

JOB TITLE: ASSISTANT SUPERINTENDENT-BEAUFORT COUNTY SCHOOLS

GENERAL STATEMENT OF JOB

The Assistant Superintendent serves under the direction of the Superintendent and serves in the second highest leadership role for the district and serves as the acting lead administrator at the request of or in the absence of the Superintendent. The Assistant Superintendent has primary authority and accountability for the academic planning, innovations and interventions to enhance student achievement and school success. This individual serves as a key strategic advisor and problem solver for the Superintendent and works to ensure that leaders within our organization are responsive to the needs of all students, families, staff, and other key community stakeholders. The Assistant Superintendent serves as an extension of the Superintendent and drives organizational effectiveness; provides leadership, guidance and strategic direction for the priorities and initiatives of Beaufort County Schools. This role is responsible for overseeing and aligning critical academic district administrative functions, processes and special projects that may engage multiple divisions under the direction of the Superintendent. The Assistant Superintendent leads with an innovative mindset; builds and supports a high-performance educational team at the district level to support each school, provides organizational leadership to ensure the implementation of the Beaufort County Board of Education's goals, the district's strategic plan, and the vision and mission for the district; ensures accountability for the coherence and alignment of work within and across offices in support of continuous school improvement; communicates with the Board of Education, local and state education and government agencies, higher education partners, community stakeholders, and other Beaufort County Public Schools constituencies; oversees the supervision and implementation of K-12 curriculum and instruction, student testing and accountability, strategic initiatives and planning, career and technical education, multilingual learners, professional learning for staff, and all associated curricular resources and programs provided to students, staff, and families; provides direct supervision of district staff identified by the superintendent; directs cross-office collaboration and coordination of the data-driven supports to schools; collaborates with school administrators and district staff, school, community and business partners and associated leaders to analyze system data and evaluate programs and practice that effectively and efficiently utilizes resources to improve teaching and learning; identifies and implements solutions to organizational challenges; and advises and updates the Superintendent on all matters regarding the school district. The Assistant Superintendent substantially and effectively provides leadership in developing, achieving, and maintaining the best educational outcomes possible for the students and families of Beaufort County.

ESSENTIAL JOB FUNCTIONS

Serves as the second-in-command for the school district.

Supervises and facilitates K- 12 Curriculum and Instruction, Beginning Teacher Support, Professional Development for Staff, School Improvement and Accountability, Strategic Planning, Career & Technical Education, Multilingual Learners, Student Data Integration, and Curriculum Program Research & Evaluation.

Assumes leadership role as a member of the Superintendent's Leadership Team; assists with long-range strategic planning; assists with developing system-wide budget, plans, policies and activities.

Provides leadership to school administrators in multiple areas, including instruction, student achievement, Title I fund usage, student testing and teacher development.

Ensures alignment and compliance with fidelity for all schools and departments with the mission, vision and priorities of the Beaufort County Board of Education.

Attend local, regional and state meetings and/or conferences as needed in the areas supervised.

Serves as leader of all areas aligned to academic outcomes, including but not limited to academic improvement, multi-tiered systematic support, curriculum, professional development, special populations (career & technical, academically gifted, multilanguage learners, etc.) and student data analysis and integration.

Assists in the formal curriculum adoption process to facilitate the selection of the types of curricular programs needed by schools and makes appropriate recommendations; works with Title I schools in their selection of instructional resources and activities, addresses the implementation of selected curriculum to meet the needs of staff.

Provides direction for the improvement of student achievement in grades Pre K - 12 system-wide with a particular focus on any low-performing schools, develops, organizes and implements models of technical assistance for schools with low student achievement; develops, organizes and implements models of continuous improvement for schools with average - to - high student achievement.

Understands the needs of beginning teachers and can supervise a program of district support for them to enhance their skills and retain their services. This includes supervision of the district Beginning Teacher Program as well as state-mandated beginning teacher functions and requirements.

Evaluates existing curricular initiatives and professional development needs based on general observations and the results of both formative and summative data and makes recommendations for academic improvement.

Leads individual school improvement and district strategic planning.

Supervises and conducts personnel administration duties for direct report subordinates, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Prepares and delivers written and oral presentations to the Board of Education, principals, teachers, parents, and community groups; attends regular meetings of the Board; conducts staff meetings; attends other related meetings.

Provides technical assistance to schools and regions regarding accountability, testing and evaluation results as well as school improvement.

Analyzes, creates and interprets EVAAS historical performance data and reports at the district, region, school, course, teacher and student levels.

Combines EVAAS data with district/state ongoing formative assessment data to create and interpret teachers/students' current performance reports, and to monitor teachers/students' current performance at the district, region, school, course, teacher and student levels.

Provides training in the understanding and application of EVAAS results to teachers, principals, and regional administration.

Provides advice and technical assistance in research design, program evaluation and data analysis; provides advice on appropriate statistical analysis; provides guidance on appropriate psychometric practices and methods of displaying data; provides technical support to schools in interpreting test results.

Works with related central service staff of different divisions to monitor and improve teachers/students' current and future performance at the district, region, school, course, teacher and student levels.

Conducts special projects as requested; serves as a guest speaker at various school system and/or community functions; and makes presentations as required.

Maintains various records and creates summary reports of progress in the division.

Provides input on professional development activities for staff; monitors the latest research, trends and development in all areas of education and interprets these matters for the district.

Develop timelines for implementation of data management projects, including resources needed.

Determines overall quality of data and troubleshoots and corrects problems with data.

Fulfills data requests and answers questions for schools, regions and other appropriate audiences.

Conducts literature reviews about educational practices as needed, generally through computerized methods.

Monitors legislation affecting school system as it pertains to curriculum and organizational development issues.

Performs all other related work as required.

MINIMUM TRAINING AND EXPERIENCE

10-plus years of experience in combined school and/or district setting, including knowledge of curriculum instruction, teaching and learning, demonstrated teacher support, experience with listed supervisory areas in job description, and coordination or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. Instructional leadership experience preferred.

Must possess a current N.C. school administrator's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, roster, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English and government technology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; to determine percentages and decimals; and to apply the principles of algebra and geometry.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of federal, state, and local regulations regarding curriculum, instructional techniques, instructional planning and organizational development.

Thorough knowledge of Beaufort County School Board policies and state general statutes, procedures and standards regarding education.

Thorough knowledge of Academic Accountability plan/procedures mandated by state and federal officials.

Skill in collecting new ideas for academic accountability services planning from outside sources.

Considerable knowledge of the organization and communication channels of the school system.

Considerable knowledge of the guidelines applicable to the position as outlined by professional organizations and/or federal, state, and local laws, rules, and regulations.

Considerable knowledge of the current literature, trends, methods, and developments in the area of curriculum planning and professional development.

Considerable knowledge of principles of supervision, organization and administration, especially in the areas supervised.

Skill in assisting, developing and supporting staff.

Skill in collecting new ideas on curriculum planning organization development from outside sources.

Review and evaluate the overall effectiveness of large programs and develop goals and long-range plans for large programs.

Develop policies, procedures and standards for all academic services offered.

Maintain complete and accurate records and statistics and develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing and when necessary, to make oral presentations before large groups of people.

Ability to establish and maintain effective working relationships as necessitated by work assignment.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees for this job.