



NOVATO CHARTER SCHOOL
940 "C" Street, Novato, CA 94949
Ph: 415-883-4254 | Fax: 415-883-1859
www.novatocharterschool.org

Director Job Description

JOB SUMMARY:

The NCS Director provides leadership and support to all aspects of the School community and is directly responsible for the academic success of the School. Working in conjunction with the Administrative Team, the Director ensures educational and compliance accountability as required by the California Education Code (as applicable), state and federal laws and regulations, and the School's charter. The Director ensures that the School's educational program and the experience of all educational partners aligns with the School's charter, and the School's core values and mission statement.

QUALIFICATIONS:

The Director of Novato Charter School ("NCS" or the "School") shall possess those job qualifications as numerated in the NCS charter petition.

The Director shall possess the following qualifications:

- A Bachelor's Degree
- A valid California School Administrative Credential, or eligible to enroll in administrative credential program
- Knowledge of schools working out of the Core Principles of Public Waldorf Education, Waldorf certification, education, training or experience preferred
- Site management and administrative experience required; in a public school preferred
- Bilingual in both English and Spanish preferred

The Director shall also have high academic standards, the ability to respect and engender the respect of students, the knowledge, skills, and enthusiasm to engage students of all temperaments and ability levels, and the interpersonal skills to work collaboratively with colleagues, administration, and parents.

NCS recommends that all applicants review the School's website (<https://novatocharterschool.org/>) and Core Values and Mission Statement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The NCS Director's duties and responsibilities are aligned to the California Professional Standards for Educational Leaders. The Director's duties and

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responsibilities include, but are not limited to, the following:

1. Development and implementation of a shared vision
 - a. Student-Centered Vision
 - i. Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
 - ii. Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
 - iii. Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
 - iv. Emphasize the expectation that all students will meet content and performance standards.
 - b. Development of a shared vision
 - i. Embrace diverse perspectives and craft consensus about the vision and goals.
 - ii. Communicate the vision so that the staff and school community understand it and use it for decision-making.
 - iii. Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
 - c. Vision Planning and Implementation
 - i. Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
 - ii. Use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.
2. Instructional Leadership
 - a. Professional Learning Culture
 - i. Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
 - ii. Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
 - iii. Capitalize on the diverse experiences and abilities of staff to plan, implement, and assess professional learning.
 - iv. Strengthen staff trust, shared responsibility, and leadership by

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- instituting structures and processes that promote collaborative inquiry and problem solving.
 - b. Curriculum and Instruction
 - i. Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
 - ii. Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
 - iii. Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
 - iv. Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.
 - c. Assessment and Accountability
 - i. Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.
 - ii. Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
 - iii. Use information from a variety of sources to guide program and professional learning planning, implementation, and revisions.
 - iv. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.
 - v. Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.
 - d. The Director promotes, and models, a practice and culture of individual and collective professional learning that results in continuous improvement
3. Management and Learning Environment
- a. Plans and Procedures
 - i. Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
 - ii. Set clear working agreements that support sharing problems, practices, and results within a safe and supportive environment.
 - iii. Engage stakeholders in using problem-solving and

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- decision-making processes and distributed leadership to develop, monitor, evaluate, and revise plans and programs.
- b. School Climate
 - i. Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
 - ii. Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
 - iii. Consistently monitor, review, and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.
 - c. Fiscal and Human Resources
 - i. Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
 - ii. Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
 - iii. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
 - iv. Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly in a timely and systematic manner.
4. Family and Community Engagement
- a. Parent and Family Engagement
 - i. Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
 - ii. Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
 - iii. Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
 - iv. Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.
 - b. Community Partnerships
 - i. Incorporate information about family and community

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- ii. expectations and needs into decision-making and activities.
- ii. Treat all stakeholder groups with fairness and respect, and work to bring consensus on key issues that affect student learning and well-being.
- iii. Participate in local activities that engage staff and community members in communicating school successes to the broader community.
- c. Community Resources and Services
 - i. Seek out and collaborate with community programs and services that assist students who need academic, mental health, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
 - ii. Work with community emergency and welfare agencies to develop positive relationships.
- 5. Ethics and Integrity
 - a. Reflective Practice
 - i. Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
 - ii. Reflect on areas for improvement and take responsibility for change and growth.
 - iii. Engage in professional learning to be up-to-date with education research, literature, best practices, and trends to strengthen ability to lead.
 - iv. Continuously improve cultural proficiency skills and competency in curriculum, instruction, an assessment for all learners.
 - v. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
 - b. Ethical Decision-Making
 - i. Consider and evaluate the potential moral and legal consequences of decisions.
 - ii. Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity, and other pertinent areas to inform decision-making.
 - iii. Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender-based, or other sources of educational disadvantage or discrimination.
 - iv. Commit to making difficult decisions in service of equitable

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outcomes for students, staff and the school community.

- c. Ethical Action
 - i. Communicate expectations and support for professional behavior that reflects ethics, integrity, justice and equity.
 - ii. Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
 - iii. Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
 - iv. Protect the rights and appropriate confidentiality of students, staff, and families.
 - v. Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.
6. External Context and Policy
 - a. Understanding and Communicating Policy
 - i. Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners and students needing additional support.
 - ii. Work with local leaders to assess, analyze, and anticipate emerging trends and initiatives and their impact on education.
 - b. Professional Influence
 - i. Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so that every student can meet education expectations and goals.
 - ii. Promote public policies that ensure the equitable distribution of resources and support services for all students.
 - c. Policy Engagement
 - i. Working with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

PHYSICAL ACTIVITY REQUIREMENTS:

Work Environment:

- May be required to work in indoor and outdoor settings.
- May encounter seasonal temperatures and/or adverse weather conditions.

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Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard and various tools and equipment.
- Seeing to read, prepare, and assure the accuracy of a variety of materials and perform maintenance duties.
- Hearing and speaking to exchange information in person or on the telephone.
- Lifting, carrying, pushing, or pulling heavy objects (up to 50 pounds) as needed.
- Reaching overhead, above the shoulders, and horizontally.
- Bending, crouching, kneeling, and stooping.
- Walking, sitting, or standing for extended periods of time.

Potential Hazards:

- Potential exposure to/direct contact with bodily fluids/blood borne pathogens.

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