

DeKalb County School District Position Specification

Title: Regional Superintendent

DIVISION	Regional		
DEPARTMENT	Regional Office		
REPORTS TO	Superintendent		
CLASSIFICATION	Executive Staff	LEVEL	RGS99
CALENDAR	12 Month	FLSA	Exempt
RETIREMENT	Teachers Retirement System	APPROVED (HR)	07/02/2012

General Statement of Job

Under limited supervision, plans, develops, directs, implements and the development, achievement and maintenance of premier educational programs and services by providing direct ongoing supervision of principals and Area Office staff; provides leadership relative to implementation of the DeKalb County School District's (DCSD) educational philosophy, goals and objectives.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan and Aligned Management System. Other duties may be required and assigned.

- Works closely with the Deputy Superintendent for School Leadership s in the management, direction, supervision and evaluation of the schools within the area assigned.
- Provides direct supervisory support to principals; assist with staffing of schools; addresses discipline issues involving certified and classified personnel
- Conducts local school site visits to monitor academic and co-curricular programs and the physical plant.
- Conducts conflict resolution intervention and mediation between internal and external constituents, as appropriate.
- Approves student assignments within the designated area.
- Monitors expenditures of local schools; prepares and manages budget for the Area Office.
- Evaluates the performance of principals.
- Works closely with Principals in managing school operations, including community relations, school climate, staffing, curriculum planning and

implementation.

- Oversees and reviews the development and implementation of the School Improvement Plans to ensure the efficacy of the plans in meeting school needs for increased student performance.
- Works with principals to identify and/or develop instructional programs, activities and services to meet the expected outcomes of the school improvement plan.
- Provides leadership to principals and assigned staff on the use of data to drive the instructional programs.
- Ensures that appropriate professional development is provided and used by the school-based staff , under the leadership of the principal.
- Conducts school/campus “walk-throughs” periodically to ensure that all facets of the school operation complies and aligns with the standards set by the district for school management and operations.
- Assists in planning, implementing, and evaluating school-based programs to accomplish district goals.
- Advises the principal in establishing, reviewing and modifying instructional standards and accountability measures for schools to enhance student academic performance.
- Reviews the annual results of the District’s accountability plan for schools and assists in developing action plans as needed to ensure continuous improvement on each school campus.
- Responds to instructional, human resource, and business needs as identified by assigned principals.
- Works with advisory committees, community agencies, and area businesses in order to provide programs consistent with the needs of students in the assigned areas.
- Facilitates the development and administration of the school budgets and review spending plans based on established priorities.
- Works collaboratively with the members of the School Leadership Division Executive staff, Directors, other Principals, and all others in coordinating the educational programs of the District.
- Ensures that all District policies and regulations are consistently administered within the schools. Ensures that the state and federal standards are met.
- Performs all other duties as assigned by the supervisor.

Education and/or Experience

Master’s Degree in Education, Education Administration or closely related area is required.

Minimum of ten (10) years classroom teaching, managerial/administrative level school administration or closely related experience is required. Minimum of three (3) years of high school administrative experience preferred.

Certificates, Licenses, Permits: Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

Knowledge, Skills & Abilities

Knowledge of organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; DCSS policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements; standardized testing in accordance with school system policies and state laws; school system policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.

Skill in coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; effective oral, written, and interpersonal communication; administering the school system's discipline policies; conflict resolution; mediation and collaboration; planning; public relations; and making effective presentations

Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously.

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. 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.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication, and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Decision Making: Ability to make appropriate business decisions.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.