

# STARGATE CHARTER SCHOOL

## Job Description

Prepared/Revised: January 2019

Job Title: **Executive Director – Stargate Charter School**  
 Work Year: **12 months**

FLSA Status: **Exempt - Executive**  
 Pay Range:

**SUMMARY:** The Executive Director is responsible for the execution of all education programs and procedures in alignment with the Stargate Charter School’s mission and vision, and the oversight of critical school administrative functions, processes, and special projects that engage multiple departments and the school community. The Executive Director supervises the school’s Elementary School Principal and Secondary School Principal on a constant, ongoing basis while focused on school-wide goals, community outreach, and translating objectives into active terms that directly benefit students. This position reports directly to Stargate Charter School’s Governance Board of Directors, and serves as a primary contact for the Adams 12 Five Star School District.

Stargate Charter School’s mission is to provide a differentiated program designed specifically to meet the needs of identified intellectually gifted learners in order to challenge each student’s academic abilities, support their unique emotional needs, promote individual character development, and encourage a life-long love of learning.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	Frequency D= Daily W= Weekly	Estimated % of Time Spent
1. Ensure the implementation of K-12 standards and benchmarks, curriculum, and assessments in a manner consistent with the school’s mission statement. Collaborate with staff members and implement school-wide policies regarding curriculum, SPED, discipline, etc.	D	15%
2. Provide organizational leadership to ensure the coordinated planning and consistent implementation of the school’s mission, vision, and strategic plan. Assure initiated programs are aligned to meet the academic and social/emotional needs of identified intellectually gifted learners. Ensure these programs and administrative support received are effectively focused on student learning and prioritized to meet individual school needs.	D	10%
3. Cultivate communication and collaboration among faculty, staff, parents, volunteers, and students to support school goals and encourage participation from all stakeholders in school programs and activities. As part of the communication pathways, support the Principals with the resolution of any problems that may arise among teachers, students, and parents.	D	10%
4. Ensure compliance with school’s charter agreement, including verification and documentation of all District, State, and Federal student requirements (IEPs, 504s, IDEA, etc.).	D	10%
5. Foster a climate of innovation and excellence through a positive school culture and through appropriate implementation of program-level Adroit program. Oversee the Adroit program and outcomes to create a work environment and culture that are student-focused and results-orientated and ensure continuity across K-12.	D	10%
6. Meet with administrative team members and key stakeholders regularly to direct the implementation of school-wide initiatives and goals. Participate with the Governance Board of Directors and other senior staff in strategic planning, policy development, and resolution of complex issues and needs. Provide status reports and updates to the Governance Board of Directors and other key stakeholders.	W	10%
7. Operate in an advisory capacity to the Governance Board of Directors and ensure Board initiatives are implemented and acted upon. Responsible for ensuring accurate reporting to the Board.	W	10%
8. Collaborate with the Elementary and Secondary Principals, oversee the effective use of data to monitor and evaluate level progress, lead instructional/curricular improvement, and report that information to the School Accountability Committee (SAC). Stay current in and	W	10%

demonstrate comprehensive knowledge of effective, research-based practices to improve student achievement in support and implementation of the Unified Improvement Plan.		
9. Provide leadership and direction for school level community engagement committees. Shape a positive external perception of Stargate and its brand within the broader community, including colleges (both locally and nationally). Build relationships with members of the local and regional media to promote more representation of the school in the media.	D	10%
10. Perform other duties as required.	Ongoing	5%
	TOTAL	100%

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Master’s degree plus additional coursework required to obtain a Colorado Administrator License
- Minimum of five years in education, including experience in administration and supervision
- Experience in Gifted Education preferred
- Charter School experience preferred

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Valid Administrator License, Superintendent License or equivalent preferred
- Colorado endorsement in Gifted Education or equivalent preferred
- Criminal background check for hire required

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Excellent interpersonal relations and oral and written communication skills
- Advanced strategic and tactical thinking skills and problem solving skills
- Proven skills and experience in strategic planning and communicating a vision and goals to others
- High-energy and inspirational leadership skills
- Ability to effectively implement action plans throughout an organization
- Ability to manage multiple priorities
- Ability to diffuse and manage volatile and stressful situations
- Ability to work with students with diverse backgrounds and abilities
- Ability to unify, motivate, develop, support, and empower a high performing team of administrators, teachers, Principals and support staff
- Ability to promote and follow Board of Education policies, school policies, district policies, building, and department procedures
- Ability to communicate, interact, and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with typical office equipment
- Operating knowledge of school information technology systems and any other department specific software and equipment required within 2 months after entering position

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	<b>POSITION TITLE</b>
<b>Reports to:</b>	Governance Board of Directors

	<b>POSITION TITLE</b>	<b># of EMPLOYEES</b>
<b>Direct reports:</b>	Elementary School Principal	1
	Secondary School Principal	1

- Supervisory responsibilities include hiring; disciplining; terminating; planning, assigning, and directing work; addressing complaints and resolving problems; and appraising performance.

**BUDGET AND/OR RESOURCE RESPONSIBILITY:**

- Participate in and make recommendations related to developing, administering, monitoring, and coordinating school budgets
- Participate in initiating requisitions

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk			X	
Hear			X	
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate			X	
Instruct			X	
Compute		X		
Synthesize				X
Evaluate			X	
Interpersonal Skills				X
Compile		X		
Negotiate		X		

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			

Work with explosives	X			
Risk of radiation	X			
Vibration	X			

<b>VISION DEMANDS:</b>	<b>Required</b>
No special vision requirements.	X
Close vision (clear vision at 20 inches or less)	
Distance vision (clear vision at 20 feet or more)	
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	

<b>NOISE LEVEL:</b>	<b>Exposure Level</b>
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	