

CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK

JOB POSITION DESCRIPTION

Chief of Schools	October 2025
Position Title (Twelve Month)	Date
Central Office	Deputy Superintendent
Location	Reports To

FUNCTIONAL DESCRIPTION

The Chief of Schools is a senior cabinet-level leader responsible for ensuring that every school is led by an effective principal and that all students experience rigorous, high-quality teaching and learning within a supportive school culture. This leader provides strategic supervision, coaching, and support to principals to drive instructional excellence, accelerate student achievement, and foster positive, inclusive environments across all schools.

As a key member of the Superintendent’s Cabinet, the Chief of Schools ensures coherence between district strategy and school implementation. The role bridges central office and schools—aligning academic, operational, and student support priorities to create the conditions for every school to thrive. The Chief of Schools applies data-driven decision-making, equity-centered leadership, and cross-functional collaboration to ensure that all students—particularly multilingual learners and students with disabilities—have access to engaging, culturally and linguistically responsive instruction.

This position requires setting clear expectations, monitoring results, holding principals accountable for performance, and providing the coaching and resources necessary for success.

ESSENTIAL FUNCTIONS

I. Instructional Leadership & School Improvement

- Ensures that the core purpose of all staff is to support student achievement and growth.
- Devotes significant time to instructional leadership, ensuring schools are focused on high-quality teaching and learning.
- Articulates and models a clear vision for effective instruction, aligned with district and state standards.
- Promotes culturally and linguistically responsive practices across all schools.
- Supports principals in developing instructional leadership capacity within their schools.
- Uses multiple data sources to identify trends, close achievement gaps, and monitor progress.
- Guides principals in creating and executing effective school improvement plans (SCEP, SIP, Receivership) with measurable goals and mid-course corrections.
- Leverages evidence-based instructional practices to meet diverse student needs and accelerate performance.
- Prioritizes targeted support and intervention for schools requiring rapid improvement.

II. Leadership Development & Professional Learning

- Coaches and supervises principals through regular observation, feedback, and performance conversations.
- Establishes clear, measurable goals for principals aligned to district priorities.

- Collaborates with principals to design individualized professional learning and leadership development plans.
- Designs and delivers professional learning that builds principal, assistant principal, and teacher leadership capacity.
- Facilitate learning communities and collaborative networks that foster continuous improvement and turnaround expertise.
- Partners with fellow chiefs of schools, the division of teaching and learning, and cabinet members to ensure leadership coherence.

III. Talent Management & School Operations

- Collaborates with the Office of Human Capital and the Deputy Superintendent to select, onboard, and support principals.
- Aligns staffing, scheduling, and MTSS frameworks to support student outcomes.
- Works collaboratively across departments (Teaching and Learning, Human Capital, Finance, Operations) to ensure equitable school resourcing.
- Engages students, families, and community partners in shaping and sustaining school improvement efforts.
- Partners with community-based organizations and agencies to align wraparound supports.
- Remains informed of research, policy, and technological advances that strengthen school improvement and innovation.

IV. Accountability & Results

- Sets and communicates clear expectations for principal performance, instructional quality, and student outcomes.
- Holds principals accountable for results while providing differentiated support and coaching.
- Identifies district-wide patterns of success and challenge, implementing responsive interventions.
- Provides the Superintendent with regular performance reports and recommendations regarding principal evaluation, retention, and succession planning.
- Ensures consistent and equitable application of district supervision and accountability systems.

V. School Supervision & Leadership

- Serves as the Superintendent's designee for assigned schools.
- Partners with Human Capital to support the evaluation, improvement, and retention of school leaders.
- Ensures and monitors the Teacher Improvement Plan (TIP) and Principal APPR processes at respective schools, in partnership with the Office of Human Capital.
- Reviews and approves school budgets, ensuring alignment with district priorities.
- Ensures school compliance with all state accountability and monitoring requirements.

DEMONSTRATED KNOWLEDGE AND SKILLS

- Deep understanding of student learning, adult learning, and school improvement theory.
- Expertise in organizational planning, communication, and group process management.
- Knowledge of job-embedded professional development and instructional technologies.
- Proficiency in differentiated instruction, assessment systems, and continuous improvement cycles.
- Strong understanding of instructional needs for multilingual learners, students with disabilities, and gifted students.
- Demonstrated ability to lead in ways that close opportunity gaps and promote inclusive,

respectful learning environments.

KEY COMPETENCIES

- Strategic vision and courage to pursue excellence and equity for all students.
- Proven capacity to lead and inspire principals toward measurable improvement.
- Expertise in data analysis, accountability, and instructional improvement systems.
- Exceptional communication, collaboration, and relationship-building skills.
- Commitment to equity, inclusion, and culturally responsive practices.

DESIRED PRIOR EXPERIENCE

THE IDEAL CANDIDATE WILL DEMONSTRATE:

- A sustained record of improving student outcomes across multiple schools.
- Experience supervising and developing school leaders.
- Success leading turnaround or transformation efforts that improved school performance and culture.
- Skill in balancing accountability with empathy and support.
- Experience partnering with labor unions, community organizations, and higher education institutions.
- Evidence of leading equity-focused initiatives that improve outcomes for multilingual learners and historically underserved students.
- A reputation as a reflective, results-oriented leader capable of building coherence across a complex urban district.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS

- Master's degree required; doctorate preferred.
- Minimum of eight (8) years of combined certified teaching and supervisory experience, including at least five (5) years in an administrative leadership role.
- Proven experience as a school principal or district-level cabinet leader, preferably in an urban, high-need, or turnaround setting.
- Demonstrated record of improving student achievement and closing equity gaps.
- Experience leading successful school turnaround or transformation efforts preferred.
- Proven ability to supervise, coach, and evaluate school leaders to drive measurable results.
- Strong foundation in teaching, learning, and leadership development.
- Demonstrated experience serving racially, ethnically, linguistically, and socioeconomically diverse student populations.
- Skill in data-informed decision-making, strategic planning, and organizational improvement.
- Bilingual or multilingual proficiency preferred.
- New York State certification as School District Administrator (SDA) or School District Leader (SDL), or eligibility to obtain certification.