

POSITION DESCRIPTION

Two Rivers Supervisory Union

Position Title: Superintendent of Schools

Reports to: Supervisory Union Board

Position Type: Exempt

Work Year: Per Contract

Compensation: Per contract

POSITION OBJECTIVES:

To inspire, lead, guide and direct every member of the administrative, instructional and support services team in creating a kind, collaborative, and creative community that nurtures a diverse and accessible learning environment so that students will flourish as critical thinkers and productive citizens, cultivating resilience in an ever changing world.

To oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, a minimum of waste, and an ever-present, overriding awareness of and concern for their impact upon each individual student's education.

QUALIFICATIONS AND REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

A. Education and Experience

Master's Degree in Education or Administration and a concentration in educational administration, experience teaching at the elementary, middle or high school level and experience serving as a School Principal or other leadership capacity within a PreK-12 school or a combination of education and experience from which comparable knowledge and skills are acquired. Knowledge of contemporary instructional theory and practice; commitment to standards-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance; plus competence in the following areas:

- Fundamentals of educational administration/leadership
- School law
- School finance or school business management
- Staff evaluation/development
- Curriculum management (e.g. development, supervision, evaluation)
- School/community relations

B. Certifications and Licenses

Holds or is eligible to hold a valid Level II Vermont Professional Educator's License. Valid Vermont drivers' license also preferred.

C. Language Skills

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

D. Mathematical Skills

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

E. Computer Skills and Experience

Proficient with computer presentation, spreadsheet and email systems. Experience and knowledge of computerized database systems. Excellent computerized file management skills.

F. Reasoning Ability/Mental Requirements

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

G. Communication & Interpersonal Skills

Ability to communicate and collaborate effectively, working cooperatively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Understands and is responsive to the needs of others. Understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.

H. Visionary Planning

Understands strategic planning processes and involves others in strategic plan development; understands the nature of internal and external political systems and environments as they apply to schools and effect educational change.

I. Partnerships

Understands the role of school/community relations and school governance in furthering the TRSU vision statement. Understands the role and relationship between school boards and school personnel. Understands the value of school/community partnerships to maximize school resources.

J. Competencies

The individual in this position must possess the following:

- **Dependability** – being reliable, punctual, responsible, and fulfilling obligations
- **Self-Control** – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- **Stress Tolerance** – accepting criticism and dealing calmly and effectively with high stress situations.
- **Cooperation** – being pleasant with others on the job and displaying a good-natured, collaborative attitude.
- **Concern for Others** – being sensitive to others’ needs and feelings and being understanding and helpful on the job.
- **Attention to Detail** – being careful about detail and thorough in completing work tasks.
- **Integrity** – being honest and ethical.
- **Adaptability/Flexibility** – being open to input and feedback (positive or negative) and to considerable variety in the workplace.
- **Independence** – guiding oneself with little or no supervision, and depending on oneself to get things done.
- **Social Orientation** – capable of working with others rather than alone, and being personally connected with others on the job.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The Superintendent shall have general supervision of the public schools in the supervisory union and perform such duties as are prescribed by the laws of the state and by the supervisory union board (Title 16, Sec.242).

A. Board and Superintendent Relationship

- Strives to develop a highly professional and positive working relationship with the board(s)
- Keeps the board(s) informed with professional, timely communication and materials so that it may fulfill its responsibilities and make informed decisions
- Solicits and accepts feedback from the board before decisions are presented to the board for approval
- Reviews operating results of the supervisory union with the board(s), compares them to established objectives, and informs the board(s) of successes and steps taken to correct unsatisfactory results
- Attends or is represented at all meetings of the board(s) and participates in deliberations, as appropriate
- Actively and continuously encourages board development by seeking and communicating opportunities

B. Policy

- Carries out the policies adopted by the school board and assures adequate procedures are in place, relative to the educational or business affairs of the school district (Title 16, Sec. 242).
- Establishes and maintains an orderly system for the development and codification of board policy
- Recommends policies on organization, finance, personnel, instruction, school plant, and other phases of the school program
- Encourages board participation in the development of policies to meet the systems' needs
- Insures staff and community awareness of all existing and proposed policies
- Establishes such procedures, regulations, rules, or administrative directives as are necessary to carry out his/her responsibilities as the chief executive officer of the school system

C. Business and Finance

- Oversees the adequacy and soundness of the district's financial structure
- Develops the system necessary for budget preparation that clearly shows the relationship of program to expenditures
- Supervises the preparation of the annual budget, and the fiscal administration of the budget
- Makes recommendations concerning the budget to the Board for approval
- Assists the board in the presentation and explanation of the budget
- Develops and maintains systems to insure the continuous monitoring of all budgets in providing the Board with sufficient data for accurate decision-making
- Ensures the planning and management of resources is consistent with the supervisory union's vision and goals

D. Community Relations

- Directs a communications program designed to enlist the understanding, support, and participation of the community in solving the major challenges of the school system
- Represents the school system wherever and whenever necessity or opportunity allows, in order to promote public education and further the support and understanding of the system's opportunities and challenges
- Establishes and maintains a positive working relationship with local and state agencies and the media
- Represents the supervisory union's interests with the Board, faculty, staff and the public
- Actively seeks opportunities to strengthen and maintain current alliances, and build new alliances, with community
- Communicates and collaborates effectively, working cooperatively with a variety of individuals, including student, faculty, administrators, parents and representatives of outside organizations

E. Operational Management and Leadership

- Plans, coordinates and controls the daily operation of the supervisory union through subordinate managers
- Promotes effective communication throughout the school system
- Dispenses advice, guidance, direction, and authorization to carry out major plans, standards and procedures, consistent with established policies and board approval
- Meets with supervisory union senior staff members to ensure that operations are being executed in accordance with the district's policies and procedures
- Reviews operating results of the supervisory union, compares them to established objectives, and takes steps to ensure that appropriate measures are taken to correct unsatisfactory results
- Plans and directs all investigations and negotiations pertaining to master agreements, mergers, joint ventures, the acquisition of businesses, or the sale of major assets with approval of the board

F. Instructional Leadership

- Builds with others a shared vision of learning and teaching
- Defines and articulates the supervisory union's educational vision to the school community
- Establishes current and long-range goals, objectives, plans and policies, subject to approval by the supervisory union board
- Effectuates the development and implementation of a comprehensive plan for continuous improvement that uses individual student and systems data
- Administers the development and maintenance of an educational program designed to meet the needs of the community

G. Supervisory Responsibilities

- Supervises building principals and Central Office administrators. Is responsible for the overall direction, coordination, and evaluation of these units/departments.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Interviews, hires, and trains employees; plans, assigns, and directs work; appraises performance; rewards and disciplines employees; addresses complaints and resolves problems.

EVALUATION:

Performance of the job will be evaluated in accordance with procedures as established by the Supervisory Union Board.

Note: This job description will serve as the conceptual basis for the position's performance expectations. Specific items may be deleted and priorities set for the position through conferencing with the Supervisory Union Board as part of the evaluation process.

TERM OF EMPLOYMENT:

Salary, benefits, renewal and length of contract will be determined by the Board.

PHYSICAL REQUIREMENTS

The physical demands described here 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.

- **General:** Sit for extended periods at desk while operating various types of office equipment: 80%
- **Vision:** Must be able to read reports and use computer: 100%
- **Hearing:** Must be able to hear normal voice and electronic transmissions in an office environment: 95%
- **Stand/Walking/Mobility:** Must be able to stand to open files and operate office machine, mobility between offices to conduct routine business: 50%
- **Climbing/Stooping/Kneeling:** 10%
- **Lifting/Pushing/Pulling:** 10%
- **Fingering/Grasping/Feeling:** Must be able to write, type, and operate equipment: 90%

ENVIRONMENTAL CONDITIONS

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

Supervisory Union Board Chair:

Name

Signature

Date

Human Resources:

Name

Signature

Date

Employee:

I have read and understand the responsibilities of my position as described in the preceding job description.

Name

Signature

Date

Drafted: 2/2019

Adopted: