



Job Description

Director of School Culture

Mission

The Roses in Concrete Community School (RIC) is a K-6 school in East Oakland founded on the belief that schools should emphasize knowledge of self, character, and intellectual growth to prepare students to fundamentally impact the global society while learning to live, learn, work and thrive in their own communities.

Our primary goal is to develop youth committed to lives characterized by self-discipline, integrity, love and hope in the pursuit of justice and equity for all communities. We encourage our students, who are broadly invested in academic, artistic, athletic, and extracurricular pursuits, to demonstrate the spirit of the Warrior-Scholar. As Warrior-Scholars, our students will cultivate the courage to stand as warriors on the side of justice while having the scholarly faculties to decipher where justice resides in a complex society.

Core Values

Resources: We will ensure students' basic needs are met (i.e., food, clothing, shelter, and safety) through invested relationships with families, students, and our community. **Relationships:** We will ensure students feel included, cared for, and can identify at least one adult on campus they can go to for immediate support. **Relevancy:** We will ensure students understand and articulate their own value and cultural history. **Rigor:** We will ensure students receive highly challenging academic, athletic, artistic, and social environments coupled with high levels of support so they are comfortable, confident, and effective in any environment. **Responsibility:** We will ensure students reflect the spirit of the Warrior-Scholar.

Purpose Statement

The Director of School Culture must exemplify Roses in Concrete Community School's Core values (centered around resources, relationships, relevancy, rigor and responsibility) and serves as the cultural and behavioral leader of the school. The Director of School Culture has a vision of excellence and leads the school in building and maintaining a positive, high-standards, achievement-oriented school culture where students excel academically, culturally and artistically. The Director of School Culture models how to build strong, mutually respectful relationships with students and families and supports teachers to do the same. In addition to serving on the school's leadership team, the Director of School Culture coaches teachers, models leadership, facilitates community circles and leads professional development for the staff.

Essential Responsibilities include the following:

Major Tasks

- Develop and implement the school's character development program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Coordinate and implement a school-wide behavior management system with meaningful incentives and re-direction strategies
- Partner with parents and families to build an authentic school-wide community



- Lead recognition assemblies, parent academies, community meetings and other school-wide culture building activities
- Work closely and effectively with children who have/are experiencing trauma resulting in behavior challenges.
- Engage their families, partner with behavioral health organizations and support services to execute individual individualized behavior interventions when needed
- Facilitate staff trainings on student-teacher relationships, classroom management, parent partnership and school culture
- Conduct regular school culture walk-throughs to help staff maintain a high bar of excellence
- Supervise and/or lead school morning circle, breakfast, lunch, recess, dismissal and transitions to ensure they are orderly and positive
- Accurately monitor and analyze daily student attendance, homework and discipline data; create new systems and structures to proactively address school's areas of need
- Enforce and monitor the enforcement of the student code of conduct including but not limited to: attendance, behavior, dress code

Demonstrate exceptional leadership:

- Directly train teachers in developing clear and consistent classroom expectations and routines
- Support teachers in building meaningful relationships with students and families
- Directly coach teachers to help them master classroom management and classroom culture techniques that are consistent with RiC core values and school culture norms
- Provide leadership in behavior intervention process including monitor and evaluate the effectiveness of the behavior intervention process and modify student plans as necessary to ensure maximum response to intervention
- Routinely facilitate community circles to support student needs (Ex. conflict resolution, character development, impulse-control, social-skill building, etc.)
- Demonstrate teamwork, cooperation and open communication with all staff of Roses in Concrete Community School, toward the achievement of school goals and objectives
- Attend and arrive on time for regularly scheduled staff meetings, open house events, student performances, parent meetings, teacher observations, professional development workshops, and other scheduled school activities where staff presence is requested as a condition of employment
- Disseminate information which may pertain to educational opportunities; health and safety; student code of conduct; testing/assessment; parent conferences; parent group activities; corporate community volunteer opportunities; student performances; and events of a special nature
- Perform other duties and administrative functions as assigned by the Head of School

Additional responsibilities:

- Develop and revise as needed in consult with the Board of Directors, Head of School and Leadership Team the RiC student handbook and disciplinary policy, and disseminate information about school disciplinary policies and procedures to parents, students, staff and community as needed
- Maintain accurate behavior data and provide monthly behavior reports



Requirements

This position requires a creative and inspiring educator with adult leadership experience, high energy, excellent organizational abilities and a talent for creating a warm and supportive environment for children and their parents.

Applicants must demonstrate:

- Strong belief in the mission and vision of Roses in Concrete Community School.
- Interest in providing only the highest quality educational, social and emotional experiences for students and their families
- Superior grasp of effective, research-based behavioral methods and strategies for urban youth, including a restorative justice model
- Proven ability to influence and enhance cooperative working relationships within a team environment
- Ability to lead within a fast-paced, dynamic, and rapidly-changing environment
- Exemplary instructional and classroom management skills
- Proven track record of meeting extremely high standards for student achievement
- High level of organization and planning
- Excellent communication skills with diverse constituents (teachers, parents, children, board members); clear writer, facilitator and public speaker
- Proven ability to proactively lead by example, effectively manage adults, and respond positively to feedback
- Team player: maturity, humility, grit, flexible, follow-through, sense of humor and open to feedback

Educational Background and Requirements

- Minimum of 3 years of urban teaching experience with a record of high student achievement
- 3-5 years of demonstrated success in an urban school administrative position or in a direct-service role as counselor or youth Bachelor's degree required; Master's degree in social work, counseling, education or related field preferred
- Experience leading and managing adults
- Experience in and/or understanding of the public school system including charter schools is desirable

Salary & Benefits

The position offers competitive salary and benefits that are commensurate with experience.

The Director of School Culture reports to the Head of School.

As an equal opportunity employer, we are committed to identifying and developing the skills and leadership of people from diverse backgrounds. We do not discriminate on the basis of race, color, gender, disability, age, religion, sexual orientation, or national or ethnic origin.