

AREA SUPERINTENDENT

Rev. July 2025

Job No.: 1201

Reports to: Deputy Supt. of Learning & Innovation

Dept./Campus: School Leadership

FLSA Status: Exempt

Pay Grade: 102

Term: 226 Days

PRIMARY PURPOSE:

To support, develop, challenge, and grow principal leadership for world class student experiences through coaching, professional learning, collaboration, and supervision.

ADMINISTRATOR COMPETENCIES

- **Creative Visionary** who is passionately focused on effecting change and has the ability to merge data and fact with intuition, imagination, and innovation in an effort to realize the possibilities rather than be content with the probabilities.
- **Dedicated Professional** who creates a supportive environment by modeling and expecting autonomy and accountability; who exemplifies ethics; who accepts and values the differences of others, exhibits empathy, and who has a sense of human wisdom, courage and compassion.
- **Inspiring Catalyst** who motivates and empowers others to become leaders and risk takers, and who acknowledges expertise, celebrates successes, and honors the lives of others.
- **Life-long Learner** who perpetuates self-motivated learning, and effectively drives transformation with continuous monitoring, evaluating, and adjusting.

MAJOR RESPONSIBILITIES AND DUTIES

- Coach principals to improve student learning experiences through instructional practice and programmatic offerings.
- Provide coaching, professional learning, and support for principals in the areas of Instructional Leadership, Inter-relational Leadership, Executive Leadership, Cultural Leadership, Transformational Leadership.
- Ensure principals lead change in an effective and supportive manner through professional learning, coaching, and support.
- Use qualitative and quantitative data, stakeholder feedback, and observations to develop capacity in principals in meeting the learning needs of each and every student.
- Apply an equity lens and demonstrate cultural competency in all facets of the role as an executive leader in the district.
- Assess, gather, and use evidence to support principal development.
- Work as a team with Area Superintendents and Executive Director of Student Support to effectively support principals' leadership.
- Collaborate with Teaching and Learning staff to help principals ensure the implementation of the written, taught, and assessed curriculum.
- Facilitate support for principals with other departments to effectively, efficiently, and productively lead schools.
- Develop an understanding of campus data and provide the necessary support to campus principals to ensure data is collected, analyzed, and used to inform campus improvement.
- Coach principals in establishing goals and actions to ensure campus improvement.
- Support the development and implementation of principal professional learning plans.
- Ensure principals understand the district's expectations for instructional leadership.
- Facilitate the development of a strong pipeline of future school leaders.

All LISD employees are expected to maintain an extreme degree of confidentiality by following the *Family Educational Rights and Privacy Act (FERPA)* for student information and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student information.

- Invest in personal and team professional learning to develop leadership practices and skills as a principal coach and executive leader.
- Align district and campus planning for improvement.
- Develop and implement professional learning aligned to district goals for principals and assistant principals.
- Support communication and collaboration between and among campuses, parents, district departments, and other customers.
- Manage department resource allocation to effectively support campus and district goals.
- Demonstrate regular and prompt attendance.
- Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

- Supervise and evaluate the performance of campus principals.

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Master's degree in education or related field.
- Mid-management or principal certification preferred.
- Progressively responsible experience in strategic public education programs.
- Experience as a campus principal.
- Supervisory experience required.

Knowledge/Skills/Abilities:

- Knowledge of curriculum and instruction; effective leadership strategies; District policies; acceptable human resource/supervisory practices and principles; systems thinking; continuous improvement philosophy; and effective coaching models and tools.
- Skills in self-direction; strong organization; coordinating multiple tasks; communication, public and interpersonal relations; and making oral and written presentations.
- Ability to evaluate instructional programs; manage budget and personnel; implement policies and procedures; manage multiple priorities and projects; use computer and application software.

Mental/Physical/Environmental Demands

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Often operates a computer and other office productivity machinery (i.e., a calculator, copy machine, and computer printer).
- Frequently communicates with other employees or public.
- Must be able to exchange accurate information.
- Ability to understand opposing points of view on highly complex issues and to negotiate and integrate different viewpoints.
- Ability to organize and prioritize work schedules of others on long-term basis.
- Ability to make decisions which have significant impact on the department's credibility, operations and services.

- Ability to formulate complex and comprehensive materials such as legal documents, authoritative reports, official publications of major scope and impact and to make formal presentations.
- Ability to compute, analyze and interpret numerical data for reporting purposes.
- Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting.
- Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching.
- Occasional light lifting and carrying (less than 15 pounds).
- May work prolonged or irregular hours.
- Frequent districtwide, statewide, and out-of-state travel.
- Work with frequent interruptions.
- Maintain composure and professionalism at all times.