

Deputy Superintendent

Reports to: Superintendent

Supervises: Assistant Superintendent for Academics and Student Support Services
Elementary or Middle and High School Principals
Administrative Assistant

Shares Supervision with Assistant Superintendent for Academics and Student Support Services:

Director for Federal Programs, CTE and Grant Administration
Director for Technology
Director for Exceptional Children Services
Director for Student Support Services
Director for Curriculum and Instruction
Director for Planning, Accountability and Research

Term of Employment: 12 months

Salary: Appropriate Central Office Administrator Salary Schedule

FLSA Exempt/Non-Exempt: Exempt

Qualifications:

- Classroom Teaching experience required
- Elementary or Secondary Principal experience required
- Eligibility for North Carolina Principal, Curriculum Instructional Specialist or Superintendent Licensure required
- Doctorate in Education-related field preferred

Essential Job Functions:

- Serves in the absence of the Superintendent as the chief administrative officer of the district
- Provides support and assistance to elementary or middle and high school principals
- Recommends and evaluates elementary or middle and high school principals
- Interprets the programs, mission and policies of the district to staff members, students and the community at large
- Communicates to the Superintendent the requirements and needs of the district as perceived by staff members
- Assists in the recruitment, screening and training of instructional personnel
- Supervises and evaluates all assigned personnel
- Assists in the development and continuous assessment of district targets
- Supervises or assigns supervision of district's middle and high school athletic programs

Deputy Superintendent

- Collaborates with the Assistant Superintendent for Academics and Student Support Services, the Director of Curriculum and Instruction, the Director of Planning, Accountability and Research, and the Director of Federal Programs, CTE and Grant Administration to support the creation, implementation and evaluation of individual school improvement plans
- Leads school improvement planning efforts to ensure that the goals, strategies, initiatives and priorities identified in the district’s Strategic Plan are fully implemented
- Collaborates with the Assistant Superintendent for Academics and Student Support Services and the Assistant Superintendent for Human Resources in planning and implementation of staff professional development for licensed staff members
- Collaborates with and serves as a source of appeals from the:
 - Assistant Superintendent for Academics and Student Support Services on all responsibilities assigned to the Assistant Superintendent for AcSSS
 - Assistant Superintendent for Human Resources on the development, implementation and evaluation of pre-service and in-service training programs for professional personnel
 - Principals on instructional strategies to support teacher effectiveness
 - Director for Planning, Accountability and Research on the development, review and results of testing programs, including state testing and local benchmark assessments
 - Director for Technology to effectively accomplish technology goals, to support the district Technology Plan and to deliver prioritized services in support of the integration of the district’s digital learning process
 - Director of Federal Programs, CTE and Grant Administration regarding compliance with the Office of Civil Rights (OCR) regulations, the administration and monitoring of all aspects of Title I, Title II and other assigned federal programs to include budget development and long-range financial planning to support the creation, implementation and evaluation of individual school improvement plans
 - Director of Exceptional Children’s Services on development, implementation and evaluation pertaining to best practices in special education, instructional issues, and state and federal requirements regarding services for students with special needs and disabilities, Section 504 and other support-related programs
 - Director of Student Support Services pertaining to the safety, health and welfare of students, and to development, the implementation and evaluation of planned programs of comprehensive program plans for at risk (Tier II/III) students
- Leads the development, implementation and evaluation of curriculum and instructional services
- Recommends the addition of new courses as needed
- Keeps abreast of developments in instructional design and innovation, and furnishes leadership to determine the appropriateness for inclusion in the district’s educational program
- Attends Board of Education meetings, and attends and presides over other such meetings as the Superintendent designates

Deputy Superintendent

- Serves on Superintendent's Senior Staff
- Establishes necessary procedures for referral and cooperative planning with other agencies, both local and state, that provide services to children
- Keeps informed of and interprets all laws, regulations and statutes affecting the district
- Remains abreast of developments and innovations in the field by reading current literature and attending relevant professional development activities
- Coordinates in the determination of types of programs needed by the schools and makes appropriate recommendations
- Prepares and submits reports and other documents as required by the Superintendent and the Board of Education
- Assists in the preparation and administration of the district's budget and prepares and submits reports and documents as required by the Superintendent and the Board
- Prepares and presents oral presentations on academics, student support services and related topics to the Board of Education, principals, teacher, parents and community
- Coordinates the textbook and digital content adoption process
- Coordinates assessment of the types of programs needed by the elementary or middle and high schools and makes appropriate recommendations
- Develops and coordinates budgets to support academics and student support services
- Works cooperatively with other staff members in integrating and coordinating individual efforts into a unified program for the district
- Attends/conducts a variety of job-related meetings
- Oversees leadership development and succession planning efforts
- Maintains active participation with educational leaders in curriculum at state, regional and national levels
- Engages with staff, community and other stakeholders and communicates identified needs, interests and concerns to the Superintendent
- Serves as a liaison for social, professional, civic, volunteer and other community agencies and groups having interest in the schools
- Facilitates and supports the efforts of the district's advisory committees as directed by the Superintendent
- Assumes responsibility for Assistant Principal Academy agendas and meetings
- Assumes responsibility for Leadership Team agendas and meetings
- Performs other duties and responsibilities as assigned by the Superintendent

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Physical and Cognitive Requirements:

The major physical and cognitive requirements listed below are applicable to this job classification within Moore County Schools.

Work in this classification is considered **light physical work** requiring the exertion of up to 20 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects. Must be able to:

- operate a variety of equipment including computers, copiers, overhead projectors, and data projectors
- operate a motor vehicle
- compare, interpret, analyze and generate data; and apply basic principles of statistics
- listen and communicate effectively in order to gather, convey or exchange information, including giving instructions, assignments or directions to subordinates or assistants
- respond appropriately to inquiries or complaints
- use tact and courtesy when working and dealing with community
- read, comprehend, and prepare various kinds of communication and information including emails, correspondence, reports, articles, proposals, contracts, policies, charts, spreadsheets, curriculum documents, staff development plans, educational forms and data
- write using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style
- speak before groups of people with poise, voice control and confidence
- apply principles of logical, critical, creative or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions
- deal with abstract and concrete variables
- demonstrate and apply common sense understanding to carry out simple instruction and to make simple decisions
- interpret, infer, analyze, synthesize, and evaluate materials, resources, situations and problems to generate options and solutions
- interpret and carry out oral and/or written instructions
- demonstrate continued professional curiosity and growth
- communicate effectively and efficiently in a variety of settings, using appropriate terminology and by telephone and email
- hear, speak, read, record, and explain information, communication, and procedures
- perform basic math functions to understand and interpret data, to balance budgets
- deal fairly with people beyond giving and receiving instructions
- perform under stress, deal with persons acting under stress and displaying emotional distress and adapt when confronted with emergency situations