

BENNINGTON-RUTLAND SUPERVISORY UNION

Job Title: Superintendent of Schools

Reports to: Bennington-Rutland Supervisory Union Board

Supervises: BRSU Staff and District Principals

General Description

The Superintendent is the chief executive officer for each school board in the supervisory union, and shall:

- 1) carry out policies adopted by the school boards relating to the educational or business affairs of the school districts;
- 2) identify the educational goals and objectives of the school districts and prepare plans to achieve those goals and objectives for adoption by the school boards;
- 3) recommend that the school boards employ or dismiss persons as necessary to carry out the work of the school districts;
- 4) furnish the Commissioner of Education data and information as required; and
- 5) provide for the general supervision of the public schools in the supervisory union.

Essential Duties

- 1) Student Learning and Instruction
 - a. Communicates to the staff and community the instructional goals and district expectations for student learning
 - b. Provides Boards with regular evaluations of student academic progress and the effectiveness of district academic programs
 - c. Ensures there is a continuous focus on the growth and learning of all students
 - d. Apprises the Boards of current, effective and research-based educational practices and related legislative issues
 - e. Encourages staff to seek out ways for continuously improving the district's educational programs
 - f. Ensures equitable administration of student discipline policies. Under appropriate circumstances, advises the Boards on student suspensions and recommends to a board a student's expulsion

- g. Ensures student safety throughout the districts

2) School Board-Superintendent Relationship

- a. Advises and works collaboratively with the Boards on the need for new and/or revised policies, develops policy, and makes policy recommendations
- b. Supervises the recruitment of new staff in accordance with Board policies; recommends staff to be hired and dismissed
- c. Interprets and executes the intent of Board policies; and interprets and applies the principles of Federal and Vermont school law
- d. Submits to the Boards, on a timely basis, recommendations relative to all matters requiring Board action, together with materials needed for informed decisions
- e. Keeps the Boards informed of key issues related to the operations of the school districts
- f. Provides advice to the Boards and serves as spokesperson during the collective bargaining process
- g. Attends all regular and special Board meetings, prepares Board agendas in collaboration with the Board Chairs, handles Board correspondence, and oversees all Board records, contracts, securities and documents
- h. Promotes a smooth working relationship with the Boards, respecting a diverse range of views and different perspectives and styles
- i. Supports ongoing development and education of the Boards on governance and provides orientation to new Board members

3) Community Leadership

- a. Builds unity of purpose around and communicates the vision, mission, values and goals of the districts in all aspects of work and leadership
- b. Creates strong support for the schools with parents and community members
- c. Ensures smooth operation of the districts within the context of the mission, vision, and values
- d. Serves as a model for communicating with integrity and trust, acting with dignity and treating everyone with civility and respect

- e. Through planning and leadership, anticipates issues and needs, and provides timely, clear and responsive communication and action
 - f. Serves as the leader and spokesperson on educational issues and public education in relationship with the town, county and state government, private agencies and the school community
- 4) Supervision of Personnel
- a. Defines the duties and job descriptions of all personnel and coordinates administrative staff activities
 - b. Promotes a positive work environment and loyalty to the districts
 - c. Ensures each staff member is fairly evaluated, identifies appropriate opportunities for continued professional development, and ensures that new employees receive orientation and training
 - d. Interprets and applies the language of employment contracts and master agreements including compensation, leave requests, the award of benefits, severance, and the hearing of employee disputes and grievances
 - e. Supervises the principals; and provides leadership to the BRSU Leadership Team in order to realize BRSU's mission
 - f. Maintains appropriate channels of two-way communication within the districts
 - g. Ensures that staff are informed about relevant Federal and State laws; District policies, regulations and procedures; and matters related to the improvement and welfare of the schools.
 - h. Anticipates, manages and resolves conflict
 - i. Serves as the liaison between Boards and staff
 - j. Ensures the accuracy, completeness and confidentiality of all personnel information
- 5) Business and Program Operations
- a. Exercises fiduciary responsibility in ensuring all resources are used efficiently and effectively; and designs and implements systems of fiduciary control that will prevent and detect fraud
 - b. Ensures competent and efficient performance in the administration of Business, Facilities and Central Office functions and ensures the integrity of all school financial information

- c. Submits to the Boards periodic financial and budgetary reports that identify the districts' outstanding obligations
- d. Annually prepares and submits to the Boards a budget development plan and a recommended budget for the upcoming year
- e. Prepares contracts and bids in accordance with Board policy and state law
- f. Monitors expenditures and contracts, ensuring adequate fiscal and accounting controls
- g. Makes recommendations to the Boards and oversees the maintenance, safety, improvement and/or expansion of school facilities and equipment
- h. Evaluates and promotes the use of information technology systems to increase the efficiency of operations and to improve student, staff, and community learning opportunities
- i. Develops regulations and procedures for the management of school operations and the use and care of school property
- j. Oversees all aspects of employee compensation
- k. Employs adequate risk management controls to protect the districts from loss
- l. Accepts and administers all grants; and supervises federal educational programs

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. Master's degree, or its equivalent, in Education or Administration and have a concentration in educational administration. Have five or more years experience including: three or more years of successful teaching experience, and two or more years of demonstrated successful educational leadership/management experience. Certified or be eligible for certification as a Superintendent in Vermont.
- Language Skills. Ability to read, analyze, and interpret complex documents. Ability to respond effectively to sensitive inquiries or complaints. Ability to write speeches and articles using exemplary 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 apply advanced mathematical concepts. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- Computer Skills and Experience. Experience and proficient computer skills in word processing, spreadsheet, and database programs required.
- Reasoning Ability/Mental Requirements. Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.). Ability to deal with a variety of abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, State Agencies and Legislative Committees.

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 regularly required to stand; walk; sit; use hands to finger, handle, or feel; and talk or hear. The employee is frequently required to reach with hands and arms. Ability to effectively handle stressful situations and resolve conflicts on a frequent basis is required. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

Working Conditions

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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.