



DIRECTOR OF GUIDANCE JOB DESCRIPTION

The school

Heichal HaTorah

70 Sterling Place, Teaneck, NJ 07666

School general description: Heichal HaTorah is an Orthodox, Zionist yeshiva high school for boys that provides a classical yeshiva experience with a strong focus on skill-building in *Limudei Kodesh* and college-preparatory general studies in a culture infused with excitement, warmth and passion for growth.

School website: www.HeichalHaTorah.org

Grades served: 9th - 12th grade

Size of student population: 133 this year; 150 planned for next year (maximum predicted 160)

Size of average class: 15

The Job

Job title: Director of Guidance (DG)

Reports to: Academic Dean and Principal of General Studies (ADPGS)

Direct reports: Guidance counselor, college guidance consultant

General description: The DG is the senior leader responsible for ensuring that the school meets the individual educational and social needs of the students. The DG directly provides learning support for students as well as social-emotional counseling and guidance. Details are provided below.

How this job fits in our school: We believe there is a strong connection and correlation between student academic performance and social-emotional wellness and that attending to both in an integrated system is better for students than a compartmentalized approach. The DG is the person at our

school who unifies and integrates the academic and social-emotional spheres.

The DG works closely with the ADPGS, the head of school, the leadership team, and the staff to develop and implement a vision for the guidance program of the school, overseeing and supervising key staff in the execution of key functions of the program. The DG maintains close interactions with the students and is accessible to them during the day and to their parents both during the day and outside of school hours as needed.

The DG addresses the unique needs of students in our high school and provides support and resources to them, their parents, and staff.

Our guidance program is implemented primarily through individual meetings and group activities that require a high-level of communication and coordination with other members of staff and the students' families.

The DG helps students navigate course selection, manage learning challenges, explore college, career, and vocational options, makes suggestions for improving executive functioning and study skills, and helps resolve difficulties with peers and adults.

The DG attempts to achieve a delicate and ever-shifting balance between being available to students who reach out for help as well as reaching out to students who need the DG to initiate.

What great leadership looks like in our school: Great leadership in our school is primarily about leading people, not initiatives and tasks. Successful leaders in our school love children, teachers, staff, parents, and lay leaders. Good leadership in our school means being part of team committed to excellence, recognizing your role in that team, and playing in that role with full commitment, even as your role shifts along with the uncertainties of school life. In addition, good leadership means setting high expectations, communicating those expectations clearly to all stakeholders, and keeping in touch with stakeholders on a regular basis to keep track of student progress based on real data. The most successful leaders in our school are highly organized, mission driven, and usually wear a smile. They are advocates for children and politically sophisticated. They are firm, but flexible; are friendly with students, but aren't their friends; and are warm and understanding, but not pushovers. They are lifelong learners who are role models for responsible adult living and who support the mission of our school in deed and creed.

They work in schools because they know it makes them the richest people in the world in the ways that really matter.

Main tasks and responsibilities:

1. Academic guidance (40%)
 - a. Develop and implement vision for the academic guidance program
 - i. Together with the ADPGS, articulate a vision for the academic guidance program at our school highlighting strategies to be used in achieving the mission and goals of the school
 - ii. Set objectives, assessments, and policies accordingly in cooperation with other staff
 - b. Supervise student academic achievement
 - i. Together with ADPGS, coordinate and provide direct academic guidance to all students with a focus on students with learning challenges or needs
 - ii. Meet with students formally and informally to learn about their progress and challenges
 - iii. Provide academic guidance to students to help them achieve their greatest level of potential success
 - iv. Together with each student, set personal learning goals and track progress
 - v. Help students resolve challenges - both routine and unique - as they arise as well as anticipate challenges that may arise and work to prevent them
 - vi. Monitor student academic progress; convene teams to address student academic emergencies
 - vii. Understand, evaluate, and interpret academic performance data for students, parents, and school staff
 - viii. Meet with students with specific learning needs at least monthly to discuss progress and challenges
 - ix. Serve as a consultant to teachers in matters of classroom management and teaching methods, especially as they relate to helping students with learning differences succeed
 - c. Accommodations
 - i. Document and communicate learning accommodations for students with documented learning needs

- ii. Coordinate implementation of accommodations with faculty and families of students
 - iii. Monitor implementation of accommodations and their impact on students' academic success
 - d. Curriculum and instruction support
 - i. Assist ADPGS and faculty in developing curriculum and instruction, including grading and assessment practices, that meet the needs of diverse learners, working to create systems that ensure the curriculum is accessible to all and designed for student success
 - ii. Make available resources to teachers to help them address students' learning needs
 - e. Testing, reporting, and funding
 - i. Manage required psycho-educational testing and reporting needs (usually delivered by outside providers) and maintain complete and comprehensive records for students
 - ii. Develop and oversee systems for faculty to communicate with parents regarding student academic and social-emotional progress
 - iii. Act as liaison with local and state agencies regarding provision of special services and funding for provision of those services
 - f. Class placement
 - i. Work with principal to ensure the placement of students in appropriate classes
 - ii. Support the creation of the class schedule to best meet student needs
- 2. Social-emotional guidance (40%)
 - a. Coordinate and oversee the development and implementation of a social-emotional learning curriculum
 - b. Design and implement a program of social-emotional guidance for the entire student body, meeting with individual students to address their social, academic, and spiritual wellbeing
 - c. Work together with the guidance counselor to coordinate and provide social-emotional support to students as well as share critical information with the leadership team, teachers, and staff.
 - d. Support discipline
 - i. Work with students who are repeatedly violating school policies to change their motivations and behavior

- ii. Participate in high-level disciplinary meetings as needed
- 3. College and career guidance (7.5%)
 - a. Hire and oversee the person responsible for guiding parents and students through the standardized testing and college application process
 - b. Along with college guidance consultant, coordinate standardized testing as well as college and career events and guidance
 - c. Coordinate the writing of the school college recommendations for each student
 - d. Serve as liaison to and maintain relationships with YU, LCM, FDU (especially Middle College Program and Yeshiva Program) and other universities that our students regularly attend as needed
- 4. School-wide leadership (7.5%)
 - a. Coordinate counseling services with all school departments and events
 - b. Be a visible presence in the school during the school day and at other school programs
 - c. Represent the school at meetings and other convenings related to guidance outside of school
 - d. Serve as senior leader in davening during Shacharis, Mincha, and Maariv
 - e. Keep the ADPGS and head of school informed about the programs, activities, and challenges of the students
 - f. Participate in regular and ad-hoc leadership team meetings
 - g. Professional development
 - i. Create and coordinate in-service training for all teachers related to guidance.
 - ii. Serve as a resource for faculty, recommending workshops, speakers, programs
 - iii. Conduct regular workshops for faculty to keep faculty informed of current trends/research in social emotional learning as well as supporting students with learning differences
 - h. School records
 - i. Establish procedures for archiving and management of records for current and former students

- ii. Interpret the Federal Educational Rights and Privacy Act (FERPA) requirements to schools regarding the management of student records and disclosures

Other tasks and responsibilities (5%):

1. Standardized testing
 - a. Oversee the person charged with aiding our students in the standardized testing process (PSAT, SAT, SAT II, Pre-ACT, ACT, AP)
 - b. Maintain records relating to standardized test scores
2. Admissions and recruitment
 - a. Open House: Present Heichal's guidance program at open houses and parlor meetings in addition to reporting about the full scope of responsibilities.
 - b. Parent Meetings: Meet with potential parents and discuss the benefits of the Heichal program and to answer parents' questions and concerns about their child's fit with our program.

Important structures and systems that impact this role: The *Limduei Kodesh* faculty (i.e., Rebbeim) report to the head of school on matters of curriculum, class placement, and hashkafa while the GS faculty report to the ADPGS. In addition, all matters of *halacha* and *hashkafa* that relate to school programs should be discussed in consultation with the head of school. The leadership team works with the Executive Director regarding matters of the facility, HR, and budget allocations.

The kinds of supervision and support our leader can expect: Our DG will meet regularly with the ADPGS who will provide support and feedback. In addition, the new DG will work with the ADPGS to establish evaluation criteria and provide regular opportunities to reflect on accomplishments, setbacks, and plans for growth.