

DEPUTY SUPERINTENDENT

GENERAL DUTIES AND RESPONSIBILITIES

The Deputy Superintendent is a Cabinet-level position responsible for broad executive control of the systems, practices, policies, and procedures of the Agency. The Deputy Superintendent promotes the Agency's mission and supports the District Superintendent's efforts to ensure leadership for developing, achieving, and maintaining the best possible educational programs and services. The Deputy Superintendent serves as the Chief Administrator's designee at the request of or in the absence of the District Superintendent.

Specific Duties

- APPR Negotiations and Implementation
- Mentoring and Induction
- Agency Professional Development – Planning and Facilitation
 - Superintendent Conference Days (Committee)
 - Administrators' Week (late August)
- Planning and Promoting Professional Development for Components
 - Meeting Routine Needs
 - Teacher/Principal Evaluation Training
 - Curriculum Audits
 - Special Education Practices
 - Administrative Cohort Mentoring
 - School Improvement
 - Meeting Requested Needs
 - Instructional Rounds
 - Middle-Level Writing
 - Lesson Study

Designated Duties

- Title IX Officer
- Test Security Officer

Ancillary Duties

- Assist with teacher/administrator evaluations
- Assist with bargaining unit negotiations
- Assist with budget development
- Corporal Punishment Report

ESSENTIAL TASKS

- Supervise, evaluate, and direct Communication and Grants Research (CGR), Educational Resources (ER), Regional Special Education Technical Assistance Support Center (RSE-TASC), Educational Programs, Technology, and Human Resources

- Serve as part of the collaborative leadership team for the Agency reviewing challenges, solving problems, and directing the course of the Agency with members of the Cabinet.
- Evaluate assigned personnel on an annual basis.
- Review evaluations, reports, cross contracts, audits, grants, and other critical Agency documents.
- Be familiar with ongoing changes to regulations, statutes, rules and policies affecting the Agency.
- Respond to inquiries for interpretation from BOCES staff on matters not clearly covered by regulation, policy or legislation.
- Assist with the oversight, implementation and evaluation of Annual Board Goals.
- Assist in the preparation and administration of the budget for assigned departments.
- Lead the process to determine the types of programs needed for the BOCES and the component districts and make such recommendations.
- Support the District Superintendent in the continuous review and revision of operational goals and objectives, and efforts to measure progress toward their attainment.
- Establish and maintain effective working relationships with community and state agencies, area businesses, industries and other organizations.
- Organize and/or chair various committees as directed.
- Collaborate and work cooperatively with advisory boards.
- Respond to parent and community concerns.
- Participate in system-wide policy development.
- Attend BOCES Board meetings.
- Remain abreast of developments and innovations in the field by reading current literature, attending professional and association meetings and conferences and discussing developments of mutual interest with others in the field.
- Perform other related work as required.

KNOWLEDGE, SKILLS AND ABILITIES

- Be able to speak, facilitate, and present to large and small internal and external groups. These presentations to diverse audiences will be focused on a variety of purposes.
- Have a comprehensive knowledge of the principles, practices and procedures of school administration; personnel, and organizational accountability.
- Demonstrate excellent oral and written communication skills.
- Be able to work with and through School Board members, administrators, teachers and all support staff and establish and maintain effective working relationships with school officials, school administrators, teachers, staff and associates.

- Have the capacity to conceptualize, initiate, plan, monitor and evaluate new and/or current programs.

EDUCATION AND EXPERIENCE

A minimum of ten years of successful experience in education including teaching, supervision, and administration. Preference will be given to candidates who have held cabinet level posts in a BOCES or a K-12 public school district.

SPECIAL REQUIREMENTS

Trained Principal/Teacher Evaluator

Valid NYS Leadership Certificate(s)