



**ASHWAUBENON SCHOOL DISTRICT
JOB DESCRIPTION**

Title: **SUPERINTENDENT OF SCHOOLS**

Qualifications:

1. Wisconsin certification for Superintendent of Schools.
2. Doctorate degree or candidacy in educational administration preferred.
3. Successful experience as a classroom teacher, principal or central office administrator required.

Reports To: Board of Education

Supervises: The Superintendent of Schools is responsible for the performance of all administrative cabinet personnel, building principals, and exempt staff.

Supervision responsibilities also include the Administrative Assistant to the Superintendent of Schools and the Administrative Associate.

Job Goal: The Superintendent of Schools is a student-focused educational leader who sets and achieves high expectations for all. He/she provides overall vision, instructional leadership, and administrative skills as enumerated in the Wisconsin Standards for School Administrators in order to continuously improve the excellence of Ashwaubenon Schools; follows through with innovative initiatives as well as infuses new ideas into the organization; forms relationships with staff, parents, community members, businesses, and village officials to achieve district goals.

Term: The term of employment shall be twelve months per year.

Performance Responsibilities:

Standard #1: The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.

- Exemplifies the skills and attitudes of a master teacher and inspires others to higher professional standards, while displaying in-depth knowledge of the district curriculum;
- Ensures that State and Federal mandates are met and that new state initiatives are anticipated to the degree possible;
- Maintains an effective staff evaluation and development system to improve the performance of all staff members.

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Standard #2: The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

- Uses the vision to guide his/her deliberations, decisions, and actions;
- Ensures progress toward the vision by analyzing and reflecting on feedback from students, parents, staff, and the community;
- Formulates strategic plans, goals, and change efforts with staff and community.

Standard #3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

- Establishes a leadership model that results in participation in decision-making, and encourages and supports quality approaches to teaching, learning, and leadership;
- Guides planning and initiatives that anticipate 21st century learning trends and their educational implications;
- Mentors other administrators to form an effective administrative team with the superintendent as the leader;
- Respects and encourages diversity among people and programs.

Standard #4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

- Defines processes for gathering, analyzing, and using data for decision-making; manages the data flow; frames, develops priorities, and formulates solutions;
- Works with appropriate staff to prepare an annual budget, to administer the budget, and to ensure that appropriate controls and accounting procedures are implemented and maintained, and prepares other comprehensive and timely reports;
- Provides for and supervises human resources in order to maintain a positive educational environment.

Standard #5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Acts as a lead community advocate for children, insisting on the necessary resources to support the educational system and celebrating the students, staff, and others who contribute to the education of children;
- Solicits and gives attention to problems and opinions from many groups and individuals;
- Persuades the community to enact a vision and culture that supports the welfare of students;
- Identifies, tracks, and proactively deals with Village issues that affect the schools and community.

Standard #6: The administrator acts with integrity, fairness, and in an ethical manner.

- Maintains high standards of ethics, honesty, and integrity in all personal and professional categories;
- Works as a unified team member to provide leadership toward the District's vision;
- Values all members of a pluralistic society.

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Standard #7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

- Finds opportunities to build relationships with other local leaders and state and federal legislators to help them understand the need for adequate funding and support for children and education;
- Maintains his/her professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents, and provides the Board with any other information needed for decision-making;
- Develops strategies for formulating district policy that meet state and federal requirements and constitutional provisions;
- Follows procedures to avoid civil and criminal liabilities.

This description indicates the types of tasks and levels of work difficulty that will be required of positions that will be given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

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