



**Position:** Culture Leader

**Work Year:** 10-month employee

**Reports To:** Dean of Students

## **MISSION**

The mission of Albany Leadership Charter School for Girls is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

## **Values**

College Readiness

Leadership

Empowerment

Accountability

Resolve and Resiliency

## **Vision**

Albany Leadership Charter High School for Girls will be a recognized leader in single-sex secondary education for young women. It will foster a community of scholars dedicated to life-long learning and committed to improving their communities through their pursuit of post-secondary endeavors.

## **Commitment to Excellence**

ALH is a family with the highest of expectations for our daughters, particularly in regards to academic achievement. Our goal is to position our girls so that their senior year can be focused on successfully transitioning to their post-secondary pursuits. If we set the standard, our daughters will rise to the challenge. We emphasize the importance of leadership through scholarship and service. “One leader changes everything” is not just a slogan students hear; it is a belief they are taught to manifest.

## **All Girls**

There are three major advantages for girls who are educated in a single gender school, include: expanded educational opportunity, custom-tailored learning and instruction, and greater autonomy of thought and expression. Single gender schools help to foster an environment where their students think for themselves and take control of their own lives. By eliminating false gender stereotypes, all female schools can liberate and empower their girls to explore various subjects and pursue excellence in all disciplines. It is for these reasons that ALH believes that the opportunity to experience a single-gender education, should be one that is offered freely to any and all girls who would choose it.

### **SUMMARY:**

Provide a safe and effective learning environment for all. Duties include upholding school safety procedures before school, during the school day, and afterschool; enforcing school and classroom policies; monitoring facility hallways, entrances, and exits; and providing school culture support to teachers and staff.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position.

1. Serves as monitor of student attendance, behavior, and movement.
2. Communicates with appropriate staff on attendance and behavior issues or concerns.
3. Monitor facility hallways, classrooms, entrances and exits; monitor bus stops and other areas frequented by students.
4. Assist with the implementation of school safety procedures and protocols including fire drills, lockdown drills and other safety drills as assigned by the School and Community Safety Coordinator.
5. Enforce school policies.

6. Monitor student behavior; address student misconduct; document student behavior in school tracking systems and other reporting systems.
7. Respond to and document facility and safety concerns.
8. Attend grade level meetings as well as weekly professional development.
9. Perform other duties as assigned by the Principal and/or Dean of Students.
10. Assists and cooperates with rotational coverage with other student supervisors.
11. Maintains policies on attendance, food, and drink, behavior, and passes.

To perform this job successfully, the Cultural Leader must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and dispositions required. Reasonable accommodations may be made to enable individuals with less than required attributes or with disabilities to perform the essential functions to expectations.

**EDUCATION AND TRAINING:**

High School Diploma or GED required; Earned Associate's or Bachelor's Degree preferred.

**EXPERIENCE:**

Demonstrates proper attitude and experience working with high school students, preferably within an urban setting.

**SKILLS, KNOWLEDGE, DISPOSITIONS:**

Operating knowledge of and experience with personal computers, word processing and database software. English language skills required. Oral and written fluency in a second language may be preferred or required based on student and parent primary language needs.

**CERTIFICATES, LICENSES, & REGISTRATIONS:**

**Language Skills:** Excellent oral and written communication skills.

**Mathematical Skills:** Basic math skills required.

**Reasoning Ability:** Ability to problem solve in a fast-paced environment.

**Other Skills and Abilities:** Positive interpersonal skills and proven ability to work well with people.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the Cultural Leader is regularly required to stand, walk, talk, hear and see. The Cultural Leader must occasionally lift and/or move up to 25 pounds.

**WORK ENVIRONMENT:**

The noise level in the work environment is usually moderate. Working with other adults and students may occur in both noisy and quiet areas.

**MENTAL FUNCTIONS:**

While performing the duties of this job, the Cultural Leader is regularly required to use interpersonal skills; frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate and negotiate.