

DISTRICT SCHOOL BOARD OF PASCO COUNTY

Administrative JOB DESCRIPTION

Assistant Superintendent of Schools

Department: TBD

FLSA: Exempt Non-Exempt

Reports To: Deputy Superintendent

Board Approved Date: February 7, 2017

Job Code: 1157

Salary Schedule: 11

Work Days: 245

Work Hours: 7.5 hrs/day

JOB GOAL: Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with the Deputy Superintendent and other members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Provide leadership for a collaborative team to ensure that instructional initiatives are student-focused, results-oriented, and aligned with the District's mission, beliefs, and strategic goals.
2. Serve as a team member of the Superintendent's cabinet and participate in district-wide planning, development, and evaluation to support school improvement initiatives and processes and align the use of financial and human resources to the District's goals and priorities.
3. Support and provide leadership to principals and other school staff, and initiate appropriate actions to support principals and schools.
4. Direct the overall development, coordination, implementation and evaluation of school-based leaders, and report on the status of school-improvement efforts, including assessment and evaluation information.
5. Facilitate solutions and identify discrepancies between goals and current status in order to stimulate achievement. Provide support for assigned schools' continuous improvement objectives and strategies.
6. Maintain good public relations with parents, businesses, and community groups to provide information and receive feedback, and represent schools at District-level functions as needed.
7. Provide input in the development of policies and administrative guidelines for curriculum and instructional services, and support the implementation of programmatic goals and instructional objectives on a district wide-basis.
8. Advise and counsel the Deputy Superintendent on areas of responsibility and recommend necessary actions for the most efficient operation.
9. Exercise proactive leadership in promoting the vision and mission of the District and empower others to make decisions and carry out responsibilities in support of the District's objectives.
10. Direct the principal selection and evaluation process, mentor potential leaders, and identify candidates for promotion.
11. Work closely with professional development staff to coordinate the dissemination of information regarding the training of school-based administrators.
12. Build synergistic partnerships among principals, parents, businesses, and other community stakeholders in the educational process, and establish relationships with community leadership and stakeholders to build support for DSBPC programs. Represent the Superintendent of Schools as needed to clearly articulate system priorities, policies, and interests.
13. Work with legal staff on personnel and other related matters as appropriate.
14. Serve with other educational leaders on work groups, committees, and project action teams that directly support schools.
15. Assist in the coordination of instructional programs and services to ensure efficient implementation and avoid duplication or overlap of efforts, and support a systemic approach to curriculum and instructional planning, development, implementation, and evaluation.
16. Assist in interpreting programs, policies, and philosophy of the District to staff, students, and community.

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17. Provide input for development of the annual budget and allocation of resources to schools, including development of the instructional allocation formula.
18. Provide input for the preparation of collective bargaining negotiations and the School Board meeting agenda.
19. Respond immediately to emergency situations and serve as a district representative at emergency shelters as determined by the Superintendent.
20. Perform other duties as assigned.

MINIMUM REQUIREMENTS:

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS & ABILITIES:

- Knowledge of educational administration, including knowledge of evaluation systems, special education and educational leadership.
- Knowledge of learning theory, program planning, curriculum development, and effective instructional programs and methodologies, and ability to keep current on national trends.
- Knowledge of and ability to understand and interpret applicable national, state, and local educational policies, statutes and regulations in areas of responsibility.
- Ability to use data-driven decision making to determine effectiveness of various programs and initiatives and develop strategies for improvement.
- Ability to lead large-scale educational program development and reform.
- Knowledge of the teaching and learning process in the school setting.
- Ability to oversee implementation of a sound budgeting process.
- Ability to work collaboratively with others and facilitate groups to consensus.
- Ability to motivate, lead, and challenge a team, and establish goals, objectives and action plans to achieve district goals.
- Ability to understand and interpret School Board policy, including the Student Progression Plan and Student Code of Conduct.
- Ability to communicate effectively with a variety of audiences orally and in writing, including electronic media.

EDUCATION, TRAINING & EXPERIENCE:

- Master's Degree from an accredited educational institution.
- Experience in leadership of curriculum and instruction.
- Experience as a public school principal.
- Must have a combined total of at least five years of experience as a principal and in leadership of curriculum and instruction.

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Certification in Educational Leadership, School Principal, or Professional School Principal.

SUPERVISORY RESPONSIBILITY: Directly supervises principals and assigned support personnel. Responsibilities include interviewing, hiring and training employees; promoting and transferring employees; planning, assigning and directing work; evaluating performance; rewarding, disciplining and terminating employees; and addressing complaints and resolving problems.

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PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

<input type="checkbox"/>	Sedentary Work	Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input checked="" type="checkbox"/>	Light Work	Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.
<input type="checkbox"/>	Medium Work	Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work	Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work	Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITY:

(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally; S=Seldom)

R	Sitting	Resting with the body supported by the buttocks or thighs.
R	Standing	Assuming an upright position on the feet particularly for sustained periods of time.
R	Walking	Moving about on foot to accomplish tasks, particularly for long distances.
S	Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.
O	Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
S	Bending	Lowering the body forward from the waist.
S	Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
S	Kneeling	Bending legs at knee to come to a rest on knee or knees.
S	Crouching	Bending the body downward and forward by bending leg and spine.
S	Crawling	Moving about on hands and knees or hands and feet
O	Twisting	Moving body from the waist using a turning motion.
O	Reaching	Extending hand(s) and arm(s) in any direction
S	Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
S	Pulling	Using upper extremities to drag, haul or tug objects in a sustained motion.
S	Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles.
R	Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
O	Grasping	Applying pressure to an object with the fingers and palm.
O	Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
F	Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers.
R	Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
R	Hearing Acuity	The ability of perceive speech and other environmental sounds at normal loudness levels.
R	Visual Acuity	The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines,

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WORKING CONDITIONS:

(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position. Please note that there can be more than one condition.)

<input type="checkbox"/>	Outdoors	The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
<input type="checkbox"/>	Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.
<input checked="" type="checkbox"/>	Indoors and Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	Cold	The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.
<input type="checkbox"/>	Heat	The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	Noise	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.
<input type="checkbox"/>	Vibration	The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	Hazards	The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.
<input type="checkbox"/>	Atmospheric Conditions	The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.
<input type="checkbox"/>	Oils	The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/>	Respirator	The worker is required to wear a respirator.
<input type="checkbox"/>	None	The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).
<input type="checkbox"/>	Other	

MACHINES, TOOLS, EQUIPMENT:

(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)

General office equipment, including personal computers, fax machines, copiers, telephones, etc.

Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.