

Medford SD 549C Job Description
Successful Students Today ~ Successful Citizens of Tomorrow

The Medford School District is a high quality teaching and learning organization dedicated to preparing all students to graduate with a sound educational foundation, ready to succeed in post-secondary education and to be contributing community members.

Job Title: Superintendent

Supervisor: Board of Education

GENERAL STATEMENT OF AUTHORITY AND RESPONSIBILITY

The Board of Directors of 549C delegates to the Superintendent the responsibility for the administration of Medford 549C and designates the Superintendent as the Chief Executive Officer of the district. The Superintendent shall carry out the policies of the district and applicable state and federal laws. In fulfilling this responsibility, the Superintendent shall require from staff members such information and reports as are necessary.

The Superintendent has the sole authority and responsibility to recommend to the Board of Directors, with reasonable time for consideration, approval and confirmation the appointment, assignment, retention, transfer, promotion, demotion, dismissal, contract extension, contract non-extension, contract renewal, non-renewal or suspension of all licensed employees. The Superintendent has the authority to act on all classified personnel matters. In order to expedite the formulation of these recommendations, the Superintendent shall cause to be implemented appropriate programs for personnel recruitment, selection, and evaluation.

The Superintendent is authorized to call meetings of staff members as are necessary for discussion of all matters relating to the educational or business matters of the District.

The Superintendent shall attend and participate in all meetings of the Board of Directors unless it is one in which the employment or salary of the Superintendent is being discussed or by mutual consent the Superintendent may be absent for a reason authorized by the board.

In view of the comprehensive nature of the role of the Superintendent, he or she may delegate specific responsibilities, which the Board of Directors has entrusted to him or her, but in every instance, he or she shall continue to be responsible to the board for the execution of delegated responsibilities.

These duties and responsibilities of the Superintendent should not conflict nor supersede the powers and duties provided to the District 549C Board of Directors under the Oregon Revised Statutes.

SUPERVISION RECEIVED

The Superintendent is responsible to the school board and works under its direction.

SUPERVISION GIVEN

As chief executive officer and Key employee of the district, the Superintendent is responsible for the general supervision of all district personnel.

QUALIFICATION REQUIREMENTS

To perform this position successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations will be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL DUTIES AND RESPONSIBILITIES

A. Leadership and District Culture

The superintendent will:

1. Facilitate community processes to develop and implement a shared vision that focuses on teaching and learning.
2. Promote academic rigor that focuses on learning and excellence for students.
3. Create and support a community of learners that empowers others to reach high levels of performance to achieve the district's vision.
4. Promote and expect a district-wide climate of tolerance, acceptance, and civility.
5. Develop, implement, promote, and monitor continuous improvement processes.

B. Policy and Governance

The superintendent will:

1. Understand and articulate the system of public school governance and differentiate between policy-making and administrative roles.
2. Establish procedures for superintendent / Board interpersonal and working relationships.
3. Promote shared decision-making as pervasive throughout the system.
4. Understand and interpret the role of federal, state, and regional governments, policies and politics and their relationships to local districts and schools.
5. Work collaboratively with local/state/federal governments, other colleagues, professional organizations, business, and community groups in furthering educational goals.
Use the district's legal counsel(s) in governance and procedures to avoid civil and criminal liabilities for the district.

C. Communications and Community Relations

The superintendent will:

1. Clearly articulate district vision, mission, and goals to the community and media.
2. Develop formal and informal techniques to gain external perceptions of the district.
3. Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group, and one-on-one environments).
4. Promote involvement of all stakeholders to fully participate in the process of schooling.
5. Demonstrate mediation and conflict resolution skills.
6. Understand the role of media in shaping and forming opinions as well as how to work with media.

D. Organization Management

The superintendent will:

1. Exhibit sound organizational and personal planning and time-management skills, including appropriate delegation of responsibilities.
2. Acquire, allocate, and manage all resources to ensure successful student learning.
3. Make rules and regulations to govern routine matters and see that such rules and regulations are communicated to employees.
4. Demonstrate budget management, including financial forecasting, planning, cash flow management, account auditing, and monitoring.
5. Articulate budget complexities to the public in a respectful, understandable manner.
6. Demonstrate the ability to use technology to enhance administering business, student, and other information and support systems.
7. Develop and monitor long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software and staff development and training needs.
8. Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues.
9. Establish procedures and practices for dealing with emergencies such as weather, threats to the district or schools, student violence, and trauma.

E. Curriculum Planning and Development

The superintendent will:

1. Develop core curriculum design and delivery system based on academic content and assessment standards and best practices.
2. Establish curriculum planning to anticipate occupational trends and school-to-career or school-to-post secondary educational needs.
3. Include the use of computers, the internet, networking, distance learning, and other technologies in educational programming.
4. Assess student progress using a variety of appropriate techniques.

5. Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction, and assessment.

F. Instructional Leadership

The superintendent will:

1. Implement appropriate safety and security practices in schools.
2. Formulate plans to assess appropriate teaching methods, classroom management, and strategies for all learners. Ensure that staff members are knowledgeable about the characteristics of disabilities and the referral procedures for all students, including preschool children, suspected of having disabilities. Ensure that staff members are knowledgeable about the characteristics of English language learners and the referral procedures of students suspected of being English language learners.
3. Establish instructional strategies that include cultural, socio-economic, and other diversities, as well as differences in learning styles.
4. Apply effective methods of providing, monitoring, evaluating, and reporting student achievement and using good research and assessments to improve the learning process.

G. Human Resources Leadership

The superintendent will:

1. Work with staff and other stakeholders to identify system and staff needs and organize, facilitate, and evaluate effective professional development focusing on integrating district and school goals, improving student learning and applying effective adult learning strategies.
2. Demonstrate the use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.
3. Diagnose and improve organizational morale.
4. Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel with attention to issues of equity and diversity.
5. Assess individual and institutional sources of stress and develop methods for reducing stress.
6. Establish effective personnel practices and procedures regarding student information systems.

H. Values and Ethics of Leadership

The superintendent will:

1. Exhibit multi-cultural and ethnic understanding and sensitivity.
2. Model and promote a professional code of ethics, personal integrity, and accepted moral and ethical standards in all interactions.

I. Labor Relations

The superintendent will:

1. Develop bargaining strategies based upon collective bargaining laws and processes.
2. Identify contract language issues and propose modifications.
3. Participate in the collective bargaining processes as determined by the Board.
4. Establish productive relationships with bargaining groups while managing contracts effectively.

J. Board/District Goals

The superintendent will demonstrate progress on board/district goals as approved by the school board.

OTHER FUNCTIONS

Performs any other duties as may be assigned by the Board of Directors

EDUCATION AND EXPERIENCE

These qualifications are strongly preferred, but the school board retains the right to alter these requirements as needed.

1. Doctoral Degree or equivalent in educational administration
2. Valid and appropriate Oregon Superintendent's licensure (required)
3. Recent professional training
4. Successful teaching experience at elementary and/or secondary level
5. Successful experience in a district-level administrative position

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear and use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to walk or sit. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually low.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description.

Signature: _____

Date: _____