

**FIVE TOWN CSD
JOB DESCRIPTION**

SUPERINTENDENT OF SCHOOLS

QUALIFICATIONS

1. Superintendent Certificate (010) Maine Department of Education
2. The Superintendent shall have obtained appropriate educational background and shall have successfully demonstrated educational leadership through past work experience.
3. At least 5 years as a school building principal.

DESIRED QUALIFICATIONS

1. -Experience as a Central Office administrator

REPORTS TO: Board of Directors

SUPERVISES: Directly or indirectly every school system employee

JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services

PERFORMANCE RESPONSIBILITIES

1. Vision/Mission/Core Values (Organizational Leadership)

Articulates a shared vision to all constituent groups and ensures that staff members are working in concert with the district's strategic plan. Demonstrates creativity and innovative thinking to achieve the district's long-range mission, vision, and beliefs. Takes calculated risks to achieve goals and improve student learning. Articulates, advocates, and cultivates core values that define district culture and stresses the importance of student-centered learning, high expectations, equity, inclusiveness, openness, trust, and continuous improvement.

2. Ethics and Professional Norms

Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and in all other aspects of leadership. Promotes the professional norms of integrity, fairness, transparency, trust, and collaboration. Leads with interpersonal and communication skill and social-emotional insight.

1. Educational Leadership (Instructional Leadership)

Works effectively with the district's leadership team and staff offering support and guidance as each school and/or program area works collaboratively toward the accomplishment of the district's mission, vision, and beliefs. Provides leadership in the creation, implementation, and evaluation of a K-12 coordinated curriculum. Makes every effort to ensure staff involvement in this process. Encourages and provides opportunities for administrators and staff to review current research, collaborate on educational issues and eventually take calculated risks that will lead to an improved system of education and increased student achievement. Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and improvement of practice.

4. Climate/Culture/Attitude (Organizational Leadership)

Maintains a high level of visibility within the schools and at school and community events. Demonstrates a positive attitude and serves as a role model in assisting to create a productive, dynamic, and professional learning environment and culture of engagement. Fosters positive morale and team spirit. Recognizes, encourages, and celebrates excellence in staff and students. Creates an environment in which students are valued, respected, and cared for within a coherent system of programs, supports, and activities to meet the range of needs.

5. Public Relations (Organizational Leadership)

Communicates effectively with all stakeholders. Informs those who have a need to know of important issues the school system is undertaking and makes an effort to listen and respond to staff and community concerns. Establishes procedures that support effective communication and improved public relations. Advocates for the schools and district, and for the importance of education and student needs and priorities to families and the community. Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.

6. Strategic/Long-term Planning (Instructional/Organizational Leadership)

Assumes the leadership role in communicating and setting the long-term direction for the school district and provides for a process for the implementation of long-range goals, objectives, and specific actions. Provides leadership in long-range school facility planning and instruction as well as school reform/restructuring. Develops and implements a long-range planning process that is collaborative and shared among staff members. Recognizes and celebrates incremental improvements as long-range planning initiatives are completed. Assumes leadership in the long range facility planning and construction,

7. People Management and Development (Managerial Leadership)

Assists in the development of procedures and systems in order to attract, retain, and develop the best possible staff. Oversees a professional development program that focuses on personal growth, instructional improvement, and student learning. Supervises, evaluates, and provides for professional growth activities for the District Leadership Team. Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation.

8. Operational Management (Managerial Leadership)

Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district. Prepares the school system budget in a fiscally responsible manner; at the same time advocating for funds, which move the district toward the realization of its mission, vision, and beliefs. Involves members of the school community in developing budget priorities based on the mission and vision of the school system. Exercises creativity in allocating and finding new resources to support school programs. In general, is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources and operational systems.

9. Relationship with School Board (Managerial/Organizational Leadership)

Maintains a positive relationship with School Board members. Communicates issues of concern in a timely manner. Includes School Board members in the overall implementation of the mission/vision of the school district. Allows for School Board participation on committees dealing with school initiatives where appropriate. Provides feedback to the School Board with regard to school district initiatives, programs, and long-range planning progress. Provides general school information to the School Board and is accessible to School Board members.

10. Personal Professional Growth

Takes responsibility for personal professional growth. Remains current about educational research and is involved with a variety of professional organizations and activities. Attends conferences and workshops that will provide for growth in personal leadership skills and self-improvement. Is committed to continuous improvement and life-long learning.

11. Professional Goals

Makes significant progress toward the completion of annually established district and/or specific growth.

12. Is on-call 24 hours a day for emergency situations.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The responsibilities are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions
2. Physical ability to do all duties as described in the job description

TERMS OF EMPLOYMENT As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document and applicable statutes.

History:

Adopted: 02/06/13

Reviewed: 01/08/20

First Reading: February 7, 2024

Second Reading: March 13, 2024

Adopted: March 13, 2024

Reviewed and agreed to by _____ Date _____