
Certificated Superintendent Position Description

JOB TITLE: Superintendent

REPORTS TO: School Board of Directors

JOB OR POSITION SUMMARY: The Superintendent reports directly to the board and holds all executive and administrative authority and responsibility for the effective operation of the schools, excluding those areas of control that are required by statute to be exercised directly by the board or another officer. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

1. Visionary leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision that is shared and supported by school and community stakeholders.

- Builds commitment to the district's vision and mission.
- Develops strategies to implement the district's vision.
- Holds board and staff mutually accountable for striving toward the vision.
- Aligns district procedures and practices with the vision.
- Uses the vision as an indicator of progress.

2. Instructional leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth through a race and equity lens.

- Advocates for student learning as the district's highest priority.
- Promotes the systematic improvement of curriculum, instruction, and assessment.
- Assures that district policies, practices, and resources support student learning.
- Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.
- Gives a high priority to reducing achievement gaps.
- Focuses evaluation and professional development on the improvement of student learning.
- Implements effective procedures for staff evaluation.

- Develops systematic strategies for using professional development to improve student learning.
- Personally models effective professional development.
- Builds leadership capacity to improve student learning.

3. Effective management: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, facilities planning, and resources for a safe, effective, and humane learning environment.

- Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.
- Effectively manages fiscal resources to support instructional improvement and other district goals.
- Strategically manages human resources to support instructional improvement and other district goals.
- Effectively manages key elements of district operations.
- Develops system for assuring that employee performance meets district expectations.
- Ensures long-range facilities planning and maintenance schedules are monitored, and that cost effective strategies are implemented to meet board priorities.
- Develops and implements procedures and practices that ensure the safety and well-being of students.
- Develops and implements procedures and practices that ensure the safety and well-being of employees.
- Develops and implements procedures and practices that ensure an orderly learning environment.
- Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of students and employees.

4. Inclusive practice: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Develops two-way communication strategies to reach families, and other individuals, agencies, or community members.
- Develops strategies to involve families and community members in the educational process.
- Develops strategies for constructive resolution of conflicts with families and community members.
- Mobilizes community resources to support district goals.

- Assists board in planning, conducting, and building support for levy and bond campaigns.
- Recognizes and responds to the diversity within the district.
- Capitalizes on the diversity of students and community to improve learning.
- Increases district capacity to positively address cultural tensions or conflicts.
- Works to reduce achievement gaps.
- Identifies and eliminates district policies and practices that have discriminatory effects.

5. Ethical leadership: The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.

- Models high standards of professional and ethical behavior.
- Interacts respectfully with others.
- Articulates high expectations for ethical and professional behavior of district employees and students.
- Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.
- Values transparency

6. Socio-political context: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- Gains understanding of the community by interacting with local community members and engaging in community activities.
- Engages with local, state and federal officials in order to protect and promote the interest of children in the district.
- Engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district responses to emerging issues.
- Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.
- Honors board policy.
- Provides the board with timely information.
- Treats all board members and staff fairly, respectfully, and responsibly.
- Provides necessary support for effective board decision-making.
- Builds strong team relationships with the board.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED

- Knowledge and experience in management of district finances including bonds and levies
- Knowledge of laws governing the operation of school district
- Knowledge of and experience with leadership and instructional frameworks; specifically, the AWSP Framework and the Danielson Instructional Framework
- Knowledge of the Common Core curriculum development, assessment and instructional strategies and Next Generation science standards which provides a basis for leadership in these areas
- Knowledge of safety and response procedures, processes, and protocols to maintain a safe educational and working environment
- Skills in data analysis to assess, monitor, and inform instruction for student growth
- Skills and ability in organization, time management, task prioritization and record keeping
- Exemplary skills in written and oral language with the ability to communicate respectfully, clearly and concisely by telephone, in person, and in written form
- Ability to effectively utilize collaborative decision-making in a team environment and engender teaming at all levels using Professional Learning Communities
- Ability to solve problems creatively and decisively given school district context
- Ability to meaningfully involve and engage student, parents, other community members, and staff in the operation of the district
- Ability to apply diplomatic techniques in all district-related matters and maintain strict confidentiality in sensitive matters
- Ability to foster a district climate which challenges and motivates staff
- Ability to remain calm, flexible, and work effectively under pressure
- Ability to maintain a high level of physical stamina, stability, and creativeness
- Ability to maintain and model a consistently positive attitude
- Ability to make appropriate decisions rapidly and with ease, using prudent judgment and common sense
- Ability to work cooperatively with other administrators – advises appropriate district administrators of progress, problems, and other information regarding the district's program
- Knowledge of race and equity issues and ability to develop a staff reflective of our diverse community.
- Committed to creating a culture free of harassment, intimidation, and bullying for students and staff.



a world of possibility

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LICENSING/CREDENTIAL AND/OR EDUCATION REQUIREMENTS

1. Valid Washington State superintendent's credential preferred.
2. Master's or Doctorate degree in educational leadership/administration or related field.
3. Minimum three years' successful leadership and supervisory experience in an educational setting.
4. Successful Washington State Patrol check and FBI Fingerprint Clearance Report and Disclosure Statement in accordance with state law.

PHYSICAL REQUIREMENTS:

Ability to frequently travel to school buildings, offices, various events, and other engagements. Ability to perform extensive work at a computer display terminal. Ability to communicate with staff, students and community.

Classification: Superintendent of School

TERMS OF EMPLOYMENT

Position:	Administrative
Salary Range:	See administrators' salary schedule
Work Year:	July 1 – June 30, (260 contracted days)
Sick Leave:	12 days per year
Holidays:	11 days per year
Annual Leave:	28 total vacation days
Benefits:	Medical/Family Dental/Family Vision/Long Term Disability/Life Insurance Retirement/Employee Assistance Program

EVALUATION

Evaluation responsibilities are assigned to the Tukwila School District Board of Directors