

SUPERINTENDENT

JOB SUMMARY: Performs duties on a daily basis as an educational leader who promotes the success of all students by: (1) facilitating a vision of educational excellence, (2) advocating and nurturing a constantly improving learning environment and instructional program, (3) ensuring management of the organization, (4) collaborating with families and communities, and (5) understanding and applying knowledge of laws, regulations, and professional ethics.

QUALIFICATIONS: Master's Degree, Type 75 certificate with a Superintendent's endorsement; Doctorate in Education Administration preferred. Aptitude, skills, knowledge and experience as a building principal and/or Unit Office administrator. Superintendent must live in the district.

KNOWLEDGE/SKILLS/ABILITIES

- Previous experience in administration at the building and Unit Office level.
- Understand how to develop and manage the budget process.
- Knowledge of personnel records, ability to handle confidential issues and experience with general office procedures.
- Strong written and oral communication skills necessary in order to complete correspondence, meet the public, and interact positively with faculty, staff, students, parents and the public.
- Ability to supervise the establishment, organization and maintenance of appropriate records.
- Knowledge of computer software and applications: word processing, spread sheets, data base creation and the internet; able to file reports electronically
- Organizational skills necessary to orchestrate and supervise multi-tasks/projects at one time.
- Understanding and knowledge of curriculum, instruction and assessment and school improvement processes and planning.
- Understanding and knowledge of long and short range planning; in particular, strategic planning.
- Ability to understand and supervise the management of transportation.
- Ability to understand and supervise the management of facilities and maintenance.
- Ability and experience in conflict resolution.
- Ability and experience with the facilitation of groups.
- Ability to promote collaboration and create a learning community culture.

PHYSICAL DEMANDS

- Specific vision abilities required are close vision and ability to adjust focus.

- Dexterity and strength necessary for typing, computer use and light lifting (under 20#s)

SUPERVISION

- Given: Primary Supervision given to the following individuals: Principals, Support Services Coordinator, and Unit Office Personnel. Responsible for all district employees and their supervisors.
- Received: Board of Education

EVALUATION

- Board of Education

WORKING CONDITIONS

- Responsible for day to day operation of the District
- Willing to organize, attend and represent the district at school functions, community and district events and meetings.
- Responsible for managing the organization and preparation for multiple kinds of meetings and in particular, the Blue Ridge Board meetings.
- Other arrangements as necessary to meet the needs of BLUE RIDGE CUSD #18.
- Attends Board meetings and other committee meetings when appropriate.

BASIC DUTIES AND RESPONSIBILITIES

Communications

- Communicates with the Board members, administrators, and faculty and staff about current developments and problems; follows chain of command.
- Initiates problem solving with the person(s) involved.
- Refrains from participation in rumors or gossip which may be detrimental to BLUE RIDGE CUSD#18.
- Provides professional and helpful responses when engaging in telephone and personal contacts.
- Correctly obtains pertinent information, delivers messages and forwards all information as appropriate.

Interpersonal Skills

- Maintains a professional relationship with all internal and external customers.
- Responds to service requests in a prompt and courteous manner.
- Conveys genuine warmth, concern and respect for others in all encounters.
- Accepts feedback non-defensively.
- Promotes an atmosphere of teamwork by establishing and maintaining productive working relationships.

Implementation

- Understands and demonstrates a knowledge of district guidelines for administrative support services.
- Follows established laws and mandatory regulations which govern school administration and business.
- Supervises the maintenance of School Board, District, Superintendent, building and personnel records.
- Effectively and efficiently utilizes resources, along with minimizing cost to the district when possible.

Education of Self

- Shares knowledge and resource information with fellow faculty and staff members throughout the district.
- Organizes district unit office meetings.
- Encourages participation in meetings.
- Models lifelong learning and encourages others to take advantage of additional learning opportunities to expand knowledge base.
- Models and encourages the establishment of goals for personal and professional development and promotes continuing education.

Organizational Skills

- Effectively and efficiently organizes workload and use of own time.
- Establishes priorities and is able to change and modify priorities as needed.
- Delegates tasks to others as appropriate

Flexibility

- Recognizes Bookkeeper, Payroll Clerk, Treasurer, Transportation Secretary, District Secretary, and Superintendent positions are inter-related positions.
- Promotes cooperation between the business office and other district personnel.
- Accepts responsibility and models the willingness of working beyond the regular scheduled office hours in order to meet the district's needs.

Dependability

- Arrives to work on time, as scheduled, is punctual and adheres to established schedule.
- Calls in sick per standard management guidelines.
- Handles requests for both personal time and vacation per standard management guidelines.
- Abides by break, lunch and dinner rules when appropriate.
- Does not allow non-work related interruptions to interfere with completion of assigned duties.

Initiative

- Establishes a culture which encourages others to seek out additional responsibilities, promotes resourcefulness and the use of time productively.

- Establishes a culture which encourages others to help co-workers when own assignments are complete.
- Establishes a culture where others are encouraged others to suggest ways to improve operational efficiency of the school district.

Decision Making

- Models sound decision making skills and is able to give rationale/explanation for decisions made.
- Models acceptance of responsibility for own decisions.
- Models consideration of effects of decisions on the school district.

Professional Image

- Presents a professional image by wearing clean clothes and being neat in appearance.
- Models the willingness to accept assignments within a level of competence and seeks assistance when needed.
- Models behavior and conversation that is professional and appropriate to the setting.

SPECIFIC DUTIES AND RESPONSIBILITIES

General

- Supervises and manages the completion and filing of all reports to the State and other agencies on time.
- Models that documentation and attention to detail is a critical part of the job.
- Maintains and uses equipment and technology to prevent damage, waste and premature deterioration.

Safety and Security of Personnel and District Records and Reports

- Ensures that records and reports are secure.
- Ensures that electronic records and reports are backed up.
- Ensures that records and reports are kept on file the length of time legally required.
- Keeps data confidential and protected from corruption .

Specific Responsibilities

STANDARD 1 - Facilitating a Vision of Educational Excellence

The competent school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

Performance indicators – The competent school superintendent:

- 1K. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- 1L. Promotes the appropriate academic rigor and excellence for all students and staff.
- 1M. Supports a nurturing and high performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
- 1N. Collaborates to develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.
- 1O. Articulates and models core beliefs of the school district and effectively communicates and takes actions to achieve district vision, mission, and goals that shape purpose and direction for individuals and groups.
- 1P. Promotes the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals.
- 1Q. Promotes activities that form and implement vision, mission, and goals that shape purpose and direction for individuals and groups.
- 1R. Develops an implementation plan in which objectives and strategies to achieve the district's vision, mission, and goals are clearly articulated and linked to students' learning.
- 1S. Identifies, clarifies, and addresses the barriers to achieving the vision, mission, and goals.
- 1T. Obtains and organizes financial, human, and material resources to realize the district's vision, mission, and goals.

- 1U. Monitors, evaluates, and revises the district's vision, mission, goals, and implementation plans regularly.

STANDARD 2 – Learning Environment and Instructional Program

The competent school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development.

Performance Indicators – The competent school superintendent:

- 2I. Promotes a climate that is supportive of continuous improvement of the instructional program.
- 2J. Promotes the application of the principles of human growth and development.
- 2K. Promotes the systematic design and implementation of procedures and instruments for evaluating the instructional program.
- 2L. Supports systemic staff development to enhance the learning environment and the instructional program.
- 2M. Promotes the use of best practices and sound educational research to bring about informed changes in instructional practices and curricular materials.
- 2N. Promotes reflective practices among administrators, teachers, and staff.
- 2O. Promotes the appropriate use of technology to enhance students' learning and professionals' growth.
- 2P. Promotes a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
- 2Q. Sets high expectations for self, staff, and students.
- 2R. Assists others in dealing with the ambiguity and uncertainty that accompanies the change process.
- 2S. Promotes systematic assessment of and response to individuals students' academic performance, reporting on that performance, and evaluation of the instructional program.
- 2T. Promotes activities that connect educational standards to the instructional program.
- 2U. Promotes activities that coordinate district staff and outside agencies in determining and enforcing educational standards.
- 2V. Promotes activities that foster lifelong learning.

STANDARD 3 – Management

The competent school superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Indicators – The competent school superintendent:

- 3H. Promotes the use core organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
- 3I. Promotes the empowerment all constituents (e.g., staff, students, and parents) of the school district as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
- 3J. Promotes supervisory and performance appraisal techniques that enhance and develop the knowledge and skills of instructional and non-instructional staff.
- 3K. Promotes the support and facilitation of professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes.
- 3L. Promotes the use of core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment.
- 3M. Promotes planning that ensures the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the school district’s curricular and extracurricular programs.
- 3N. Promotes the efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).
- 3O. Promotes the identification of financial and material assets and resources and acquire them for subsequent allocation according to the school district’s goals and priorities.
- 3P. Promotes financial planning that maximizes fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring.)
- 3Q. Promotes the creation of operational plans and procedures in support of school district’s vision, mission, and goals.
- 3R. Promotes the use of organizational monitoring systems to ensure policy implementation.
- 3S. Promotes the use of management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.
- 3T. Promotes the operation of school plant, equipment, and support systems securely, safely, efficiently, and effectively.
- 3U. Promotes the maintenance of secure, safe, clean, and esthetically pleasing school environments that foster student learning.
- 3V. Promotes the identification of management functions that can be

- improved using technology.
- 3W. Promotes ongoing training and review to ensure the productive and efficient use of technology in school district management.

STANDARD 4 – Collaboration with Families and Communities

The competent school superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Performance indicators – The competent superintendent:

- 4H. Promotes the clear articulation of the district’s vision, mission, and goals to multiple stakeholders through a variety of means.
- 4I. Uses political structures and communication skills to build community support for district priorities.
- 4J. Promotes and participates in activities that provide effective communication with individuals and organizations throughout the community.
- 4K. Promotes the collection and organization of a variety of formal and informal data from multiple stakeholders to better inform the district’s decision making bodies.
- 4L. Promotes communications from the district that are written and spoken clearly and forcefully.
- 4M. Promotes and demonstrates formal and informal listening skills.
- 4N. Promotes and demonstrates group leadership skills.
- 4O. Promotes the identification and consideration of various political interests within the community environment in the district’s decision making.
- 4P. Promotes and participates in the education of the community about school funding and referenda.
- 4Q. Promotes and participates in activities that mediate conflict between the district and various stakeholders.
- 4R. Promotes and participates in activities that involve the school organization and community in school improvement efforts.
- 4S. Promotes and participates in activities that demonstrate the ability to build consensus.
- 4T. Promotes and participates in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.

STANDARD 5 – Knowledge of Laws, Regulations and Professional Ethics

The competent school superintendent is an educational leader who promotes the success of all students by understanding and applying knowledge of laws, regulations, and professional ethics related to schools and children.

Performance Indicators – The competent school superintendent:

- 5M. Ensures an ongoing dialogue with and among representatives of diverse community groups.
- 5N. Leads the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
- 5O. Fosters a board/superintendent working relationship that promotes and actualizes the district's vision, missions, and goals.
- 5P. Promotes and participates in activities that shape public policy to provide high-quality education for students.
- 5Q. Promotes clear distinctions between board policies and operating procedures.
- 5R. Promotes decisions based on the legal, moral, and ethical implications of policy options and political strategies.
- 5S. Promotes activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

OTHER DUTIES

- Performs other duties as assigned by the Board of Education.