
- Oversees admissions, meals, athletics, mentoring, tutoring, and other support programs;
- Helps facilitate open and efficient communication among teachers, staff, students, families, volunteers, and partners.

Founding Efforts

- Meets with founders to review and amend initial goals and objectives of planning/start-up and implementation phases, with an emphasis on the state P&I Grant;
- Meets weekly with President to review/assess status of goals and objectives;
- Offers recommendations to the Board of Trustees of candidates for the Board, advisors, partners, and/or faculty and staff;

- Assists Board in implementing and rolling-out charter petition components;
- Reviews and researches charter materials on classical, urban, and high performing programs;
- Advises founders on varying types of design principals, capacity building activities, and CA approved curriculums and their mission effectiveness;
- Incorporates a classical Great Books, critical thinking, and interactive teaching and learning instructional focus into the design of a new school and into the content of an existing California approved standards based curriculum of core subjects;
- Reviews and make recommendations on the learning system design of the school (includes vision and mission articulation, overall needs of the population served in the region with specificity placed in the “target area”, content and performance standards, curriculum and design assessment, educational philosophy, instructional approaches, strategies for English Language Learners, special education, etc.).

Other Duties as Assigned

- Works with the President and PTG to support fundraising, enrollment, and outreach/PR goals;
- Apprises the Board on progress and highlights, supported with data, in writing and in-person at Board meetings;
- Meets and works closely with members of any Board committees, especially having to do with academics and student affairs, as often as determined by the committee and/or Board;
- Works closely with the Finance Committee, President, back office support provider, faculty and staff, and others to discern annual budget;
- Implements school and district policy and federal and state law in emergency situations which occur or are discovered in the school setting;
- Takes all necessary precautions to protect integrity and safety of students, families, faculty and staff, equipment, materials, resources, and facilities;
- Demonstrates and maintains an ongoing program of professional growth that satisfies any credentialing, school/district requirements, and personal expectations as a professional;
- Attends all regular staff and school-wide meetings and events to promote community, communication, and mutual decision making among constituencies;
- Solicits comments from faculty/staff on decisions made by the school regarding budget, facilities, curriculum, and well-being of faculty/staff and students;
- Performs other duties as assigned.