

Barre Unified Union School District

Position Description

POSITION: Superintendent

FLSA: Exempt/Salary

REPORTS TO: Barre Unified Union School Board

POSITION GOAL: The Superintendent shall be the chief executive officer of the Board and the administrative head of schools and departments of the district. The Superintendent shall be responsible for the development and implementation of a coordinated and articulated educational program, preschool through adult. The Superintendent may delegate responsibility for the operation of various segments of the district, but shall be responsible to the Board for the results produced.

PROFESSIONAL AND CORE/PRIMARY RESPONSIBILITIES:

The Superintendent will meet or exceed the following Professional Standards as adopted by the Vermont Standards Board for Professional Educators:

1. Develop, advocate, and enact a shared mission, vision and core values of high-quality education.
 - a. Develop an educational mission for the district to promote the academic success and well-being of each student.
 - b. In collaboration with members of the district and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
 - c. Articulate, advocate, and cultivate core values that define the schools' cultures and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
 - d. Strategically develop, implement, and evaluate actions to achieve the vision for the district.
 - e. Review the mission and vision and adjust them to changing expectations and opportunities for the district, and changing needs and situations of students.
 - f. Develop shared understanding of and commitment to mission, vision, and core values within the district and the community.
 - g. Model and pursue the districts' mission, vision, and core values in all aspects of leadership.
2. Act ethically and professionally in personal conduct according to professional norms.
 - a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of school leadership.
 - b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
 - c. Place children at the center of education and accept responsibility for each student's academic success and well-being.
 - d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
 - e. Lead with interpersonal and communication skill, social-emotional insight, and

- understanding of all students' and staff members' backgrounds and cultures.
 - f. Provide moral direction for the district and promote ethical and professional behavior among faculty and staff.
3. Strive for equality of educational opportunity and culturally responsive practices.
 - a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
 - b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
 - c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
 - d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
 - e. Address matters of equity and cultural responsiveness in all aspects of leadership.
 4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment.
 - a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the district, embody high expectations for student learning, align with academic standards, and are culturally responsive.
 - b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
 - c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student's experiences, recognizes student strengths, and is differentiated and personalized.
 - d. Promote the effective use of technology in the service of teaching and learning.
 - e. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
 - f. Cultivate an inclusive, caring and supportive community.
 - g. Build and maintain a safe, caring, and healthy environment that meets the academic, social, emotional, and physical needs of each student.
 - h. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
 - i. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
 - j. Cultivate and reinforce student engagement in school and positive student conduct.
 - k. Infuse the school's learning environment with the cultures and languages of the school's community
 5. Develop the professional capacity and practice of district personnel.
 - a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
 - b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
 - c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
 - e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
 - f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
 - g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
 - h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
 - i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
6. Foster a professional community of teachers and other professional staff maintaining workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- a. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the district.
 - b. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
 - c. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the district as a whole.
 - d. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
 - e. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
 - f. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
7. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways.
- a. Are approachable, accessible, and welcoming to families and members of the community.
 - b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
 - c. Engage in regular and open two-way communication with families and the community about the district, students, needs, problems, and accomplishments.
 - d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the district.
 - e. Develop and provide the district as a resource for families and the community.
 - f. Create means for the school community to partner with families to support student learning in and out of school.
 - g. Understand, value, and employ the community's cultural, social, intellectual, and political

- resources to promote student learning and school improvement.
 - h. Advocate for the district, and for the importance of education and student needs and priorities to families and the community.
 - i. Advocate publicly for the needs and priorities of students, families, and the community.
 - j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
8. Manage and district operations and resources.
- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the district.
 - b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
 - c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
 - d. Are responsible, ethical, and accountable stewards of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
 - e. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
 - f. Develop and manage productive relationships with the central office and school board.
 - g. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
 - h. Manage governance processes and internal and external politics toward achieving the district's mission and vision.
9. Act as an agent of continuous improvement.
- a. Seek to make school more effective for each student, teachers and staff, families, and the community.
 - b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the district.
 - c. Prepare the district and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
 - d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
 - e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
 - f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the district and its improvement.
 - g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
 - h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of district organization, programs, and services.
 - i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

PROFESSIONAL STANDARDS:

The Superintendent will meet or exceed the Professional Standards as adopted by the Vermont Standards Board for Professional Educators.

[Professional Standards for Educational Leaders](#)

SUPERVISORY RESPONSIBILITIES: All administrative certified and non-certified staff.

QUALIFICATIONS: The Superintendent Vermont endorsement 3-90 (Superintendent).

TOOLS/TECHNOLOGY REQUIREMENTS: Proficiency in Google Suite and experience and knowledge of computerized database systems. Excellent computerized file management skills.

PHYSICAL EFFORTS AND STRESS: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, public scrutiny, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary.

WORK ENVIRONMENT: Work is normally performed in a climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). No known environmental hazards are encountered in normal performance of job duties.

TERMS OF EMPLOYMENT: Full Year - 261 Days - Administrator Contract

EVALUATION: The Superintendent will be evaluated annually by the Barre Unified Union School District School Board.

***Disclaimer:** The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This job description is subject to revision at any time by the employer.*

Updated and Reviewed by Board October 2021