

APPENDIX 2.9: JOB DESCRIPTIONS

Job Descriptions

When hiring staff, in addition to role specific responsibilities, there are aligned competencies and characteristics that will be true of all Chicago Prep Employees. First and foremost, our team will be mission-aligned and believe that all children can achieve at high levels. They will also be hard-working, embody a growth mindset, and demonstrate expertise and enthusiasm for their content area. The job description for each position is outlined below.

Head of School: The Head of School (HoS) is directly responsible for the fulfillment of Chicago Prep’s mission through effective day-to-day execution and management. S/he is charged with leading the school to progress towards and ultimately achieve the school goals outlined in the charter (**Section 2.4.1**). In order to achieve these goals, the HoS sets, leads, and monitors school-wide priorities, academic expectations, student culture vision, adult culture vision, leadership development and coaching, professional development, annual calendar, staffing, schedule, staff communication, fundraising efforts family communication and involvement, and promotion and retention. The HoS hires, trains, supervises, and evaluates all employees of the school. The HoS delegates responsibilities to other members of the leadership team, including the Assistant Head of School, the Manager/Director of Operations, the Student Supports Coordinator, the Dean of Students (added in Y2), and the Dean of Community Engagement and High School Placement (added in Y3). The Head of School also manages the relationship between the school and the back-office provider. The Head of School is hired and evaluated by the Board of Directors.

Assistant Head of School: The Assistant Head of School will lead our academic program and is the primary coach for classroom teachers at Chicago Prep. With the guidance of the Head of School, the Assistant Head of School observes teachers weekly or biweekly at minimum and provides coaching through real-time feedback, written feedback, and observation feedback follow-up meetings. The Assistant Head of School also conducts weekly data analysis meetings with teachers and supports the Head of School with leading long-term data analysis and action planning based on NWEA MAP, Interim Assessments, and IAR. S/he supports the Head of School in planning and leading professional development over the summer and throughout the school year. S/he also works with the Head of School, Student Supports Coordinator, and Dean of Students (added in Y3) to maintain a positive school culture that is joyful and driven by academic results. The Assistant Head of School is the secondary instructional leader of the school and is hired, coached, supervised, and evaluated by the Head of School.

Manager of Operations/Director of Operations: The Manager of Operations is responsible for leading the operational systems of the school in order to drive academic achievement and maintain compliance with all federal, state, and local requirements. The goal is to ensure all operational systems run smoothly so that all instructional staff can focus on teaching and learning. Areas of focus include human resources, transportation, asset inventory, facility maintenance, attendance systems, and student record-keeping. The Manager of Operations manages technology, manages vendor relationships, provides instructional staff with supplies and resources, manages the Student Information System data, and works closely with the instructional leadership team to manage student academic data systems. The Manager of Operations manages purchasing and other financial documentation and works closely with the back-office provider to maintain the school budget. The Manager of Operations also manages the Office Manager when that role is added in Year 2. In Year 3, the Manager of Operations becomes the Director of Operations and will have the same roles and responsibilities, but will take on more of a strategic planning role and will have

less oversight from the Head of School. The Manager/Director of Operations is hired, coached, supervised, and evaluated by the Head of School.

Office Manager: The Office Manager is added in Year 2 and supports the Manager of Operations in maintaining the operational systems of the school. The role includes maintaining student records and ensures that student attendance, behavioral data, and homework completion are recorded accurately and consistently. S/he will also manage distribution of weekly academic progress reports. S/he is the first point of contact for families both via phone and in person, and ensures that families receive timely notification regarding their children's attendance, after-school detentions, and any urgent matters. The Office Manager manages the physical space of the front office throughout the school day, including the arrival and dismissal periods, and is the first person to greet guests to the school. The Office Manager is hired by the Head of School and coached, supervised, and evaluated by the Manager/Director of Operations with input from the Head of School.

Student Supports Coordinator: The Student Supports Coordinator oversees MTSS as well as special education and English Learn (EL) programming and compliance, and is the STLS liaison for Chicago Prep. S/he will manage writing, revising, and ensuring compliance with student IEPs. S/he manages our Special Education Teachers and ensures that students with IEPs and 504 plans receive the appropriate accommodations and modifications. The Student Supports also supports the Special Education Teachers by providing inclusion minutes or pull-out services as needed. S/he also works with the Head of School, Assistant Head of School, and Dean of Students (added in Y2) to maintain a positive school culture and manage the school's discipline, behavior management, and intervention systems. In particular, the Student Supports Coordinator will lead the team in identifying students in need of Tier 2 and Tier 3 behavioral interventions and implementing the interventions consistently. The Student Supports Coordinator oversees WIDA ACCESS screening and testing for any ELs as well as support programs and services for ELs. As the STLS liaison, s/he ensures that the rights of our homeless students are protected, including informing families of their rights and training teachers on their responsibilities. The Student Supports Coordinator will also manage and support our Social Worker (added in Y3). The Student Supports Coordinator is hired, coached, supervised, and evaluated by the Head of School.

Dean of Students: The Dean of Students is added in Year 2 and focuses on overseeing student culture and discipline. The Dean of Students builds close relationships with scholars and their families, which is the key to him/her effectively managing student behavior. S/he holds students accountable to the Code of Conduct, including determining appropriate consequences, leading restorative skill-building in-school suspensions, and monitoring lunch/after-school detentions. S/he works closely with the Student Supports Coordinator to ensure that students who are consistently struggling to meet behavioral expectations receive the appropriate interventions. The Dean of Students also collaborates with the Head of School and Assistant Head of School to oversee the student discipline and behavior management systems. S/he works with teachers to plan exciting incentives for scholars who are meeting or exceeding expectations, including monthly 'Merit Madness' parties. The Dean of Students manages and supports our Electives Teachers (added in Y3) and our Teaching Fellow. The Dean of Students is hired, coached, supervised, and evaluated by the Head of School.

Dean of Community Engagement and High School Placement: The Dean of Community Engagement and High School Placement (DCE), added in Year 3, leads external partnerships and our High School Placement process of all 8th grade students under the guidance of the Head of School. The role includes building and maintaining collaborations with community organizations to provide afterschool programming and

summer programming opportunities. The DCE plans and implements our High School Placement program, including supporting students and their families with building awareness of high schools and the placement and application processes. They also coordinate our College Access programming by coordinating annual college field trips. The DCE is hired, coached, supervised, and evaluated by the Head of School.

General Education Teacher: Chicago Prep General Education Teachers are responsible for effectively teaching their chosen content area (English Language Arts, math and financial literacy & entrepreneurship/MBA, science, or social studies) to *all* students in their classes in order to attain the academic goals for their content area, outlined in **Section 2.4.1**. Duties include planning, revising, and/or internalizing curricular materials; analyzing data on a daily, weekly, and long-term basis and adjusting instruction accordingly; fully participating in all professional development sessions; participating in coaching and evaluating sessions with the appropriate member(s) of the leadership team; communicating regularly with families about their children’s academic progress; and helping to uphold the cultural and academic expectations of Chicago Prep. Teachers must believe deeply in the potential of all students and work proactively to build relationships with all students to help them feel safe, seen, and heard in their classrooms. Teachers are also responsible for working as part of a team to complete other duties essential for the execution of our vision, including but not limited to taking attendance, checking homework through our school-wide homework system, supervising hallway transitions, supporting our Advisory system, and supporting Assembly. General education teachers are hired and supervised, coached, and evaluated by the Head of School and/or Assistant Head of School with input from the Head of School.

Teaching Fellow/Electives Teacher: Chicago Prep Teaching Fellows/Enrichment Teachers are responsible for teaching the school’s enrichment classes, art and physical education/health. In Year 1 and Year 2, there is one Teaching Fellow responsible for teaching both art and physical education/health to all grade levels (grades 5-6 in Y1 and grades 5-7 in Y2). In Y3 and beyond, we hire three electives teachers to teach art, physical education, and financial literacy to all grades. Under the guidance of the Head of School, Assistant Head of School, and Dean of Students, Teaching Fellows/Electives Teachers plan and execute a coherent scope and sequence, unit plans, and daily lesson plans for the respective courses they teach. They are responsible for upholding all cultural and academic expectations of Chicago Prep and for working as part of a team to complete other duties essential for the execution of our vision, including but not limited to taking attendance, checking homework through our school-wide homework system, supervising hallway transitions, supporting our Advisory system, and supporting Assembly. In Y3, when the Electives Teachers are hired, the Teaching Fellow becomes an apprentice teacher for a core content course, and also provides coverage when teachers are absent. Teaching Fellows/Electives Teachers are hired and supervised by the Head of School and coached and evaluated by Dean of Students with input from the Head of School.

Special Education Teacher: The Special Education Teachers are responsible for overseeing the implementation of student IEPs and 504s and for providing special education services as needed to students. This includes managing the administrative duties of IEPs, supporting students with inclusion services in general education teachers’ classrooms, and teaching students in pull-out settings when/as required by their IEPs. The Special Education Teachers are responsible for frequent communication with the families of all students who receive special education services, including keeping them informed about student progress towards IEP goals as well as grade-level and school-wide standards. They also work closely with general education teachers to ensure that students receive the accommodations and modifications they need to be successful. The Special Education Teachers work closely with the Student Supports Coordinator and the Dean of Students to implement academic and behavioral MTSS with all

Chicago Prep students as needed. The Special Education Teachers are hired and supervised by the Head of School and coached and evaluated by the Student Supports Coordinator with input from the Head of School.

Social Worker: The Social Worker (added in Y3) provides direct counseling services to students, including students with counseling services mandated in their IEP, as well as to students who have been referred by the team. S/he also supports the school leadership team with the implementation of our MTSS process, and through creating strategic plans for individual students who have poor attendance or repeated challenging behaviors and works closely with the Dean of Students and Student Supports Coordinator in the implementation of our MTSS approach. The Social Worker also build strong relationships with our families and with local service organizations, serving as a liaison between families in need and those organizations. The Social Worker is hired and supervised by the Head of School and coached and evaluated by the Student Supports Coordinator.