

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

Position Description

Title: Liaison, Teacher on Special Assignment (TSA)	Reports to: Executive Director of Curriculum and Instruction
Dept: Educational Services	Classification: Certificated Bargaining Unit
FSLA: Exempt	Work Year: Credentialed Teacher, 186 work days
Board Approval: March 14, 2023	Salary: Certificated Bargaining Unit Schedule

SUMMARY DEFINITION:

Under the direction and supervision of the Executive Director of Curriculum and Instruction, the Liaison is responsible for collaborating with district and site administrators and other staff on the implementation of the District's Strategic Directions. An integral part of the Liaison's work is supporting strong instructional practices and equitable learning environments so that the diverse needs of variable learners are met. This Position requires a collaborative focus and ability to work well with both a school site team and the team of district Liaisons to support and effect change across schools districtwide.

DUTIES AND RESPONSIBILITIES:

- Provide leadership and support to school staff and communities in implementing a shared vision aligned to the District's Strategic Directions and priorities. E
- Engage in professional development opportunities to deepen understanding of Multi-Tiered Systems of Support (MTSS), Professional Learning Communities (PLC's), equity based practices, social emotional well-being, educational technology, subject-specific initiatives, and other relevant topics aligned to the District's Strategic Directions. E
- Build shared accountability to achieve the District's vision via effective modeling, communication and strategic support for staff. E
- Actively develop relationships with a range of stakeholders, including site administrators, staff, families and community members, to support the implementation of the District's shared vision for teaching and learning. E
- Demonstrate knowledge of and ability to build effective PLC's and build capacity among staff members to engage in PLC's to affect more equitable outcomes for student learning and social emotional well-being. E
- Collaborate effectively with District leaders, site administrators, special education staff and site staff to support all student learning. E
- Serve as a liaison between the community and the school to help develop and sustain trusting and supportive relationships that will benefit students, staff, families, the school and the District. E
- Design and deliver high quality professional development for staff. E
- Assist site(s) in developing and articulating clear academic and social-emotional learning goals across courses and grade levels. E
- Provide coaching, modeling and staff support to develop strong instructional and social-emotional practices, including Tier 1 instruction, deep learning practices, and learning environments and conditions that support equitable access. E
- Support and implement systems of intervention to address students' academic, behavioral and social emotional needs. E

- Use and analyze data from a variety of sources to inform teaching practices and support equitable learning outcomes. E
- Assist in creating a positive school culture that is safe and inclusive. E
- Identify instructional practices that contribute to disproportionate outcomes for historically underserved youth for the purpose of providing recommendations and support that will lead to building equitable access to learning opportunities. E
- Support the development and implementation of policies and practices around discrimination and hate and use restorative practices to promote equitable disciplinary measures. E
- Create, plan and implement a framework for review of textbooks, novels, and other curriculum materials to ensure they are inclusive of all students. E
- Assist in overseeing and monitoring the process to support compliance and adherence to District procedures, state guidelines and federal regulations. E

KNOWLEDGE OF:

- Multi-Tiered Systems of Support (MTSS), Professional Learning Communities (PLC's), equity-based practices, social emotional well-being, educational technology and other relevant topics aligned to the District's Strategic Directions
- District organization, policies and objectives
- District Strategic Directions and priorities
- Effective instructional practices

ABILITY TO:

- Establish trust and collaborate effectively with administrators, staff, students, parents and community members.
- Demonstrate excellent communication skills, both orally and in writing, for a variety of audiences (e.g., parents/caregivers, students, staff)
- Demonstrate effective listening skills
- Demonstrate initiative and function effectively as part of a team

QUALIFICATIONS

- Valid California Teaching and/or Services Credential
- Valid California Driver's License

WORKING CONDITIONS:

ENVIRONMENT:

- Indoor work environment

PHYSICAL DEMANDS:


- Dexterity of hands and fingers to operate a computer keyboard
- Hearing and speaking to exchange information in person and on the telephone

- Bending at the waist, kneeling or crouching
- Reaching overhead, above the shoulders and horizontally
- Sitting or standing for extended periods of time
- Seeing to read a variety of materials
- Lifting and moving office supplies and boxes

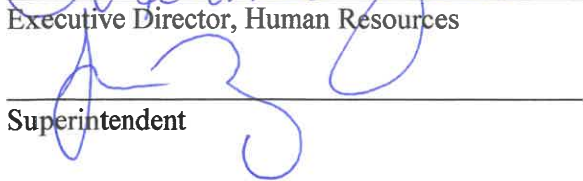
OTHER QUALIFICATIONS:

- Must successfully pass the District's pre-employment fingerprint, TB testing and mandated training(s).

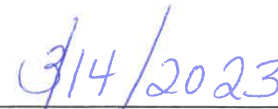
APPROVALS:




Executive Director, Human Resources



Superintendent



Date



Date