



# The School District of Lee County

## Job Description

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**JOB TITLE:** Chief Academic Officer

<b>FLSA STATUS:</b>	Exempt	<b>PAY GRADE:</b>	M
<b>SALARY SCHEDULE:</b>	Administrator	<b>JOB CODE:</b>	101950
<b>BARGAINING UNIT:</b>	Non-bargaining	<b>DAYS PER YEAR:</b>	255
<b>WORKER'S COMP CATEGORY:</b>	9101 - All Other		

**MAJOR FUNCTION:**

Lead, plan, organize, direct, and provide managerial oversight of all business lines within Accountability; Research and Assessment; Career and Adult Education; Curriculum and Staff Development; Exceptional Student Education; Grants and Charter Schools; Intervention Programs; and Student Services.

**MINIMUM QUALIFICATIONS:**

- Master's degree in education or a business related field required.
- Doctorate degree in education or business related field preferred.
- Ten (10) years minimum administrative experience with progressively responsible duties in academic disciplines.
- Proven experience successfully managing multiple business/department functions within a large organization at an executive level preferred.

**Such alternatives to the above qualifications as the Board may find acceptable.**

**KNOWLEDGE, SKILLS, AND ABILITIES:**

- Demonstrated knowledge of Pre-K-Adult Curriculum design.
- Demonstrated skill in continuous improvement processes such as Quality, Best Practices and Interest-Based Problem Solving.
- Demonstrated evidence of strong organizational, leadership and managerial skills.
- Demonstrated skill in oral and written communication.
- Demonstrated ability to lead diverse groups of people.
- Experience with industry-standard computer applications.

**REPORTS TO:** Superintendent

**ESSENTIAL JOB FUNCTIONS:**

- Develops and implements a high quality Pre-kindergarten through Adult instructional program aligned with local standards that includes accountability and program alignment in instruction, interventions, assessments, and support.
- Ensures cross-functional, departmental coordinated planning and consistent implementation of instructional programs that are focused on eliminating the achievement gap and improving overall student achievement.



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- Remains current with research-based information in state, national, and global educational reform, related literature, and technical sources of information, and utilizes same to ensure ongoing improvements leading to high academic achievement and improved student outcomes.
- Provide leadership for a collaborative team to ensure that initiatives related to support services are results-oriented and aligned with the District's mission, beliefs, and strategic goals.
- Responsible for overall direction, coordination, and evaluation of senior staff within the areas of responsibility in accordance with the District's policies and applicable laws.
- Maintain good public relations with parents, businesses, and community groups to provide information and receive feedback, and represent schools at district-level functions as needed.
- Provide input in the development of policies and administrative guidelines for areas of responsibility, and support the implementation of programmatic goals and objectives on a district-wide basis.
- Advise and counsel the Superintendent on areas of responsibility and recommend necessary actions for the most efficient operation.
- Exercise proactive leadership in promoting the vision and mission of the District and empower others to make decisions and carry out responsibilities in support of the District's objectives.
- Facilitate solutions for areas of responsibility, and identify discrepancies between goals and current status in order to stimulate achievement, and provide support for assigned departments' continuous improvement objectives and strategies.
- Build synergistic partnerships among principals, parents, bargaining units, businesses, and other community stakeholders, and establish relationships with community leadership and stakeholders to build support for programs.
- Uses strategic planning and offers guidance in the validation of instructional programs and practices. Provides strategic planning and guidance in the verification and validation of instructional programs and practices.
- Provides a structured plan for continuous support for curriculum delivery in the schools, including the delivery of major district programs and related staff development.

### **OTHER JOB FUNCTIONS:**

- Participate in Superintendent's Cabinet meetings to assist in in formulation, implementation, and evaluation of appropriate policies and procedures concerning the school system.
- Prepare recommendations for School Board meeting agendas and attend School Board meetings.
- Represent the Superintendent at school, business, and community meetings.
- Attend local, regional, and state meetings as a representative of the Superintendent.
- Perform other duties as assigned.



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**EXERTION TYPE:**

- Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

**OTHER PHYSICAL REQUIREMENTS:**

The following selected physical activities are required to perform the essential functions of this position. *Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

<b>The physical requirements of this position. (Please check all boxes that apply)</b>		
<b>Physical Requirement</b>	<b>Description</b>	<b>Percent of Time</b>
<input type="checkbox"/> <b>Balancing</b>	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	0%
<input type="checkbox"/> <b>Climbing</b>	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	0%
<input type="checkbox"/> <b>Crawling</b>	Moving about on hands and knees or hands and feet.	0%
<input checked="" type="checkbox"/> <b>Crouching</b>	Bending the body downward and forward by bending leg and spine.	10%
<input checked="" type="checkbox"/> <b>Feeling</b>	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	30%
<input checked="" type="checkbox"/> <b>Finger Dexterity</b>	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	70%
<input checked="" type="checkbox"/> <b>Grasping</b>	Applying pressure to an object with the fingers and palm.	30%
<input checked="" type="checkbox"/> <b>Hearing</b>	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> <b>Kneeling</b>	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> <b>Lifting</b>	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	10%
<input type="checkbox"/> <b>Pulling</b>	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	0%
<input type="checkbox"/> <b>Pushing</b>	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	0%
<input checked="" type="checkbox"/> <b>Reaching</b>	Extending hand(s) and arm(s) in any direction.	30%



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Physical Requirement	Description	Percent of Time
<input type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	0%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	70%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	10%
<input checked="" type="checkbox"/> Stooping	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	10%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	90%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

#### TERMS OF EMPLOYMENT:

Twelve month year. Salary as established by the Board.

**JDE NUMBER:** C-3.02

**BOARD ADOPTION:** 04-29-03, 07-26-16

**REVISIONS:** 01-22-13, 07-26-16

#### REVIEWED:

**Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job related.**