



The Delores Taylor Arthur School for Young Men

President/CEO - Job Description

Reports to: Board of Trustees

The President/CEO embodies the mission of the school and articulates the mission for all aspects of the school's program. In keeping with the school's mission, the President/CEO fosters the traditions, relationships, and practices that determine the school's climate and culture. The President/CEO is the sole employee of the board of trustees and is responsible for the overall management of the school, in accordance with the board's policies. The President/CEO is the spokesperson for the school with all its internal and external constituencies including students, parents, faculty, staff, alumni, neighbors, business community, governmental agencies, and local, state, regional and national educational organizations and accrediting agencies.

Though much of the work is properly delegated, the President/CEO has ultimate and overall responsibility for board relations, curriculum and instruction, student life, business affairs, admission and advancement.

Board Relations

The President/CEO advises the board but is not responsible for governance matters just as the board advises the head but is not responsible for management matters. Together, the President/CEO and board form an equal partnership in running the school, each in their respective spheres of management and governance. The President/CEO:

- Keeps the board informed of all matters relating to the school through reports at board meetings and immediate communication following major school events or happenings.
- Provides data to assist the board in its work.
- Makes recommendations to the board for approval of the operating and capital budgets, including all categories of income and expenditures.
- Seeks direction from the board on new initiatives.
- Assists the board chair and/or executive committee in setting board and committee meeting agendas and discussion topics.
- Staffs the board's strategic planning process.



- Jointly with the board, sets annual goals for his/her performance.
- Provides documentation materials for the board to use in his/her evaluation.
- Sees that board records and minutes are properly filed, and otherwise assists the board in its

Curriculum and Instruction

- Upholds the academic and ethical standards of the school.
- Hires, supervises, evaluates, and dismisses all administrators, faculty, and staff members.
- Fosters professionalism, collegiality, and ethical conduct in the faculty.
- Provides for the professional development of the faculty.
- Stimulates and participates in the dialog about teaching and learning at the school.
- Supervises the selection of curricula, class schedules, assessments, graduation requirements,
- and all aspects of the school's academic program.
- Optimizes the physical learning environment and technology in all instructional areas.

Student Life

- Organizes student activities and extracurricular opportunities.
- Administers the school's discipline policies and standards of conduct.
- Supervises the school's support systems, such as counseling, academic support, before- and after-school programs, college or secondary school counseling, health and wellness, etc.. Oversees the school safety programs including building security, emergency procedures, transportation regulations, tornado and fire drills, etc.
- Promotes a healthy student culture in and out of school.
- Optimizes all-school gatherings including assemblies, sporting events, performances, etc. Provides for character education and ethical teachings in keeping with the mission of the school. Reports student progress to parents on a timely and helpful basis.

Business, Finance and Plant Operations

- Understands and supervises the business functions of the school, including budgeting; monitoring and reporting income, expenses, investments, and cash flow; maintenance of appropriate records; and assisting the school's auditors.
- Oversees all employment and human relations matters, such as contracts, salaries, benefits, job assignments, job orientation, performance evaluation, retentions and dismissals, personnel records, employee handbooks, etc.
- Oversees the maintenance and cleaning of the buildings, grounds, and all plant operations including vehicles, grounds, etc.



- Plans and executes all major capital purchases, repairs, and building projects.

Admissions, Marketing and Financial Aid

- Supervises and assists the admissions functions of the school, including recruitment programs, internal marketing, external outreach, website development and maintenance, information dissemination, and applicant testing and interviewing.
- Supervises the admissions decision-making process, including administration of the school's financial aid program.

Advancement and Fund-Raising

- Plans and optimizes the school's fund-raising programs such as the annual fund, capital campaigns, planned giving, and major events.
- Supervises the schools development efforts in identifying, cultivating, thanking, and communicating with past and prospective donors.
- Oversees the school's relations with its alumni including development and maintenance of the alumni database, communications programs, and special events



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Academic Director – Job Description

Reports to: President/CEO

The Chief Academic Officer (CAO) is responsible for both sustaining and improving the culture of high academic excellence The Delores Taylor Arthur School for Young Men. The academic school leaders, as well as the curriculum and instructional support staff, will report directly to the CAO who will have primary authority and accountability for the academic performance of the school. The CAO provides leadership, and executes the vision and strategic direction for the school's curriculum, instruction, and assessment and school improvement initiatives. He/she oversees professional development for all and supervises academic management of the school. In addition, the CAO will collaborate with the President/CEO and other academic school leaders in the evaluation, modification, and development of instructional best practice that leads to higher student achievement and character development.

The Chief Academic Officer oversees all instruction, assessment, and curriculum development at the school, including the following duties:

1. Providing scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all school academic programmatic areas
2. Supporting school leadership to ensure high quality implementation of the schools' educational design, including standards, assessments, instructional guidelines, and the school culture.
3. Lead staff members to achieve high performance through goal setting and evaluation, as well as, coaching and feedback based on school-wide academic goals, instructional priorities, and individual development goals.
4. Working with the President/CEO in orientating new staff members to the teaching and learning environment of the, especially as it relates to the area of student culture, personnel policy and procedures, general building practices and routines, and the school's vision, values, and guiding principles.
5. Develop, lead, and oversee staff trainings at start and end of school year and on professional development days



6. Sets high standards for the professional practice of 21st century instruction and assessment, which results in a “no-excuses,” accountable instructional environment.
7. Advise, support, celebrate, and mentor individual teachers to improve instruction through:
 - a. Evaluate school performance data to make holistic and individual recommendations for improvement;
 - b. Conducting consistent, weekly classroom observations with feedback/modeling/coaching;
 - c. Facilitating curriculum planning and evaluating unit and lesson plans
 - d. Promoting continuous, high-quality assessment as a means for evaluating student achievement;
 - e. Collaborating with the President/CEO to implement, evaluate and refine a comprehensive professional development program for teachers;
 - f. Leading staff members to set and achieve individual, classroom, and grade-level goals.
 - g. Communicating and promoting expectations for high-level performance to faculty and students
8. Work with teachers and counselors to develop innovative strategies, preventative approaches, and proactive plans to elevate the achievement of students who are struggling or exhibit at-risk behaviors.
9. Direct the testing and assessment process to ensure teachers are using current data to drive instruction; facilitate regular, meaningful assessment data debriefs with teachers.
10. Research, evaluate, design, and/or supplement the academic curriculum for all subjects and grades based on successful models and approaches, and purchase curricular materials such as textbooks.
11. Align the academic curriculum with state standards, Arthur School standards, and other scientifically- based benchmarks.
12. Document and communicate scope and sequence for each grade level, as well as monitor grade-level progress against scope and sequence benchmarks.
13. Design and implementation of systems to assess student achievement; generates and manages internal assessment schedules, logistics, and reporting.



14. Develop a highly effective and aligned instructional curriculum and efficient schedule.
15. Ensure vertical and horizontal alignment of curriculum.
16. Ensuring that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook
17. Working with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate
18. Refining systems and practices that shape our school culture and guide students struggling with behavior choices.
19. Guiding and promote character development of students through deliberate programming practices and by coaching teachers in developing stronger relationships with students.
20. Conducting conferences about student behavior issues with parents, students, and teachers
21. Developing and ensuring the execution of clearly articulated plans for daily operations and implementation of student services; including support services, discipline management, and crisis intervention
22. Working in the role of instructional leader to promote student behavior that is supportive to and conducive to the implementation of the instructional program.
23. Implementing the school's academic priorities. Reviewing assessment tools on a regular and on-going basis and analyzing performance for effectiveness in improving student achievement
24. Developing a credit recovery program that meets the needs of the students.
25. Employ an awareness of staff's professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.
26. Make formal reports to the board of trustees and charter entity on student academic performance.
27. Participate on the student recruitment and admissions team.



28. Engaging in appropriate studies and activities to improve professional competence
29. Attending required staff meetings and serve, as appropriate, on staff committees
30. Participating in appropriate local, state and national professional meetings, conferences, and conventions

Perform such other duties as may be assigned by the President/CEO

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. Proven record of high achievement with minority and low-income students, in urban area.

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. Are solution-oriented and creative problem solvers with experience in data analysis and creating and managing system.

3)Instructional leadership: Strong teacher and leader, with history of results, able to analyze instruction and help others improve their instruction. Possess strong pedagogical skills and are highly effective at coaching other adults. Deep passion for pedagogy intellectual interest in curriculum development, assessment, and models of instruction

4)People-oriented: Give and gain respect, show empathy, work effectively in teams, professional, and social situations. The Interim Principal 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. Are focused on results and have proven success in increasing student achievement and adult performance,

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.

The ideal candidate will have:

- 1. A Master's Degree from a competitive university, *preferably in Education, Curriculum and Instruction, or other related area.*
- 2. Experience in urban and high-poverty schools; preferably in the charter sector.
- 3. 3 - 5+ years of experience as a principal or chief academic officer of a high-performing urban K-12 school.
- 4. A minimum of 5 years teaching in a low income elementary or secondary school with demonstrated and exemplary record of helping students from underserved neighborhoods achieve academic success.
- 5. Experience leading high-performing teams and managing staff, while providing constructive feedback and coaching to team members.
- 6. Experience managing adults; goal-setting, providing meaningful feedback, and setting professional development plans
- 7. Willingness to respond positively to feedback; Commitment to daily personal and professional growth
- 8. Deep experience in the design, integration, implementation and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership development.
- 9. Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups.
- 10. Experience in analyzing student data and using data to inform instruction with demonstrated success leading strategic educational initiatives that result in measurable improved student achievement.
- 11. Experience effectively managing limited resources to support strategic organizational goal attainment.
- 12. A strong belief in The Arthur School mission and educational model
- 13. A willingness to do whatever it takes to help our students achieve academic excellence
- 14. A willingness to do whatever it takes to ensure the school's success



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Director of Finance and Operations – Job Description

Reports to: President/CEO

Reporting to the President/CEO and serving as an integral member of the senior management team, the Vice President of Finance and Operations (VP) will be responsible for the development of Lyceum Schools' financial management strategy and contribute to the development of the organization's strategic goals. In addition to the strategic components, the VP will be charged with developing and implementing more sophisticated policies and procedures both in the finance and general operational realms. This is an outstanding opportunity for a finance executive with operational experience and a proven track record of creative problem-solving and change management to join in a high-growth, mission-driven organization.

Responsibilities

Strategy, Vision and Leadership

- Advise the president and other key members of senior management on financial planning budgeting, cash flow, investment priorities, and policy matters.
- Serve as the management liaison to the board and audit committee; effectively communicate and present critical financial matters at select Board of Trustees and committee meetings.
- Contribute to the development of Lyceum Schools strategic goals and objectives as well as the overall management of the organization.
- Maintain continuous lines of communication, keeping the president informed of all critical issues.
- Represent the organization externally, as necessary, particularly in banking and lease negotiations.

Team Development/Leadership

- Oversee, direct, and organize the work of the finance and operations teams.
- Promote a culture of high performance and continuous improvement that values learning and a commitment to quality.
- Ensure staff members receive timely and appropriate training and development.



- Establish and monitor staff performance and development goals, assign accountabilities, set objectives, establish priorities, conduct annual performance appraisals, and administer salary adjustments.
- Mentor and develop staff using a supportive and collaborative approach: assign accountabilities; set objectives; establish priorities; and monitor and evaluate results.

Operations

- Upgrade and implement an appropriate system of policies, internal controls, accounting standards, and procedures.
- Plan, coordinate, and execute the annual budget process.
- Ensure that Lyceum Schools is adhering to the strategic plan, delivering status reports to the board.
- Provide analytical support to Lyceum Schools' internal management team including development of internal management reporting capabilities.
- Improve administrative and operational accounting services such as treasury management, 403-B plan, grants payment processing, payroll, accounts payable, and purchasing.

Qualifications

- Business or Accounting degree mandatory, a master's in business administration is preferred
- CPA preferred
- Minimum 10 years experience in a senior management role ideally with both external audit and in-house financial management experience gained in a high-growth organization
- Experience either as an employee or board member of a nonprofit organization; must be familiar with nonprofit finance and accounting regulations
- Proven track record of success facilitating progressive organizational change and development within a growing organization
- Excellent judgment and creative problem solving skills including negotiation and conflict resolution skills
- Strong mentoring, coaching experience to a team with diverse levels of expertise
- Entrepreneurial team player who can multitask
- Superior management skills; ability to influence and engage direct and indirect reports and peers
- Self reliant, good problem solver, results oriented
- Energetic, flexible, collaborative, and proactive; a team leader who can positively and productively impact both strategic and tactical finance and administration initiatives.
- Exceptional written, oral, interpersonal, and presentation skills and the ability to effectively interface with senior management, Lyceum Schools' Board of Trustees, and staff
- Ability to operate as an effective tactical as well as strategic thinker
- Passion for Lyceum Schools' mission



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Special Education Coordinator - Job Description

Reports to: President/CEO

Ensures Academic Progress

- Advocates for special education students and staff
- Oversees delivery of both instruction and related services as stipulated on individualized education programs (IEPs) to ensure an integrated service delivery system
- Collaborates with school leaders to develop and implement a schoolwide special education adequate yearly progress (AYP) plan
- Develops and implements a special-education-specific performance management tracking system
- Serves as a link between school leader and special education teachers/case managers
- Monitors service delivery in inclusion classes and resource settings
- Reviews all IEPs to ensure that they are based on quantitative present levels of performance, curriculum standards, and content and that they are relevant for individual student
- Stays abreast of best practices
- Recommends strategies to enhance special education performance on standardized tests
- Ensures cooperative relationships with general education staff

Supports IEP Process

- Promotes positive parent relationships and intercedes in complex cases
- Monitors teacher/case manager notifications to parents



- Collaborates with contract evaluators to ensure timely receipt of reports
- Takes comprehensive meeting notes at initial IEP meetings and monitors notes taken by teacher/case managers, records dissenting opinions, and follows eligibility criteria and guidelines

Drives Compliance

- Ensures that special education staff abide by the Individuals with Disabilities Education Act (IDEA) and state and local special education regulations
- Ensures that special education teachers maintain compliance and monitors academic tracking system
- Oversees the compliance of special education files
- Coordinates staff development/training in collaboration with school leaders
- Maintains shared schoolwide calendar of annual, Triennial review, 30-day review, and initial eligibility/IEP meetings to monitor timeline compliance
- Provides monthly reports to school leaders

Qualifications

1. Bachelor's Degree from an accredited institution
2. LA Certification in Special Education or related field
3. Experience as a Special Education Teacher or related specialist, five years preferred
4. Experience designing implementing and monitoring behavioral interventions
5. Experience designing, implementing, and monitoring IEP's.
6. Experience managing/supporting other special education teachers
7. Experience training and developing general education staff in supporting students with exceptionalities

Knowledge

Requires detailed understanding of Special Education rules and regulations on both state and federal levels; IEP/Special Education management



systems; School RTI academic, attendance, and behavior models, data systems, and intervention programs; and positive behavioral interventions.

Abilities

Requires excellent attention to detail and follow through to meet Special Education timelines and requirements; ability to maintain confidentiality and exhibit professionalism in working to support student, staff, and family needs; and ability to provide input into budget development working with the President/CEO and Director of Finance and Operations to programming and corresponding financial plans that meet the needs of students in the least restrictive environment