

# Chittenden Central Supervisory Union

## Job Description

**JOB TITLE:** Superintendent of Schools  
**FLSA STATUS:** Exempt  
**UPDATED:** July 19, 2007 - DRAFT

### **POSITION OBJECTIVES:**

To inspire, lead, guide and direct every member of the administrative, instructional and supportive services team in setting and achieving the highest standards of excellence, so that each individual student enrolled in the district may be provided with a complete, valuable, meaningful and personally rewarding education.

Further, 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.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The Union Superintendent shall devote his/her entire time to the duties of the office and shall divide his/her time among the towns of the supervisory union, as nearly as may be feasible, in proportion to the number of teachers in each town. He/she 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 school directors of the supervisory union (Title 16, Sec.303).

#### **Leadership**

- Builds with others a shared vision of standards-based learning and teaching
- Identifies the need for systemic change/growth and serves as an agent for that change
- Defines and articulates the CCSU vision to the school community
- Establishes current and long-range goals, objectives, plans and policies, subject to approval by the Board.
- Effectuates the development and implementation of a Comprehensive Plan for Continuous Improvement that uses individual student and systems data.

#### **Management**

- Plans, coordinates and controls the daily operation of the CCSU and member school districts through subordinate managers.
- Identifies the educational goals and objectives of the school district and prepare plans to achieve those goals and objectives for adoption by the School Board (Title 16, Sec.24).
- Administers the development and maintenance of an educational program designed to meet the needs of the community.
- Promotes effective communication throughout the school system.
- Attends or is represented at all meetings of the Board of Education and participate in all deliberations, except when such deliberations involve his/her own employment.
- Enforces all provisions of law and all rules and regulations of the Board of Education.
- 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.
- Dispenses advice, guidance, direction, and authorization to carry out major plans, standards and procedures, consistent with established policies and Board approval.
- Meets with school district and CCSU senior staff members to ensure that operations are being executed in accordance with the district's policies and procedures.
- Reviews operating results of the district, 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.

### Policy

- Carries out the policies adopted by the School Board, 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.

### Budget

- 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 maintain 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 CCSU vision and local school district action plans.

### Public Relations

- Directs a public relations program designed to enlist the understanding, support, and participation of the community in solving the major problems of the school system.
- Represents the school system wherever and whenever necessity or opportunity allows, in order to further the support and understanding of the system's needs and problems.
- Establishes and maintains a positive working relationship with local and state agencies.
- Represents CCSU and member school districts interests with the Board, faculty, staff and the public.

**SUPERVISION RECEIVED:** Reports to and evaluated by the CCSU Board Chair. Receives direction from the Essex Junction S.D., Essex Union #46 S.D., Westford S.D, and CCSU boards.

**SUPERVISORY RESPONSIBILITIES:** Manages 7 principals and 6 CCSU Administrators who supervise a total of 650 employees. 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. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

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

- **Education and Experience.** Masters' Degree in School Administration or other appropriate discipline plus three or more years of experience as a PK-12 educator, and two or more years of educational administration experience. 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

- Certifications and Licenses. Valid Vermont Professional Educator's License with a 3-90 Endorsement (Level II preferred), plus meet all the basic competencies and qualifications under section 5440-90 of the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.<sup>i</sup> Valid Vermont drivers' license also required.
- 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.
- 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.
- Computer Skills and Experience. Proficient with Microsoft Word, Excel, Power point, and Groupwise (or similar e-mail system). Experience and knowledge of computerized database systems. Excellent computerized file management skills.
- 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.
- Communication & Interpersonal Skills. Ability to communicate effectively and work 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.
- 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.
- Partnerships. Understands the role of school/community relations and school governance in furthering the CCSU vision. Understands the role and relationship between school boards and school personnel. Understands the value of school/community partnerships to maximize school resources.

**PHYSICAL EFFORT AND STRESS.** Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to keyboard; and talk and hear. The employee is occasionally required to reach with hands and arms; climb; stoop, kneel, crouch, or crawl; and taste or smell. The employee must occasionally lift and/or move up to 50 pounds. Employee is regularly required to drive. Employee is regularly required to handle stressful situations and resolve conflicts.

**WORKING CONDITIONS:** While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions; moving mechanical parts; high, precarious places; fumes or airborne particles; toxic or caustic chemicals; outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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 This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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<sup>i</sup> May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>