

Chief of Student Support and Engagement

Leadership Description

Division:	Student Support and Engagement
Reports to:	Executive Director
FLSA Status:	Exempt
Hours:	Monday, Wednesday: 11:00 am to 7:00pm Tuesday, Thursday, Friday: 9:00 am to 5:00 pm *May include some on-call work hours
Job Title	Chief, Student Support and Engagement

Leadership Overview

The Next Step Public Charter School is seeking a **Chief of Student Support and Engagement**. This individual will function as the senior-most manager in the Student Support and Engagement Division—a 3-pronged division charged with the development and maintenance of a holistic style of operations that supports the tripartite mission of guiding students through academic excellence, comprehensive student support services and career and life skills pathways.

In conjunction with the senior management team, the **Chief of Student Support and Engagement** is responsible for the operational and financial integrity of the division through the stewardship of institutional resources, the recruitment of a professional middle management team and the implementation of program/practice development, strategic planning and budget control. This individual has direct oversight for the administration and operations of 3 departments and 20 individuals.

The **Chief** provides leadership, vision and strategic direction, directs the development, planning, management, coordination, delivery and evaluation of Student Support and Engagement and other initiatives that are vital to the mission and vision of The Next Step. This leader is responsible for ensuring that the departments under their leadership are in compliance with applicable federal and state laws and local regulation. The duties and responsibilities of the role are performed with significant latitude for independent judgement in accordance with Office of State Superintendent of Education (OSSE) and the Public Charter School Board (PCSB) policies, federal, state and local regulations and are based on detailed and expert knowledge of program operations. This is a unique opportunity for an individual to serve as part of an enterprise recognized as a national exemplar in driving innovative change and impact in psychosocial wellness, 2-generational development, and college and career preparedness.

Required Qualifications

- Master's degree in social work, clinical mental health counseling, higher education, student affairs administration, educational leadership or closely related field
- Licensed Independent Clinical Social Worker (LICSW), Licensed Clinical Professional Counselor (LCPC) are required professional distinctions for this position (Note: the license must be a Washington, DC license or transferable to Washington, DC prior to starting or accepting the position)

Duties and Responsibilities

Essential Duties: Provide leadership and vision in the development, delivery and evaluation of Student Support and Engagement programs, policies and services by performing the following:

Division Governance – Consensus Builder, Facilitator, Communicator

- Facilitate and model division communications
- Communicate and advocate staff needs, concerns and proposals
- Encourage staff ideas for division improvement
- Provide flow of information to faculty/staff to inform them of plans, activities and expectations
- Ensure the selection of division liaisons and/or coordinators
- Develop and implement immediate and long-range division goals
- Assist division directors in collecting and reporting data for division goals and action projects
- Advise the senior management team, instructional leaders, operations leaders and various committees and stakeholders on division practices and policy issues
- Ability to be on call on weekday mornings and evenings to address emergencies

Service Delivery – Leader, Mentor, Guide, Expert, Supervisor

- Coordinate and/or collaborate regarding division and/or department schedule(s)
- Assist leaders within the division in planning and updating policies, programs and initiatives
- Mentor, coach and supervise in improvement of performance, competence, service delivery and people management
- Foster excellence in pace of resource connection, strengths-based approaches and ecosystem frameworks
- Effective relationship management, including effective interactions among faculty/staff, students and external stakeholders
- Guide and informs all division-based compliance efforts

Budget and Resources – Facilitator, Informer and Advocate

- Facilitate discussion on division priorities for budget, personnel, equipment, supplies, student needs and trends, and shared use of resources
- Present and advocate division budget priorities
- Establish committee to address unique budgetary concerns
- Participate and assist in the planning of capital improvement and grant-funded projects

Personnel Matters – Manager and Advocate

- Lead in formation of screening processes and hiring committees
- Evaluate division directors for performance appraisal process

- Guide and coach directors in the management of direct reports
- Oversee and inform the hiring, training and discipline of all division staff
- Ensure that division staff are trained and evaluated on knowledge of and adherence to compliance policies and procedures specific to their jobs

Professional Development – Mentor, Champion, Facilitator

- Model and encourage the development of each division member’s talents and interests
- Facilitate discussion on division priorities for professional development
- Assess performance of division directors applying for advancement and promotion in accordance with Staff Career Development Action Plan

Inclusion and Equity – Advocate, Resource, Ally, Interrupter

- Uphold a division culture that centers strength-based service delivery
- Advocate for the philosophy: *students are the agent of their personal, academic and career goals*
- Promote acknowledgement of the identities—as specified by the student—that intersect with their ability to access their education and/or career aspirations
- Articulate and uphold professional standards and norms set forth by the executive director
- Advocate for the development and implementation of proactive diversity, equity and inclusion initiatives which will support the school’s strategic plan and maintain compliance with applicable laws
- Champion the importance of the value of inclusive school environment
- Collaborate in the designing of training initiatives on cultural competency and various identities

Highly Desired Skills

- Experience work in secondary and/or postsecondary education with at least 7 years of supervising experience and demonstrated prior leadership and management experience
- Demonstrate great communication and interpersonal skills, including an ability to articulate lived experiences and/or professional services that inform worldviews and/or perspectives about marginalized groups including race, ethnicity, gender, sexuality, religion, and disabilities
- Demonstrated experience of program development, community assessment and program evaluation
- Ability to think strategically and plan for implementation accordingly;
- Collaborative and team-centric in their leadership and approach
- Demonstrated experience managing, leading and developing people
- Strong interpersonal, analytic, written and oral communication skills
- Recognition of discrimination and bias, and commitment to equitable practices
- Experience working in a diverse environment and a commitment to a culture of inclusion
- Demonstrate the ability to work ethically according to professional and organizational values; use positional and personal power with care and restraint
- Demonstrate the ability to actively seek feedback to assist with continuous self-development; take responsibility for setting up opportunities for own learning; accurately identify own development needs
- Possesses strong leadership and training skills
- Ability to evaluate the best course of action and make decisions at an appropriate speed

- Foster a sense of community by encouraging interaction, empathy, connectedness, responsibility and independence
- Demonstrate an ability to think and act systemically; recognize the “bigger picture” and how the school’s parts function together
- Maintain a standard of ethical conduct regarding confidentiality, dual-relationships and professional performance
- Apply knowledge of principles of adolescent growth and development as it relates to independence and self-sufficiency
- Possess working knowledge of theories of human behavior and development
- Ability to be flexible and able to adapt quickly to programming shifts that may occur based on informal and formal feedback

General responsibilities of all staff members

As a member of The Next Step staff, this position also involves the following:

- Fully embrace and promote The Next Step's mission, vision and values
- Develop and maintain positive and supportive relationships with all students
- Consistently implement school-wide expectations in classrooms, offices and common areas
- Participate actively in special events, including field trips, community days, college tours, graduations, etc.
- Participate actively in school responsibilities such as hallway and lunch supervision
- Work cooperatively with colleagues to develop and implement effective and relevant policies
- Adhere to school policies as described in personnel manual and/or staff handbook
- Reflect upon performance, set goals for improvement, and take advantage of training opportunities to learn and implement effective strategies
- Participate in assessment administration as needed throughout the school year
- Participate in bi-weekly staff meetings, weekly welcoming morning meetings and any other meetings assigned in relations to the position
- Maintain organized, clean, and inviting work area