



POSITION DESCRIPTION

J. MINIMUM QUALIFICATIONS: Master's Degree Reading Specialist Certification	K. PHYSICAL REQUIREMENTS: N/A	L. UNIQUE REQUIREMENTS: Advanced leadership and motivating/influencing skills
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<p align="center">M. KNOWLEDGE, SKILLS, AND TALENTS (KST) REQUIRED</p> <ul style="list-style-type: none"> • Those KSTs considered core and required of all district staff are noted in BOLD and UPPERCASE and should be strong considerations when hiring new staff at all levels and in all types of positions. • Those KSTs considered “Basic” and critical for position success are noted in BOLD and lowercase. • Those KSTs remaining are considered “Advanced” and are highly supportive for position success. • Letters and numbers in parens refer to the rubric descriptions in the CSSR KST Competency Library

<p align="center">1. Student Learning and Growth</p>	<p align="center">2. Leadership and Supervision</p>
<ul style="list-style-type: none"> • Assessment (A.1) • Curriculum (A.4) • GROWTH MINDSET (A.5) • STUDENT FOCUSED / CENTERED (A.9) 	<ul style="list-style-type: none"> • Delegation (B.7) • Instructional Leadership (B.12) • Leadership (B.14) • Motivating / Influencing (B.16) • Political Savvy (B.19) • Strategic Relationship Building (B.23) • Team Building (B.25)
<p align="center">3. Interpersonal Skills</p>	<p align="center">4. Management and Administration</p>
<ul style="list-style-type: none"> • ACCURATE EMPATHY (C.1) • Advising (C.3) • COLLABORATION (C.5) • COMMUNICATION (C.6) • CULTURAL SENSITIVITY (C.9) • DIPLOMACY / TACT (C.10) • Listening (C.2) • Relationship Building (C.13) 	<ul style="list-style-type: none"> • Performance Evaluation (D.8) • Program Evaluation (D.10) • Talent Management (D.13) • Technical Expertise (D.14) • Technology Savvy (D.15)
<p align="center">5. Thinking and Judgment</p>	<p align="center">6. Personal Characteristics</p>
<ul style="list-style-type: none"> • DATA-BASED DECISION MAKING • GOOD JUDGEMENT • LEARNS FROM EXPERIENCE • Problem Solving • Systems Orientation 	<ul style="list-style-type: none"> • Adaptability • CONCERN FOR ACCURACY • Courage • DESIRE FOR SELF-IMPROVEMENT • HIGH STANDARDS • INTEGRITY • POSITIVE ATTITUDE / EXPECTATIONS • Professionalism • Results Driven • SENSE OF ACCOUNTABILITY • SERVICE ORIENTATION • STRONG WORK ETHIC



POSITION DESCRIPTION

- TEAM PLAYER

N. SECONDARY TASKS, DUTIES, & RESPONSIBILITIES

- Budget Preparation (D.2)
- Continuous Improvement (D.9), (D.10)
- Financial Management (D.6)
- Follow State Law
- Hiring (C.14)
- Multiple Pathways
- Organization for School Board
- Planning for Future
- Planning and Organizing (E.12)
- Professional Development
- Promoting Student Agency (A.8)
- Resource Allocation
- Visioning (B.26)

O. TERTIARY TASKS, DUTIES, & RESPONSIBILITIES

- Coaching (C.4)
- Community Building ((B.4)
- Responsibility for Learning

P. PRIMARY CONTACTS

INTERNAL TO DISTRICT

- Building Leadership Team
- Dean of Instruction
- Dean of Operations
- Director of College and Career Readiness
- Director of Student Services
- District Leadership Team
- School Board
- Special Education Teachers
- Superintendent of Schools
- Teachers
- Unified Art Teachers

EXTERNAL TO DISTRICT

- Community Members
- New Hampshire Department of Education
- Parents / Guardians

Q. SECONDARY CONTACTS

INTERNAL TO DISTRICT

- Community Liaison
- IT Manager

EXTERNAL TO DISTRICT

R. TERTIARY CONTACTS

INTERNAL TO DISTRICT

- Advisory Teachers
- CPT/PLC Teams

EXTERNAL TO DISTRICT

- Community Organizations
- Civic leaders

<ul style="list-style-type: none"> • Good to Great Team • School Office Staff • Students 	
S. AUTHORITY/FINAL WORD (decisions that can be made without approvals)	
<ul style="list-style-type: none"> • Professional Development Approval • Title I Teachers and tutor Evaluation • Paraprofessional Evaluations 	
T. SUCCESS MEASURES	
<ul style="list-style-type: none"> • The achievement gap between disaggregated groups is decreased. • Graduates who are enrolled in institutions of higher learning are successful without remediation. • All students that aren't proficient in math and reading are offered appropriate interventions, to the extent possible with resource consideration. 	<ul style="list-style-type: none"> • Outreach activities are offered three times during the year, and the effectiveness of the activities and participation rate are evaluated using pre-and post surveys. • Title I grant is on file by deadline
U. SUB-ROLE PRIORITIES	
<ul style="list-style-type: none"> • Sub-role priorities: H = High, M = Moderate, L = Low, and X = Not Required • Sub-roles indicators can be found in Resource Booklet 	

Sub-Roles	Import	Sub-Roles	Import	Sub-Roles	Import
Student Learning & Growth Related		Leadership & Supervision Related		Interpersonal Skills Related	
Advisor/Consultant/Expert	H	Behavior Manager	X	Advocate	H
Coach	H	Evaluator	H	Community Builder	M
Designer	H	Instructional Leader	H	Counselor	X
Instructor	X	Leader	H	Facilitator	M
		Motivator	H	Friend	X
				Mediator	M
				Mentor	L
				Parent	X
Sub-Roles	Import	Sub-Roles	Import	Sub-Roles	Import
Management &		Thinking &		Personal	



POSITION DESCRIPTION

Administration Related		Judgment Related		Characteristics Related	
Black Hat	X	Negotiator	M	Champion	M
Compliance Monitor/ Driver	H	Troubleshooter/ Problem Solver	H	Extra Hands	X
Firefighter/Crisis Manager	M			Innovator	M
Manager	M			Politician	M
Professional Developer	H				
Quality Assurance Driver	H				

V. EEO STATEMENT

The Pittsfield School District provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to age, sex, race, creed, color, marital status, physical and mental disability, or national origin. In addition to federal law requirements, the Pittsfield School District complies with applicable state and local laws governing nondiscrimination in employment in every location in which it has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation, and training.

W. SIGNATURES:

This job description has been approved by all levels of management:

Supervising Administrator: _____ Date: _____

Superintendent: _____ Date: _____

Employee signature below constitutes employee's understanding of the requirements, essential functions, and duties of the position:

Employee: _____ Date: _____



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