

## South Burlington School District Position Description

**Job Title:** Curriculum Area Supervisor  
**Location:** District  
**Job Group:** Co-Curricular  
**Reports to:** High School Principal

**Summary:** Provides oversight for developmentally appropriate programs in assigned subject area(s); promotes student learning and personal growth in teaching environments; motivates students to develop skills, knowledge, and attitudes needed to provide a strong foundation for learning, as outlined in our district procedures, policies, and practices. Responsible for establishing effective relationships with students, parents/guardians, staff, and community members to enhance learning opportunities.

**Essential Duties and Responsibilities:** *Other duties may be assigned.*

1. Supervision and Evaluation of Personnel
  - a) Supervises/evaluates personnel as assigned by the principals.
  - b) Ensures proper compliance with legal and contractual applications and obligations to include, but not limited to evaluations, goal setting, and employment actions.
  - c) Ensures that instruction follows the curriculum and that students achieve essential curricula outcomes.
  - d) Ensures that appropriate instructional strategies are implemented and utilized effectively by teachers.
  - e) Provides assistance with due process by providing documentation, testimony and evidence as necessary to ensure quality instructional programs.
  - f) Provides assistance and collaboration with principals for teachers in evaluation.
2. Program Evaluation
  - a) Establishes and maintains an educational program consistent with curriculum standards adopted by the District. Coordinates the program across various levels, grades, teachers, and other subject areas.
  - b) Monitors and analyzes student progress relative to achieving curriculum objectives and standards for all students. Recommends changes in program and/or instruction when necessary.
  - c) Facilitates the Program Evaluation Process and directs improvement to programs based student performance data (e.g. Action Plans).
  - d) Collaborates with the principals and Director of Learning relative to proposed changes in instructional programs. Evaluates proposed changes in programs for congruence with District standards, prior to seeking administrative approval for implementation.
3. Curriculum Coordination
  - a) Develops curriculum goals for the content area consistent with district long-range goals.
  - b) Serves as the subject matter resource to the Director of Learning. Participates in conferences and meetings related to concerns regarding curriculum and instruction.
  - c) Apprises the administration on a regular basis on progress and problems encountered in coordinating curriculum.

- d) Develops and coordinates curriculum with the goal of establishing continuity, consistency, and appropriateness for the achievement of district educational goals and objectives.
- e) Plans and leads meetings which include discussion of curriculum trends and innovations.
- f) Leads subject area work consistent with district goals and the school's Continuous Improvement Plan.
- g) Assists principals in planning, conducting program and curriculum standards and assessment activities.

#### 4. Additional Responsibilities

- a) Plans, in cooperation with the Director of Learning and with principals, the staff development opportunities for teachers and support staff.
- b) Coordinates and ensures the selection and ordering of instructional resources for the subject areas assigned.
- c) Assists in the recruitment and selection of teachers for the subject area(s) or teacher team in accord with District guidelines.
- d) Submits timely reports as required.
- e) Obtains and supervises substitute teachers under the direction of the principals.
- f) Acts as a liaison to other subject areas and the administration.
- g) Develops, submits and controls a budget under the direction of the principals.
- h) Facilitates meetings among parents, students, and teachers related to matters of curriculum and instruction.
- i) Accepts and carries out other responsibilities in a timely manner as may be assigned by the principals.

#### 5. Instruction

- a) Teaches a maximum of three classes.

#### 6. Demonstrates the Core Teaching and Leadership Standards for Vermont Educators.

**General Responsibilities:** Under the direction of the school administration, has general supervisory and evaluation responsibilities of assigned teachers, staff, and interns/volunteers. Responsible for managing program and district goals, curriculum, personnel issues for the assigned subject area. Monitors student discipline through an appropriate classroom management program. Regular attendance in accordance with established work schedule. Demonstrated ongoing commitment to workplace diversity, sustainability, and delivering exceptional customer service.

**Qualification Requirements:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below represent the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Education and/or Experience:** Master's Degree preferred. Demonstrated teaching success in content area(s) pertinent to assigned duties.

**Certificates, Licenses, Registrations:** Valid Vermont Teaching License with appropriate endorsement for content and/or grade level. Additional professional development and course work in the area (s) of leadership, supervision, and assigned subject matter.

**Language Skills:** Ability to read, analyze, and interpret textbooks, periodicals, professional journals/books,

technical procedures, and/or governmental regulations. Ability to write lesson plans, reports, correspondence, and procedures. Ability to effectively present information and respond to questions from administrators, students, parents/guardians, staff, and the public in a collaborative and problem solving manner. Ability to use a variety of assessments to modify instruction and improve student outcomes.

**Mathematical Skills:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of Algebra and Geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to use a variety of assessments and analyze student and school data to monitor student progress. Demonstrated solid reasoning and problem solving skills.

**Reasoning Ability:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Other Skills and Abilities:** Ability to apply knowledge of current research and theory to instructional programs at the middle and high school level; a demonstrated application of best practices with adolescent/young adult learning. Ability to plan and implement curriculum programs based on school and district objectives and the needs and abilities of assigned students. Ability to establish and maintain effective relationships with students, peers, and parents/guardians; skilled in oral and written communication. Ability to keep current with technology trends and utilize technology to enhance student instruction and learning. Ability to perform duties with awareness of all District requirements and Board policies.

**Physical Demands:** *The physical demands described here represent those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to stand, talk, hear, see and sometimes walk, sit, kneel, and bend. While performing the duties of this job, the employee may occasionally reach overhead and, push, carry, or lift up to 50 lbs. such as boxes of books and technology related items or to assist students. The employee must demonstrate manual dexterity to grasp items (i.e. chalk, papers, books) and manipulate technology (keyboards, on-off switches, operate equipment) and to assist students with learning tools. The incumbent is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

**Emotional Demands:** The individual must be able to work with others in a collegial and cooperative manner, model best behavior, must show above average interpersonal skills, and follow directions of school leadership.

**Work Environment:** *The work environment characteristics described here represent those employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The work is performed in an active environment, typical of a school. The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors. Occasional travel to other locations for meetings and trainings may be required. At times, formal presentations to the Board or other groups may be required.

**Terms of Employment:** Per Master Agreement

**Evaluation:** Per established guidelines

**Date Accepted:** April 14, 2015

Revised: 8/17/16 L. McDonald and P. Phillips

Approved: 8/17/16 DYoung

**Job Description Acknowledgement**

I have received, reviewed and fully understand the job description. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name \_\_\_\_\_

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_