

<b>AREA SUPERINTENDENT</b>
<p><b>REPORTS TO:</b> Superintendent of Schools</p>
<p><b>SUPERVISES:</b> Principals Site-Based Administrators Support Services Staff</p>
<p><b>QUALIFICATIONS:</b> Master's degree from an accredited college or university. Certification in School Principal, Educational Leadership, Administration/Supervision, or an equivalent certification as defined by the Florida Department of Education. Five (5) years related professional, supervisory experience. Successful completion of a training program consistent with the district's principal pipeline requirements (e.g. National Institute for School Leaders (NISL) or a commitment to complete such program within two (2) years of employment</p> <p><b>PREFERRED:</b> Five (5) years of demonstrated, successful experience as a site-based administrator or principal. Track record of effective school leadership as measured by gains in student achievement. Self-starter who exercises sound judgement and demonstrates commitment to schoolwide and district improvement.</p>
<b>MAJOR FUNCTION</b>
<p>The Area Superintendent is a critical member of the Superintendent's executive leadership team who supports, develops and supervises Principals to ensure increased staff effectiveness and student outcomes. The core responsibilities of the Area Superintendent include recruiting, selecting, hiring, developing, supporting, evaluating and retaining high-quality school leaders within the assigned schools. In alignment with the National Principal Supervisor Standards, the Area Superintendent is dedicated to helping Principals and Assistant Principals grow as instructional leaders through ongoing training, coaching, feedback and support which focuses on student outcomes and teacher effectiveness, while balancing the operational, safety and policy demands of a school leader. The Area Superintendent serves as a liaison and resource for Principals, district offices, and represents the Superintendent within the community of assigned schools.</p>
<b>ESSENTIAL RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• Supervises, develops, supports and evaluates Principals with a focus on staff effectiveness and student achievement.</li> <li>• Models the leadership and follow-through necessary to build collaborative teams which ensure curriculum and instructional initiatives are student focused, researched-based, and aligned with statutes, policies, standards and improvement plans.</li> <li>• Provides Principals and Assistant Principals ongoing feedback, coaching and monitoring for the high-quality implementation of rigorous instruction, high-performing school-based teams, effective school operations and student and family engagement supports and practices.</li> <li>• Establishes and maintains a culture of high-expectations, equity and continuous improvement within assigned school teams, through strategic and consistent support and accountability which includes open communication, regular school visits, ongoing feedback and professional learning.</li> <li>• Develops and implements strategies and provides targeted leadership for school leader effectiveness to ensure demonstrated progress toward goals aligned to both the District Strategic Plan and School Improvement Plans.</li> <li>• Leads school teams in the design, development, implementation, monitoring and documentation of quality improvement plans and procedures with a focus on increased performance.</li> </ul>

<b>ESSENTIAL RESPONSIBILITIES (CONTINUED)</b>
<ul style="list-style-type: none"> <li>• Provides direct support, guidance, monitoring and accountability for the implementation of district and school-based initiatives for assigned schools.</li> <li>• Leads Principals and Assistant Principals in the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching; to ensure academic opportunity through equity and excellence for every learner across the district.</li> <li>• Demonstrates research- and evidence-based adult learning strategies to develop highly-effective Principal communities of practice through collaboration, planning, design and implementation of coaching, as well as job-embedded and professional learning sessions specifically designed for principals and their leadership teams.</li> <li>• Brings together diverse groups to build solutions to school-based issues brought forward by students, parents, staff or the community.</li> <li>• Manages and resolves high-priority issues focused on safety and/or crisis management.</li> <li>• Leads the development of school leadership pipelines in collaboration with the Office of Professional Development.</li> <li>• Recommends hiring, transfer and termination of school Principals and other administrative personnel to Superintendent.</li> <li>• Utilizes multiple data-based indicators to inform, drive change and assess progress for leadership practices aligned to improvement initiatives and goals.</li> <li>• Engages in structured and job-embedded professional development programs and attends specific principal supervisor trainings to ensure ongoing self-reflection, growth and improved practices related to the role and responsibilities.</li> <li>• Works alongside assigned district divisions to build systems of support and feedback that are representative of the needs of the school-based teams in order to inform district-level policies and practices.</li> <li>• Actively works with peers to establish districtwide coherence and clarity of expectations for staff in support of student outcomes.</li> <li>• Develops reports and analysis for the Superintendent and Executive Leadership Team regarding the status and performance of assigned schools.</li> <li>• Represents the Superintendent at meetings with other school district departments, suppliers and other public agencies, as assigned.</li> <li>• Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board of Pinellas County, Florida.</li> <li>• Performs other related duties as required.</li> </ul>
<b>TERMS OF EMPLOYMENT</b>
<p><i>Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
<b>HISTORY OF JOB CLASSIFICATION</b>
<p>ISSUED: 7/74; REVISED: 3/82; TITLE BOARD APPROVED: 12/17/86; FORMAT REVISED: 7/88; REVISED (MQ's): 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED TITLE, D&amp;R, MQ's: 1/07; BOARD APPROVED: 2/20/07; RETITLED, REVISED MF, D&amp;R, PAYGRADE 10/10 LM; BOARD APPROVED: 10/26/10; REVISED FORMAT, TITLE, PAY GRADE, QUALS, MF, ER, ADA 5/12 LM; BOARD APPROVED: 9/25/12; REVISED QUALS, MF, ER 10/20 LM; BOARD APPROVED: 10/27/20</p>

AREA SUPERINTENDENT

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds	X				
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time				X	
12. Stooping and bending	X				
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy				X	
20. Using a computer to enter and transform words or data				X	
21. Using various technology tools				X	
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van				X	
27. Other physical, mental or visual ability required by the job	X				

Area Superintendent – ADM