

PORTSMOUTH SCHOOL DEPARTMENT



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SECTION I

SCHOOL COMMITTEE CHIEF EXECUTIVE POSITIONS

SUPERINTENDENT: PORTSMOUTH SCHOOLS

REPORTS TO:

Portsmouth School Board

QUALIFICATIONS:

Superintendent Certification, New Hampshire Department of Education

Advanced degree in administration or equivalent study

Three years of prior central office experience (or equivalent)

JOB GOAL:

To provide leadership in developing and maintaining the best possible educational programs and services for the students of the Portsmouth School District. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the District. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the District.

PERFORMANCE RESPONSIBILITIES AND CRITERIA:

The criteria for performing the job responsibilities of the Superintendent include the ability to function effectively in the following categories:

Communication	Facility Management
Community Relations	School Finance/Budgeting
Curriculum	School Improvement
School/Community Involvement	Staff Development
Leadership	Superintendent/School Committee Relations
Organizational Management	Supervision/Evaluation
Personnel Management	

Communication – The ability to communicate clearly with staff, parents, students, and community, both verbally and in writing.

- Keeps the public informed of the status of the schools
- Conducts meetings of administrators, teachers, and other staff members as necessary for the discussion of matters concerning the improvement and welfare of the schools
- Communicates to all staff members, directly or through delegation, actions of the School Board relating to personnel matters and receives from employees, communications to be made to the School Board

- Confers, as appropriate, with professional and lay groups concerning the school program and transmits suggestions to the School Board and others

Community Relations – Recognizes the importance of both stimulating and reflecting community needs/wants regarding education. Demonstrates ability to involve the community in developing and implementing goals. Views the community/school relationship as a partnership.

- Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the District, affecting a wholesome and cooperative working relationship between the school and the community
- Communicates with and understands the needs and perspectives of various community groups
- Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the District appear on the agenda or are expected to be raised
- Keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the District

Curriculum – Strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12.

- Administers the development and maintenance of educational programs designed to meet the needs of the community and to carry out the policies of the School Board
- Conducts reviews of the total school program, and advises the School Board on recommendations for the educational advancement of the schools
- Recommends to the School Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.
- Oversees timely revisions of curriculum and courses of study

School/Community Involvement – Visible in the schools, aware of current issues and activities in the schools, and shows an interest in community affairs.

- Visits schools and classrooms as appropriate. Attends a reasonable number of student/staff events
- Seeks to stay informed about issues and activities in the schools
- Has a reasonable level of knowledge of administrators, staff, and students
- Has a reasonable level of knowledge about community events, concerns, accomplishments, and direction

Personnel Management – Excellent people skills. Ability to recruit and retain highly qualified staff. Strong personnel management practices and understanding of collective bargaining issues.

- Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates

- Nominates to the School Board for employment the most qualified and competent teachers and administrators
- Employs the most qualified and competent support staff
- Develops position descriptions for all staff, subject to School Board review and approval
- Assigns and transfers employees as the interests of the District require, and reports such actions to the School Board for information and records
- Participates, as deemed appropriate by the School Board, in negotiations with recognized employee bargaining units
- Handles employee grievances or problems in accordance with applicable School Board policies, collective bargaining agreements, and/or state/federal laws and regulations
- Establishes personnel procedures that provide information that may be used to advance the quality of the District, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback

School Facility Management – Good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.

- Makes recommendations to the School Board on the location and size of new school sites and additions to existing sites; the location and size of new buildings on sites; plans for new school buildings; appropriate sites and buildings; and improvement, alterations, and changes in buildings and equipment
- Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as deemed appropriate
- Includes maintenance and other facilities/equipment needs in budget planning
- Develops and implements guidelines and procedures governing the use and care of school facilities and property
- Recommends to the School Board sales of surplus property no longer needed and authorizes the proper execution of such sales

School Finance/Budgeting – Strong working knowledge of school finance, including budget development and management. Ability to effectively communicate with the School Board, staff, community, and local municipal officials. Clear understanding of federal, state, and local funding issues.

- Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning
- Supervises the preparation and presentation of the annual budget and recommends it to the School Board for approval
- Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget

- Clearly explains proposed budgets, needs, and priorities to the School Board, community and local municipal officials
- Conducts all financial operations and purchasing within School Board policies and applicable state/federal laws/regulations
- Maintains appropriate financial accounts and ensures that audits are performed on an annual basis
- Provides prior notice to the School Board when there is a need to depart from School Board policy in any financial matter

School Improvement – Commitment to supervise and evaluate school programs in the spirit of continuous improvement. Understanding of educational practices, research, and national/state/local initiatives, including New Hampshire’s Learning Results. Ability to frame issues for discussion, reach timely decisions, and implement change.

- Develops, implements, and monitors the change process to improve the educational program
- Is familiar with current research and educational issues
- Involves the staff and community in plans to improve the educational programs
- Ensures that there is a comprehensive system of student assessment in place
- Informs and advises the School Board about educational programs and instructional practices in the schools
- Communicates effectively with staff, students, and the community about educational trends, curriculum needs, and instructional programs
- Ensures that the educational program complies with School Board policies and applicable state and federal laws/regulations
- Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis

Staff Development – Committed to and fosters continuous staff improvement. Emphasizes both District-wide and individual development.

- Fosters an environment that encourages continuous learning and improvement on the part of school staff
- Develops and implements an effective system of staff development focused on improving the educational and operational programs of the schools, with appropriate input from the School Board, administration, and staff
- Provides reasonable opportunities for staff to participate in conferences, visitations, and coursework within the framework of the District’s budget
- Ensures that all staff is involved in the Districts’ staff development opportunities
- Informs the School Board of staff development priorities, needs, and activities

Superintendent/School Board Relations – Understands that the Superintendent is responsible for management of the schools under the School Board’s policies and is accountable to the School Board. Supports and facilitates the work of the School Board. Maintains open communication with the School Board.

- Supervises and ensures compliance with all laws, regulations, and School Board policies
- Keeps the School Board informed about programs, activities, accomplishments, problems, and needs of the schools
- Presents information and recommendations necessary to assist the School Board in performing its duties effectively, including the need for policy on particular subjects
- Schedules and attends meetings of the School Board
- Serves as secretary to the School Board as required by law
- Serves as an ex-officio member of all District/School Board committees, attending meetings as specified by the School Board
- Advises and recommends actions by the School Board as appropriate concerning student and staff disciplinary issues
- Assists the School Board in developing annual and long-range goals for the District
- Represents the District with the media and other groups as deemed appropriate by the School Board
- Performs such other tasks as may be assigned by the School Board

Supervision/Evaluation – Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.

- Develops and implements an effective system of supervision and evaluation for all staff, based on School Board policies and with appropriate input from administration and staff
- Oversees methods of teaching supervision, evaluation, and administration in the schools
- Disciplines employees as necessary and reports such actions to the School Board as appropriate
- Recommends salary changes or dismissal/non-renewal of staff members to the School Board for final action

TERMS OF EMPLOYMENT:

Work year shall be twelve (12) months. The School Board and the Superintendent, under the Superintendent’s individual contract, shall determine length of contract, salary, and benefits.

SUPERVISES:

Directly or indirectly every Portsmouth School Department Employee and program

EVALUATION:

The Superintendent shall receive quarterly reviews by the Portsmouth School Board.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 9, 2010

SECTION II
CENTRAL MANAGEMENT
SUPPORT STAFF

ASSISTANT SUPERINTENDENT OF SCHOOLS, PORTSMOUTH SCHOOLS

REPORTS TO:

The Superintendent of Schools will supervise the Assistant Superintendent of Schools.

QUALIFICATIONS:

An advanced degree in school administration or its equivalent

A minimum of five years' experience as a teacher

A minimum of three years of experience as an administrator

Certified (or certifiable) as an Assistant Superintendent of Schools with the New Hampshire Department of Education

Experience in central office administration preferable

JOB GOAL:

The Assistant Superintendent of Schools will work closely with the Superintendent of Schools and the Business Manager in planning and managing the day-to-day activities of the Portsmouth School District.

REQUIREMENTS OF WORK:

- Extensive knowledge of curriculum, instruction, staff development, and student assessment
- Knowledge of New Hampshire School Finance and New Hampshire School Law
- Ability to lead effective and collaborative management team
- Extensive knowledge of public education and its related challenges
- Ability to supervise personnel in an effective manner that promotes professional growth and improvement
- Computer skills with specific applications to instructional and non-instructional practices
- Knowledge of effective elementary and secondary education research and practices
- Experience with negotiating collective bargaining agreements
- Successful experience with grant writing

PERFORMANCE RESPONSIBILITIES:

- Designs and provides overall management of educational programs and services
- Attends all School Board meetings and serves in the Superintendent's absence as Secretary to the School Board

- Represents the Portsmouth School Department in its dealings with other school districts, institutions and agencies, community organizations and the general public as assigned by the Superintendent of Schools.
- Attends such conventions and conferences as are necessary to keep abreast of the latest educational trends.
- Assists the Superintendent of Schools and the Business Manager with maintaining adequate records for the District including financial, business, personnel, and property systems.
- Assists the Superintendent and Business manager with monitoring all purchases.
- Assists the Superintendent in preparing and presenting the budget and long-range financial planning.
- Assists the Superintendent of Schools in managing the general efficiency of the District, including the supervision of staff and students.
- Prepares and submits to the School Board recommendations relative to all matters relating to curriculum, instruction, staff development, and student assessment.
- Participates in the recruitment, screening, hiring, education, and supervision of staff including both instructional and non-instructional personnel.
- Assists the administration with planning and supervising academic and non-academic programs.
- Assists the Superintendent of Schools with supervising and evaluating administrators.
- Participates in collective bargaining negotiations as assigned.
- Assists the Superintendent of Schools with conducting and investigating personnel issues as required by New Hampshire statutes, regulations and School Board collective bargaining agreements.
- Acts as the District's Chief Educational Officer when the Superintendent of Schools is unavailable.
- Assists with the development of grants.
- Performs other duties, as assigned by the Superintendent of Schools.

EQUIPMENT USED:

General office equipment which may include telephone, copy machine, computers, printers, keyboards, fax machine, etc.

TERMS OF EMPLOYMENT:

Salary, length of work year, and fringe benefits to be established by the School Board.

EVALUATION:

The Assistant Superintendent shall receive an annual evaluation.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by Portsmouth School Board March 9, 2010

BUSINESS ADMINISTRATOR: PORTSMOUTH SCHOOLS

REPORTS TO:

The Director of Finance and Human Resources will report to and will be supervised by the Superintendent of Schools.

QUALIFICATIONS:

B.A. in Business Administration and/or Accounting

Certification by New Hampshire Department of Education

Ten years' experience in financial management accounting. Five years in governmental accounting.

Such alternatives to the above qualifications as the School Board may find appropriate and acceptable

JOB GOAL:

To administer the business affairs of the School Administrative Unit in such a way as to provide the most effective use of financial resources available

PERFORMANCE RESPONSIBILITIES:

Budget Development:

- Compiles necessary statistical data for the preparation of the fiscal budget
- Develops form and procedures for the collection and review of budget requests and is responsible for the approval of budget requests in non-instructional areas
- Provides estimates on costs of alternate proposals and programs, and on available income for the annual budget and for long-range planning

Purchasing:

- Initiates contacts with vendors relative to supply and equipment availability, invoices, purchase orders and contracts
- Obtains and studies comparative prices and quotations
- Prepares all bidding documents, including notice to bidders, instruction to bidders, specifications and forms of proposal
- Reviews all bids received and selects contractors and manages work in process
- Monitors all purchase requisitions to determine correctness of information, price extensions, and coding information and authorizes all expenditures

Accounting:

- Establishes and supervises a program of accounting and reporting for the financial affairs of the district

- Maintains general, revenue and appropriations ledgers on an encumbrance basis
- Maintains a continuous internal auditing program for all funds
- Prepares reports to the proper staff officials concerning the status of their budgetary accounts
- Supervises the prompt and accurate payment of all district obligations
- Submits a monthly statement to the Superintendent detailing the status of appropriation items and the analysis of problem areas
- Prepares financial reports as required by state and federal agencies
- Completes applications for state and federal funds

Operation of Plant:

- Coordinates with school building maintenance staff and principals to ensure the security and accountability of school property and for maintaining adequate inventories of property
- Coordinates with school building maintenance staff and principals for the procurement of contract supplies and services for required building maintenance and repairs including necessary architectural and engineering services

Management:

- Assists in recruiting, screening, evaluating and hiring of all business staff
- Interprets and presents school district budgets to the community at large
- Consults with the Superintendent and other personnel on questions relating to the districts business affairs
- Negotiates contracts for the districts insurance programs reports accidents, handles details of claims, and administers proper premium payments
- Negotiates contracts for health and dental plans and administers proper payroll deductions for these plans
- Supervises office personnel who provide accounting and payroll services
- Coordinates the financial aspects of the special needs area with the Special Education Director
- Prepares financial plans for future acquisitions and SAU goals
- Supervises the acquisition and operation of SAU computer equipment
- Reviews all bids received, select contractors and manage work in process
- Negotiates any financial loans, bonds or other borrowing by any member district or SAU
- Participates indirectly in contract negotiating by providing figures and financial advice as requested

Assist Food Service Director to ensure programs are in compliance with State and Federal regulations

- Perform other duties as assigned by the Superintendent

Equipment Used:

General office equipment which may include telephone, copy machine, computers, printers, keyboards, fax machine, etc.

TERMS OF EMPLOYMENT:

Compensation and benefits to be established by the School Board

SUPERVISES:

Bookkeeper, Payroll Clerk, Accounts Payable, Administrative Assistant to the Business Administrator, and other staff as assigned.

EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled and the extent to which yearly job goals are met.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 9, 2010

DIRECTOR OF SPECIAL SERVICES

REPORTS TO:

Superintendent of Schools

QUALIFICATIONS:

The Director of Special Services shall have obtained appropriate educational background and shall have successfully demonstrated through experience these criteria (skills, knowledge, abilities).

MINIMUM REQUIREMENTS:

Special Education Administrator, New Hampshire Department of Education

JOB GOAL:

To use leadership, supervisor, and administrative skills to develop, achieve and maintain appropriate special education programs for all students in need of these programs and related services.

PERFORMANCE RESPONSIBILITIES:

Budgeting/School Finance/Plant Management/Business Services – responsible stewardship of District resources and a working knowledge of school finance, including state and federal special funding, such that the needs of the designated students/programs can be effectively represented in budget development, acceptance, and implementation.

- Prepare and submit the school's budgetary requests, and monitor expenditures of allotted funds for all special education programs
- Oversee appropriate accounting and control of allotted local unit funds and special federal and state grants accounts
- Provide for adequate inventorying, securing of, and accountability for special education and related service property – equipment, materials, etc.

Communications – the ability to articulate effectively both orally and in writing, the successes and needs of the assigned students/programs –with the School board, other administrators, staff, students, parents, and the general public, as appropriate.

- Keep the Superintendent informed of program activities and problems
- Keep the Superintendent informed of events and activities of an unusual nature, as well as routine matters related to the Superintendent or School Board's interests in assigned programs
- Respond to written and oral requests for information from appropriate sources

Curriculum/Instruction – the ability to work with appropriate staff to relate established curriculum to the specific learning needs of program students, and to contribute guidance and assistance to staff in planning and implementing individualized instructional strategies.

- Assume any assigned responsibility to contribute to the development, revision, and evaluation of curriculum
- In coordination with appropriate members of the administrative team, supervise instruction in the programs in the schools and related services

Involvement in the School and Community – understanding the need as with any administrator, to be a visible presence in the school and community, yet protective of the confidentiality of students and programs as appropriate.

- Act as a liaison between the programs and the constituencies, interpreting activities and policies, and encouraging participation in school life
- Maintain active relationships with students and parents
- Participate in special events to recognize student achievement, as appropriate

Educational Leadership - the ability to inspire, motivate, guide and direct staff in setting and achieving the highest standards of educational excellence for the students/programs.

- Lead in the development, determination of appropriateness, and monitoring of the specialized instructional programs assigned
- Assume responsibility for the interpretation and implementation by the program staff of all School Board policies and administrative procedures/regulations
- Serve as a member of such committees and attend such meetings as the Superintendent may direct
- Provide leadership in establishing new programs and developing improved understanding of existing programs
- Coordinate compliance with all federal and state statutes pertaining to special education students

Organizational Management/Administration – understanding of and belief in participatory management; possession of good organizational skills, and the knowledge of effective administration of program operations.

- Oversee and approve the implementation of all designed program activities including Out-of-District placements and homebound for handicapped students.
- Arrange for the transportation of students as needed.
- Oversee the programs' administration and instruction; make recommendations when Central Office or School Board authorization is needed.
- Supervise the maintenance of accurate records of students
- Oversight of the teaching/work schedules of all assigned staff, and all special assignments
- Conduct staff meetings as necessary for the proper functioning of programs
- Participate in administrators' meetings and other such meetings as may be required or appropriate.

- Delegate authority to appropriate personnel to assume responsibility within the programs in the absence of the Director.

Personnel Management – the ability to recognize program staffing needs, to perceive in candidates the potential for suitability and to contribute to an effective recruitment/selection/retention process.

- In coordination with appropriate other members of the administrative team, participate in the recruiting, screening, nomination, training, assigning and evaluating of program personnel.

School Reform/Restructuring – knowledge of current practices and research in the field, and the ability to contribute to constructive educational change.

- Assume responsibility for monitoring own professional growth and development through participation in professional organizations, through attendance at regional, state and national meetings, through enrollment in advanced coursework and the like.
- Keep abreast of educational changes and developments by attending appropriate meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.

Staff Development – the ability to contribute to the development and implementation of professional growth and development of both specialized and regular staff – that raises both aspirations and expertise.

- Organize staff development opportunities as needed
- Keep informed and keep program staff informed of new special program and legal requirements.

Supervision/Evaluation – knowledge of and the commitment to contribute to the improvement of instruction and the effectiveness of the programs in general through the supervision and evaluation of program staff and of all related activities. In coordination with appropriate members of the administrative team:

- Assume responsibility for supervision of all assigned administrative, certified and support staff
- Supervise the implementation of general program procedures, as well as all students' individual education plans
- Assume responsibility for evaluating and counseling of all program staff members regarding individual and group performance
- Recommend, according to established procedures, the dismissal or non-renewal of any program staff member whose performance is unsatisfactory
- Evaluate existing programs as an ongoing responsibility, and recommend changes and additions as needed

Other:

- Attend Student Team meeting
- Prepare or supervise the preparation and submission of reports, records, lists and all other paperwork required or appropriate to the program's administration
- Assist in the adoption of District policies to include needs of assigned special programs; recommend policies and programs essential to the needs of assigned students
- Make recommendations on design, furnishings, equipment, and location of new special program facilities
- Provide for pre-school screening of students entering kindergarten as child find responsibilities
- Perform such other tasks as may be assigned

SUPERVISES:

Special Education Programs and Staff, as well as related service providers ESL. Title IX, 504, Psychology Services, OT/PT/APE Services, ESL. Guidance, Mental Health and Speech Services.

EVALUATION:

Performance of the Director will be evaluated annually in accordance with School Board policy

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 9, 2010

EXECUTIVE ASSISTANT TO THE SUPERINTENDENT OF SCHOOLS & BUSINESS ADMINISTRATOR

REPORTS TO:

Superintendent of Schools

QUALIFICATIONS:

1. High School Diploma to include major coursework in business education, secretarial science and / or secretarial practice and office skills.
2. Five (5) years successful experience as an executive secretary.
3. A high degree of proficiency in typing, word processing, bookkeeping, telephone answering skills, computer skills, and general office procedures.
4. Demonstrated ability in the handling and processing of information in a professional and confidential manner.
5. Demonstrated ability to in dealing with people in a warm, friendly and courteous and helpful manner.
6. Demonstrated organizational and interpersonal skill as well as the ability to handle multiple projects professionally in a fast-paced environment.
7. Demonstrated language skills, especially ability to read and interpret documents, write routine correspondence, proofread all communication disseminated from central office and the ability to speak effectively as a liaison between school department and community.

JOB GOAL:

To assist Superintendent, Business Administrator, and School Board Members by performing secretarial duties such as preparing agendas, posting meeting notices, assembling minutes, taking telephone calls, maintaining files and other tasks to ensure a smooth and efficient central office environment is maintained.

PERFORMANCE RESPONSIBILITIES:

1. Type correspondence, letters, memos, forms, etc. as requested by Superintendent, Business Administrator and School Board Members.
2. Answer phones; respond to routine questions, schedule appointments and route calls to the appropriate persons.
3. Oversee preparation and publication of District Policy Manual, Job Description Manual, Employee Handbook and other communication materials.
4. Oversee preparation and dissemination of School Board Agendas, School Board Minutes, and all other sub-committees agendas and minutes. Oversee payment of Board Member stipends.
5. Expedite work flow of central office:
 - Maintain regular office files
 - Process incoming mail; open, sort and distribute interoffice mail
 - Schedule appointments and coordinate arrangements for meetings/conferences

- Operate standard office equipment
 - Welcome visitors; serve as receptionist for district
 - Assist families with registration information during summer months
 - Interface with City Webmaster to maintain up to date School Webpage
 - Maintain All School Activities Calendar for District
 - Daily closing of office
 - Maintain copiers; order annual supplies for central office and maintain as needed
 - Collect, organize and publish school news and calendar information as well as non-profit sponsored activities and opportunities for students in a weekly e-mail
 - Print and distribute child watch letters
 - Distribute and report annual fire drills for the district
 - Disseminate materials from completed employment packets
 - Enter all resume information into database and acknowledge all applicants with a letter of receipt
 - Coordinate Property and Liability Insurance Certificate Requests
 - Assure annual subscriptions are paid: (Alert Now, Plymouth Rocket, subscriptions etc.)
 - Arrange annual services for district; shredding, microfiche, bids, etc.
 - Add/remove all paraprofessionals, clericals, custodians, food service workers and interns into Infinite Campus
 - Assure that all Human Resource postings are up to code and appropriately displayed
6. Complete special projects and reports such as publication of District Budget Booklet, etc.
 7. Process student work permits in accordance with Department of Labor Procedures.
 8. Coordinate with Human Resources Director and maintain substitute call in list.
 9. Distribute employment packets for all coaches, volunteers, interns and substitutes and coordinate with City Human Resource Director to maintain list of all employees and volunteers to ensure compliance with criminal background checks.
 10. Other duties as assigned by Superintendent or Business Administrator.

TERM OF EMPLOYMENT:

260 days/year

EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), and bending, keyboarding, pulling, pushing, and carrying.

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board July 10, 2012

**DIRECTOR OF READING/TITLE I: DISTRICT HOMELESS LIAISON,
PORTSMOUTH SCHOOLS**

REPORTS TO:

Superintendent of Schools

QUALIFICATIONS

Master's Degree in Reading from an accredited college or university

At least five years' experience as a classroom teacher

Understanding of federal Title I regulations

Practical experience in curriculum planning, implementation and evaluation

Successful supervisory experience

Grant writing and budget experience

JOB GOAL:

The district's Reading and Title I Director will provide leadership in the ongoing development, assessment and improvement of the district's literacy program and write, administer and evaluate the district's various Title I grants. In addition, as the district's Homeless Liaison is responsible for supporting the needs of the homeless student population and ensuring the delivery of mandated services to facilitate the student's attendance and access to appropriate education. This position assesses students and families; interprets laws relating to homeless students, works as a team member to develop intervention strategies; provides case management, and makes referrals.

PERFORMANCE RESPONSIBILITIES:

- Supervises reading specialists
- Plans and organizes professional development activities designed to improve teacher efficacy in reading
- Works with the assistant superintendent, principals and other administrative staff in developing the general philosophy and goals for the reading and other instructional programs
- Provides leadership in the development of an integrated program of reading district-wide
- Assists in the development of the district budget related to reading, assessment and professional development
- Supervises the administration of the Title I program throughout the district
- Orients the educational community about ESEA, Title 1.
- Plans and directs all activities related to the preparation and submittal of the annual Title I applications, the annual Comparability Report and yearly program evaluations.

- Interprets the Title I program to the school and community
- Keep the administration informed concerning all major development in the reading and assessment program of the district.
- Ensures that appropriate staff, supplies and equipment for the Title 1 project(s) are available for the start of and throughout the school year.
- Coordinates staff in-service and staff evaluation in accordance with local policy.
- Supervises selection of Title 1 schools, evaluates project progress, and prepares the annual Program Evaluation Report for submission to the New Hampshire State Department Compensatory Services.
- Promotes parent support for their children's education.
- Works continuously with staff to coordinate, evaluate, monitor, and provide broad support for instructional activities to ensure that approved instructional activities are on schedule and making progress toward state objectives.
- Develops a plan to maintain continuous fiscal and property management for the Title I project(s).
- Responsible for recruiting and hiring Title I staff.
- Interprets laws relating to homeless students; and ensures the delivery of mandated services.
- Assesses students identified as homeless and makes visits to living areas/shelters/hotels to assess the family environment.
- Collaborates with school staff to develop interventions for students identified as homeless and develops individualized service plans.
- Implements case management services (including individual counseling); monitors student/family progress and status; and make referrals to other professional staff members or community agencies as needed.
- Serves as a liaison between schools and such agencies/facilities as homeless shelters, social services, court services, and the police department to coordinate assistance for homeless students.
- Provides families with information related to the needs of their child and acts as a resource to parents/guardians by providing family support activities and communicating available services.
- Act as a resource to school-based administrators, guidance counselors, teachers, and health services personnel regarding homeless students, interpretation of homeless/school attendance policies and laws, and record-keeping requirements.
- Conducts training to school staff on school laws as it relates to the homeless student population; and recommends strategies for supporting the needs of these students.
- Maintains necessary records ensuring confidentiality of students and their families and prepares related reports.

- Performs such other tasks and assumes such other responsibilities as the superintendent may assign from time to time.

SUPERVISES:

Faculty and staff as assigned

EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled and the extent to which yearly job goals are met.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 9, 2010

DIRECTOR OF PUPIL INSTRUCTION AND SUPPORT: PORTSMOUTH SCHOOLS

REPORTS TO:

Superintendent of Schools

QUALIFICATIONS:

Master's degree from a recognized, accredited college or university required;
Appropriate administrator certification for the assignment;
Five(5) years of successful experience as a classroom teacher;
Understanding of federal Title I and Special Education regulations with related grant writing and budget experience;
Visionary leadership in administration to work with faculties, families, and communities of the 21st century.

JOB GOAL:

The Director of Pupil Instruction and Support will provide district-wide vision and leadership to improve student learning. Under the direction of the Superintendent, the Director of Pupil Instruction and Support is responsible for the implementation and coordination of instructional programs and ensuring the ongoing implementation of high standards of instructional practice, services, and assistance. This includes oversight of programs and services related to the following areas: Special Education, Reading, Title I, Title IX, ESOL, 504 and Guidance/Outreach.

PERFORMANCE RESPONSIBILITIES:

Budgeting – responsible stewardship of district resources and a working knowledge of school finance, including state and federal special funding, such that the needs of the designated students/programs can be effectively represented in budget development, acceptance, and implementation.

- Prepare and submit the school's budgetary requests, and monitor expenditures of allotted funds for all related programs and services
- Oversee appropriate accounting and control of allotted local unit funds and special federal and state grants accounts

Communications – the ability to articulate effectively both orally and in writing, the successes and needs of the assigned students/programs –with the School Board, other administrators, staff, students, parents, and the general public, as appropriate.

- Keep the Superintendent informed of special events and activities, as well as routine matters related to the Superintendent or School Board's interests in assigned programs
- Respond to written and oral requests for information from appropriate sources

Student Learning – the ability to work with appropriate staff to relate established curriculum to the specific learning needs of program students, and to contribute guidance and assistance to staff in planning and implementing individualized instructional strategies.

- Collect and analyze various data pertaining to student achievement and use student achievement data to recommend improvement in the purpose, design, materials, and implementation of instructional programs
- Assist in the development, implementation, and evaluation of district and school improvement plans
- In coordination with appropriate members of the administrative team, supervise instructional programs in the schools and related services

Involvement in the School and Community – understanding the need, as with any administrator, to be a visible presence in the school and community, yet protective of the confidentiality of students and programs as appropriate.

- Orients the educational community about ESEA, Title 1, and related federal, state and district initiatives
- Act as a liaison between the programs and the constituencies, interpreting activities and policies, and encouraging participation in school life
- Interprets laws relating to homeless students; and ensures the delivery of mandated services

Educational Leadership - the ability to inspire, motivate, guide and direct staff in setting and achieving the highest standards of educational excellence for the students/programs.

- Collaborate with the administrative team on designing and implementing a system of student assessment and instructional supports for all students
- Oversee the implementation of policies and procedures for special education, ESOL, 504, Title I and Title IX programs and ensure that those programs comply with federal, state, and local laws

Organizational Management/Administration – understanding of and belief in participatory management; possession of good organizational skills, and the knowledge of effective administration of program operations.

- Oversee and approve the implementation of all designed program activities including Out-of-District placements and homebound for handicapped students
- Plans and directs all activities related to the preparation and submittal of annual federal and state applications, related reports and program evaluations
- Conduct staff meetings with building coordinators, reading specialists and other related service providers regularly throughout the year

Staff Development – the ability to contribute to the development and implementation of professional growth and development of both specialized and regular staff – that raises both aspirations and expertise.

- Plans and organizes professional development activities designed to improve teacher efficacy in all related programs
- Keep staff informed of changes in regulations and legal requirements of related programs

Supervision/Evaluation – knowledge of and the commitment to contribute to the improvement of instruction and the effectiveness of the programs in general through the supervision and evaluation of program staff and of all related activities. In coordination with appropriate members of the administrative team:

- In coordination with appropriate other members of the administrative team, participate in the recruiting, screening, nomination, training, assigning and evaluating of program personnel
- Assume responsibility for supervision of all assigned administrative, certified and support staff

OTHER:

- Assist in the adoption of District policies to include needs of assigned special programs; recommend policies and programs essential to the needs of assigned students
- Perform such other tasks as may be assigned

SUPERVISION:

The Director of Pupil Instruction and Support supervises the Special Education Coordinators (Elementary, Middle, and High), Title I staff, Reading Specialists, related service providers, and the Special Education Administrative Assistant.

EVALUATION:

Performance of the Director will be evaluated annually in accordance with School Board policy

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying.

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 8, 2011

SECTION III
INSTRUCTIONAL SERVICES

PRINCIPAL: PORTSMOUTH SCHOOLS

REPORTS TO:

Superintendent of Schools

JOB GOAL:

To use leadership, supervisory, and administrative skills to develop, achieve and maintain the best possible educational program for the students of Portsmouth.

QUALIFICATIONS:

The principal shall have obtained appropriate educational background and shall have successfully demonstrated through experience:

Administration/Organizational Management - The ability to practice participatory management; possession of good organizational skills and the knowledge of effective administration of school operations. Specific performance responsibilities may include, but are not limited to:

- Plan, Organize, and Direct – implementation of all school activities.
- Oversee the school’s administration and instruction; make recommendations when central office or School Board authorization is needed.
- Work with other members of the administrative team (central office and other administrative staff) on matters and issues of more than individual school import, such as curriculum, special services, transportation, and the like.
- Budget school time to provide for the efficient conduct of instruction, co-curricular activities, and operational business.
- Schedule the school day and classes within established guidelines to best meet students’ instructional needs.
- Maintain high standards of student conduct, and enforce discipline as necessary, affording appropriate due process to students and parents.
- Establish positive guides for proper student conduct and enforce discipline as necessary, affording appropriate due process to students and parents.
- Establish positive guides for proper student conduct and the maintaining of fair, consistent discipline.
- Supervise the maintenance of accurate records on student progress and attendance. Assume responsibility for monitoring the attendance, conduct, and maintenance of health records of students.
- Prepare or approve the master teaching schedule and all special assignments.
- Conduct staff meetings as necessary for the proper functioning of the school.
- Plan and supervise fire drills and emergency preparedness program in accordance with legal requirements and established school system procedures.

- Participate in principals' meetings, negotiations meetings, and in such other meetings as may be required or appropriate.
- Serve as an ex officio member of all committees and councils within the school.
- Delegate authority to appropriate personnel to assume responsibility for the school in the absence of the principal.

Budgeting/School Finance/Plant Management/Business Services – the ability to effectively and efficiently utilize and manage the facility and assigned support services through responsible stewardship of school resources and a working knowledge of school finance, such that the needs of his/her school can be effectively represented in the budgeting process, including budget development, acceptance and implementation.

- Prepare and submit the school's budgetary requests, and monitor expenditures of allotted funds.
- Supervise the maintenance of all required building records and reports.
- Oversee appropriate accounting and control of school funds and student activities accounts.
- Assume responsibility for the safety and administration of the school plant.
- Oversee the daily use of the school facilities for both academic and non-academic purposes, including by school staff, students, and the community.
- Provide for adequate inventorying of school/school system property, and for the securing of and accountability for that property.

Communication – the ability to articulate effectively both orally and in writing, the successes and needs of the school – with the school board, central administration, staff, students, parents, and the general public – in large and small groups and with individuals.

- Keep the superintendent informed of the school's activities and problems.
- Keep the superintendent informed of events and activities.
- Respond to written and oral requests for information from appropriate sources.

Community relations – the ability to relate positively to the public a view of the community school relationship as a partnership; recognition of the need to be visible and active in the community and understanding the importance of considering community needs and wants.

- Act as a liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
- Assume responsibility for all official school correspondence and releases.
- Oversee the daily use of the school facilities for both academic and non-academic purposes, including by school staff, students, and the community.
- Provide for adequate inventorying of school/school system property, and for the securing of and accountability for that property.

Curriculum/Instruction - the ability to work with staff to identify skills or learning objectives appropriate to the student body, and to contribute guidance and assistance to staff in planning and implementing instructional strategies.

- Assume the responsibility assigned by school committee/administrative policy in the development, revision, and evaluation of the school curriculum.
- In coordination with appropriate members of the administrative team, supervise the guidance program and other instructional and student support services to enhance individual education and development.

Involvement in the School and Community – the ability to perform responsibilities as a visible presence in the school and to be aware of community developments, participating to the extent practical.

- Maintain active relationships with students and parents.
- Participate in special events to recognize student achievement, as well as in typical school-sponsored activities, functions, and extra-curricular events.
- Establish and maintain relationships with local community groups and individuals:
 1. to foster understanding and solicit support for overall school objectives and programs;
 2. to interpret school building policies and procedures; and
 3. to discuss and resolve individual student problems.

Educational Leadership – the ability to inspire, motivate, guide and direct staff in setting and achieving the highest standards of educational excellence for the school.

- Establish and maintain a school climate that enhances teaching and learning.
- Lead in the development, determination of appropriateness, and monitoring of the instructional program.
- Assert leadership in times of crisis or civil disobedience in school in accordance with established policy and procedures.
- Assume responsibility for supervision of all activities and programs that are outgrowths of the school's curriculum.
- Assume responsibility for the interpretation and implementation by the school's staff of all School Board policies and administrative procedures/regulations.
- Serve a member of such committees and attend such meetings as the superintendent may direct.

Personnel Management – the ability to recognize school staffing needs, to perceive in candidates the potential for suitability, and to contribute to an effective recruitment/selection/retention process.

- In coordination with appropriate other members of the administrative team, participate in the recruiting, screening, nomination, training, assigning and evaluating of school building personnel.

- Cooperate with college and university officials regarding teacher training and preparation.

School Reform/Restructuring – the ability to contribute to constructive educational change and demonstrate knowledge of current practices and research in school improvement.

- Assume responsibility for monitoring own professional growth and development through participation in professional organizations, through attendance at regional, state and national meetings, through enrollment in advanced coursework and the like.
- Keep abreast of educational changes and developments by attending appropriate meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.

Staff development – the ability to contribute to the development and implementation of professional growth and staff development programs that raise both aspirations and expertise.

- Orient newly assigned school staff members and assist in their development, as appropriate.
- Participate in the in-services orientation and training of school staff, with personal responsibility for staff responsibility for staff administrative procedures and instructions.

Supervision/Evaluation – the ability to supervise and evaluate staff and all activities through knowledge and the commitment to contribute to the improvement of instruction and the effectiveness of programs in general.

- Assume responsibility for supervision of all administrative, certified, and support staff attached to the school.
- Supervise the school's teaching process.
- Assume responsibility for evaluating and counseling of all staff members regarding individual and group performance.
- Recommend, according to established procedures, the dismissal or non-renewal of a staff member whose performance is unsatisfactory.
- Assume responsibility for supervision and evaluation of the school's extracurricular program.

OTHER:

- Provide for regular and special conferences between parents and teachers.
- Prepare or supervise the preparation and submission of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
- Perform such other tasks as may be assigned.

SUPERVISES:

Directly or indirectly supervises every building employee.

EVALUATION:

Performance of the Principal will be evaluated annually in accordance with School Board policy.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 9, 2010

Locator 3.02

ASSISTANT PRINCIPAL: PORTSMOUTH SCHOOLS

REPORTS TO:

Building Principal

JOB GOAL:

The Assistant Principal will work closely with the Principal in planning and managing the day to day activities of the school building.

QUALIFICATIONS:

The assistant principal shall have obtained appropriate educational background and shall have successfully demonstrated through experience:

Budgeting/School Finance/Plant Management/Business Services

- Assist with the responsibility for the safety and administration of the school plant.

Communications:

- Keeps the principal informed of the school's activities and problems.

Community Relations:

- The ability to relate positively to the public a view of the community school relationship as a partnership; recognition of the need to be visible and active in the community and understanding the importance of considering community needs and wants.

Communications:

- Keep the superintendent informed of the school's activities and problems.
- Keep the superintendent informed of events and activities.
- Respond to written and oral requests for information from appropriate sources.

Curriculum/Instruction:

- Participates in the development of, revision, and evaluation of the school curriculum as assigned.

Educational Leadership:

- Supports and maintains a school climate that enhances teaching and learning. Provides leadership in times of crisis or civil disobedience.

Involvement in the School and Community:

- Maintain active relationships with students and parents.
- Participate in special events to recognize student achievement, as well as in typical school-sponsored activities, functions, and extra-curricular events.
- Establish and maintain relationships with local community groups and individuals:

1. To foster understanding and solicit support for overall school objectives and programs;
2. To interpret school building policies and procedures; and
3. To discuss and resolve individual student problems.

Personnel Management:

- Participates in the recruiting, screening, nomination, training, assigning, supervising, and evaluating of school building personnel

School Reform/Restructuring:

- Attends such conventions and conferences as are necessary to keep abreast of the latest educational trends

Staff Development:

- Participates in the orientation and training of school staff

Supervision/Evaluation:

- Assists with the supervision and evaluation of school staff

Other:

- Chair PTA Meetings
- Participates, when appropriate, in student support team meetings
- Provides, as required, for regular and special conferences between parents and teachers
- Assists with the preparation and submission of reports, records, lists, and all other paperwork required or appropriate to the school's administration
- Performs such other tasks as may be assigned

PERFORMANCE RESPONSIBILITIES:

- Assist the principal in planning, organizing and directing implementation of all school activities
- Assists the principal in managing day-to-day operation of the school
- Assists in scheduling the school day and classes within established guidelines to best meet students' instructional needs
- Maintains high standards of student conduct, and enforce discipline as necessary affording appropriated due process to students and parents
- Assists in establishing positive guides for proper student conduct and the maintaining of fair, consistent discipline

Assumes responsibility for the school in the absence of the principal

SUPERVISES:

Faculty and staff as assigned

EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled and the extent to which yearly job goals are met.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 9, 2010

CAREER AND TECHNICAL EDUCATION DIRECTOR, PORTSMOUTH SCHOOL DISTRICT

REPORTS TO:

Building Principal

QUALIFICATIONS:

Master's degree in education or related field

Certified or certifiable as a career-tech director in the State of NH

At least three years as a classroom teacher

Experience as an administrator/manager

REQUIREMENTS:

NH certification (or evidence of eligibility) as director of career and technical education

Master's degree

Demonstrated ability in secondary school instruction and curriculum development

Demonstrated ability as an administrator/manager

JOB GOAL:

Provides work or lead direction to the CTE area for teaching excellence and student learning, with the goal of student success and continuous improvement of CTE programs. Manages, coordinates, develops, and executes a variety of projects related to CTE and related new programs.

PERFORMANCE RESPONSIBILITIES:

The career-tech director is a member of the superintendent's administrative team, as well as a member of the high school principal's administrative team. The career-tech director plans, coordinates, directs, promotes, and evaluates career and technical education programs at the local level in accordance with local, state and federal guidelines.

DUTIES:

- Plans for change and maintenance of existing programs, and for new and emerging programs and exploratory courses
- Consults with NH DOE managers, advisory committee members, and other educators regarding change and updating of programs.
- Conducts surveys and researches career, employment, student interests and needs, and other data in decisions regarding program offerings.
- Assists in hiring Center staff.
- Organizes and directs center staff meetings.
- Observes, supervises, and evaluates teachers.
- Directs competency profile and curriculum development

- Participates in building and district-wide study circles and committees to improve teaching and learning in the Portsmouth schools.
- Prepares and administers annual budgets.
- Works with NH DOE, district business manager, teachers, and others to ensure good health and safety practices.
- Fulfills state and federal data collection, and annual application (Perkins Program Improvement) as well as other grant requirements.
- Uses statistical reports from the NH DOE for planning annual goals and priorities.
- Assists in providing professional development opportunities for faculty
- Co-chairs Center 19 CTE Advisory Committee, and oversee development of individual program advisory committees.
- Plans improvements/changes in physical facility, furniture and fixtures.
- Assists in securing funding for renovations and other projects for the facility
- Works with administrative team in recommending local policies and procedures to the school board.
- Coordinates exploratory courses, grades 7-12.
- Directs career-tech support services: paraprofessionals, work-based learning personnel, cooperative education coordinator, and resource-career specialist.
- Participates on hiring teams for career-tech as well as other district vacancies.

TERM OF EMPLOYMENT:

Per Administrative Contract, currently 205 days/year

EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled and the extent to which yearly job goals are met.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 9, 2010

DEPARTMENT HEAD

REPORTS TO:

High school and middle school department heads work closely with the assistant superintendent and report to the building principal. K-12 department heads work closely with principals and report to the assistant superintendent of schools.

QUALIFICATIONS:

New Hampshire Certification in discipline

Successful teaching experience

Demonstrated knowledge of content and pedagogy

JOB GOAL:

Department Heads are expected to provide leadership in curriculum development, instruction and assessment within their respective departments. Department heads also facilitate communication between teachers, administration, ancillary staff and other professional groups within their discipline(s).

PERFORMANCE RESPONSIBILITIES:

- Facilitate the design, alignment and implementation of curricula.
- Monitor, review and revise curricula as necessary.
- Serve on K-12 curriculum committee and coordinate building level and vertical level meetings as appropriate.
- Work with principals to align work with the District's priorities.
- Assist teachers to:
 1. Collaborate using the professional learning communities model;
 2. Identify at-risk students and students who exceed the standards to ensure effective intervention strategies are implemented;
 3. Monitor progress of all learners;
 4. Model lessons and assist teachers in professional growth and development when appropriate.
 5. Assist principals in the recruitment, selection and retention of highly qualified candidates.
 6. Mentor new staff in the implementation of curricula and school procedures.
 7. Assist administration in scheduling, budget development, maintaining inventory of books, supplies and equipment, and be responsible for ordering books, supplies and equipment.
 8. Attend leadership training as provided by the District.

COMPENSATION: Per the negotiated teacher's contract.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board May 10, 2011

MIDDLE SCHOOL TEAM LEADER PORTSMOUTH SCHOOL DISTRICT

REPORTS TO:

Building Principal

QUALIFICATIONS:

NH Department Of Education Teacher Certification

Meets Highly Qualified Teacher requirements

Successful teaching experience working with adolescents

JOB GOAL:

Team Leaders are expected to provide leadership in the ongoing development of middle school concept.

SPECIFIC RESPONSIBILITIES:

- Promote Middle School Concept
- Keep Principal abreast of all team activities
- Facilitate and coordinate all team meetings
- Attend Team Leader meetings with Administration
- Coordinate team activities
- Communicate all team expectations and activities with parents
- Responsible for informing Unified Arts teachers, cafeteria manager, and the school nurse of any field trips or alternate scheduling
- Assist with coordinating students' schedules for optimum learning
- Coordinate integration of curricula with team
- Assist substitute teachers with daily routines
- Assist students with academic/behavioral challenges
- Assist in the screening and hiring of new employees
- Resolve conflicts that may develop within the team
- Coordinate interdisciplinary units with the team
- Ensure consistent student expectations within the team and school
- Coordinate/ facilitate parent meetings with the team
- Represent the team at parent meetings, open house, community affairs, and other activities as needed
- Ensure representation from the team on school-wide professional committees
- Knowledge of curriculum, instruction, assessment, professional development and community
- Assist Dream Team and Student Council with school/community projects

SALARY: Per Negotiated Teachers' Agreement

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board May 10, 2011

TEACHER

REPORTS TO:

Appropriate Administrator

QUALIFICATIONS:

Successful candidate must be eligible for State of New Hampshire certification and be able to demonstrate a personal philosophy of education similar to that of the Portsmouth School Department. Successful candidate must possess personal qualities and professional capabilities that will contribute to the advancement of the teaching and learning process.

MINIMUM REQUIREMENTS:

New Hampshire Department of Education certification or eligibility for certification.

JOB GOAL:

To educate all students by challenging them to become thinking, responsible, contributing citizens who continue to learn throughout their lives.

PERFORMANCE RESPONSIBILITIES:

1. Planning and Preparation

The Teacher Will:

1. Demonstrate knowledge of content
2. Demonstrate knowledge of pedagogy related to content
3. Demonstrate knowledge of students' developmental characteristics
4. Select instructional goals that:
 - Represent high expectations for student performance
 - Promote conceptual understanding of content
 - Identify student performance goals that are measurable
 - Are suitable for the diverse needs of students
 - Represent opportunities for different types of learning
5. Select appropriate resources:
 - For student use
 - For instructional purposes
6. Design coherent instruction, based on adopted District curricula

2. The Classroom Environment

The Teacher Will:

1. Create a classroom and school environment that promotes mutual respect within the school community
2. Establish a learning environment that communicates high expectations of performance for all students
3. Maximize instructional time
4. Set clear expectations for student behavior. Monitor and appropriately respond to student behavior
5. Organize the classroom to ensure that students have safe and equal access to the learning

3. Instruction

The Teacher Will:

1. Communicate clearly when giving student directions
2. Give accurate information through oral written communications
3. Use inquiry and discussion techniques that promote engagement of all students in higher order thinking
4. Engage students in learning by:
 - Relating content to prior knowledge and using a variety of instructional strategies
 - Creating activities and assignments that actively involve students in learning; permit student choice and initiative; encourage depth vs. breadth; require student thinking; show relevancy and authenticity
 - Grouping in multiple ways for a variety of purposes (individual, flexible groups, and whole class)
 - Using a variety of instructional materials and resources including available technology
 - Providing a well-designed lesson that is appropriately paced
 - Working to create interventions of extensions that maximize student learning
5. Provide timely feedback to a student that is accurate, substantive, constructive and specific
6. Demonstrate flexibility and responsiveness to meet the multiple needs of students
7. Assess the achievement of students using multiple and varied assessment techniques

PROFESSIONAL RESPONSIBILITIES

The Teacher Will:

1. Be reflective about higher practices

2. Use educational research as a basis to set goals
3. Maintain accurate student records related to assignments, progress, and non-instructional report
4. Communicate information about classroom instruction and student performance with parents and/or guardians
5. Contribute to the school and District by:
 - Having professional relationships with colleagues
 - Participate in school and district projects
6. Develop professionally by:
 - Expanding knowledge of content and pedagogy
7. Make referrals and attend meetings, as needed, to address students' social, emotional, and academic need
8. Make decisions based on high professional standards
9. Support school regulations and policies
10. Complete other duties as assigned by the supervisor

EVALUATION

Evaluations will be contracted in accordance with School Board policy relative to supervision and evaluation.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board April 13, 2010

**SPECIAL EDUCATION ELEMENTARY BUILDING LEVEL COORDINATOR:
PORTSMOUTH SCHOOLS**

REPORTS TO:

Director of Pupil Instruction and Support and building principals

JOB GOAL:

To assist the Director of Pupil Instruction and Support in planning and managing the special education programs at the K-5 level.

QUALIFICATIONS:

Master's degree in Special Education or Administration preferred

3-5 years' experience with elementary/preschool special education programs

NH certification or eligibility in Special Education area(s)

Possess working knowledge of special education law and procedures

Excellent communication skills and ability to work in a team model

Possess supervision experience

RESPONSIBILITIES:

- Supervise the special education caseloads at the elementary/preschool levels
- Chair student referral team, assume an LEA representative role at IEP meetings, function as the certified special educator on evaluation and IEP teams, as needed
- Organize the meeting and three-year evaluation schedules for the building
- Provide consistent team meeting formats and documentation of special education records
- Oversee NH Special Education data system and manage the information needed for the annual child count deadline and other state reports
- Communicate effectively with parents, administration, and other agencies
- Serve as a court liaison and write reports as necessary
- Participate in building/SAU administrative team as appropriate
- Assist in the hiring, training, and supervision of special education staff, including paraprofessionals
- Coordinate transitions of special education students to and from building programs
- Assist the Director in the planning and implementation of the extended school year program
- Develop special education budget for elementary school
- Other duties as assigned by Elementary Principals/Director

- Coordinate compliance with all federal and state statutes pertaining to special education students
- Arrange for the transportation of students as needed
- Supervise the maintenance of accurate records of students
- Oversight of the teaching/work schedules of all assigned staff, and all special assignments
- Supervise the implementation of general program procedures, as well as all students' individual education plans
- Provide for pre-school screening of students entering kindergarten as child find responsibilities
- Coordinate child find responsibilities at the K-5 level
- Attend court in related cases as necessary
- Work with Director of Pupil Instruction and Support to communicate and coordinate system of interventions for all students

SALARY:

Per teacher contract (Department Head equivalent + 12 extra days)

EVALUATION:

Performance will be evaluated annually by the Director of Pupil Instruction and Support.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying.

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 8, 2011

**SPECIAL EDUCATION MIDDLE SCHOOL BUILDING LEVEL
COORDINATOR: PORTSMOUTH SCHOOLS**

REPORTS TO:

Director of Pupil Instruction and Support and building principals

JOB GOAL:

To assist the Director of Pupil Instruction and Support in planning and managing the special education programs at the grades 6-8 level.

QUALIFICATIONS:

Master's degree in Special Education or Administration preferred

3-5 years' experience with special education programs

NH certification or eligibility in Special Education area(s)

Possess working knowledge of special education law and procedures

Excellent communication skills and ability to work in a team model

Possess supervision experience

PERFORMANCE RESPONSIBILITIES:

- Supervise the special education caseloads at the middle school levels
- Chair student referral team, assume an LEA representative role at IEP meetings, function as the certified special educator on evaluation and IEP teams, as needed
- Organize the meeting and three-year evaluation schedules for the building
- Provide consistent team meeting formats and documentation of special education records
- Oversee NH Special Education data system and manage the information needed for the annual child count deadline and other state reports
- Communicate effectively with parents, administration, and other agencies
- Serve as a court liaison and write reports as necessary
- Participate in building/SAU administrative team as appropriate
- Assist in the hiring, training, and supervision of special education staff, including paraprofessionals
- Coordinate transitions of special education students to and from building programs
- Assist the Director in the planning and implementation of the extended school year program
- Develop special education budget for the middle school
- Other duties as assigned by the Middle School Principal and/or Director

- Coordinate compliance with all federal and state statutes pertaining to special education students
- Arrange for the transportation of students as needed
- Oversight of the teaching/work schedules of all assigned staff, and all special assignments
- Supervise the maintenance of accurate records of students
- Supervise the implementation of general program procedures, as well as all students' individual education plans
- Coordinate child find responsibilities at the middle school level
- Work with Director of Pupil Instruction and Support to communicate and coordinate system of interventions for all students

SALARY:

Per teacher contract (Department Head equivalent + 10 extra days)

EVALUATION:

Performance will be evaluated annually by the Director of Pupil Instruction and Support.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying.

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 8, 2011

**SPECIAL EDUCATION HIGH SCHOOL BUILDING LEVEL COORDINATOR:
PORTSMOUTH SCHOOLS**

REPORTS TO:

Director of Pupil Instruction and Support and building principals

JOB GOAL:

To assist the Director of Pupil Instruction and Support in planning and managing the special education programs at the high school level.

QUALIFICATIONS:

Master's degree in Special Education or Administration preferred

3-5 years' experience with special education programs

NH certification or eligibility in Special Education area(s)

Possess working knowledge of special education law and procedures

Excellent communication skills and ability to work in a team model

Possess supervision experience

RESPONSIBILITIES:

- Supervise the special education caseloads at the high school levels
- Chair student referral team, assume an LEA representative role at IEP meetings, function as the certified special educator on evaluation and IEP teams, as needed
- Organize the meeting and three-year evaluation schedules for the building
- Provide consistent team meeting formats and documentation of special education records
- Oversee NH Special Education data system and manage the information needed for the annual child count deadline and other state reports
- Communicate effectively with parents, administration, and other agencies
- Serve as a court liaison and write reports as necessary
- Participate in building/SAU administrative team as appropriate
- Assist in the hiring, training, and supervision of special education staff, including paraprofessionals
- Coordinate transitions of special education students to and from building programs
- Coordinate with partial out of district placements
- Assist the Director in the planning and implementation of the extended school year program
- Develop special education budget for the high school
- Other duties as assigned by the High School Principal and/or Director

- Coordinate compliance with all federal and state statutes pertaining to special education students
- Arrange for the transportation of students as needed
- Oversight of the teaching/work schedules of all assigned staff, and all special assignments
- Supervise the maintenance of accurate records of students
- Supervise the implementation of general program procedures, as well as all students' individual education plans
- Coordinate child find responsibilities at the high school level
- Work with Director of Pupil Instruction and Support to communicate and coordinate system of interventions for all students

SALARY:

Per teacher contract (Department Head equivalent + 10 extra days)

EVALUATION:

Performance will be evaluated annually by the Director of Pupil Instruction and Support.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying.

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board March 8, 2011

PARAPROFESSIONAL, PORTSMOUTH SCHOOL DISTRICT

JOB GOAL:

The role and assignments of a paraprofessional are not defined by a particular student, setting or program, but rather by students' needs as determined by the multi-disciplinary team. While every attempt will be made to keep the assignments over the course of the school year, it may be necessary to change a paraprofessional's original job assignment to another to meet the varying needs of the students in the district.

QUALIFICATIONS:

- Has obtained a HS diploma or GED and preferably:
 - ✓ Completed two years of full-time study at an institution of higher education; or
 - ✓ Obtained an associate's degree; or
 - ✓ Meets rigorous standards of quality and demonstrate through a formal assessment the knowledge of, and the ability to assist in, reading, writing or mathematics
- Experience with students with disabilities and behavioral challenges
- Dependable, organized, possess good communication skills and emotional maturity and sensitivity to the needs of students
- Able to use or learn technology
- Able to maintain a professional attitude with students, families and staff
- Able to work as a member of a team
- Able to work well with children
- Able to manage student behavior, given training and support
- Willing to obtain additional training and attend staff development workshops
- Able to maintain confidentiality following the Family Education Rights and Privacy Act (FERPA)

REPORTS TO:

Principal/ Special Education Coordinator / ESL /Special Education Teacher/
Counselor/Director of Pupil Support and Instruction

SPECIFIC RESPONSIBILITIES:

The paraprofessional primarily works in classrooms, libraries and computer labs assisting the teacher in reinforcement and enhancement of lessons. Paraprofessionals working with special education students are expected to be knowledgeable of each student's Individual Educational Plans (IEP).

Paraprofessionals are expected to attend all training sessions offered by the Portsmouth school department that are specifically designed for them during their scheduled work times.

The paraprofessional may:

Independent of the teacher, the paraprofessional may carry out instructional plans developed by teacher, counselor or other professional staff. Many responsibilities overlap from one area to another.

At any given time of day a paraprofessional may be asked to fulfill any of the following duties and responsibilities:

Resource/Classroom/Instructional:

- Individually or in small groups, provide instructional assistance, guiding additional practice opportunities, re-teaching as developed and specified by the lead teacher or related service staff
- Monitor and redirect behavior, implement behavior plans
- Assist the lead teacher in planning and implementing instructional activities (academic, behavioral or life skills)
- Provide the special education teacher/staff with information and observations about general education assignments, activities and student participation and behavior, as well as any other pertinent information as it arises regarding the student
- Supervise and monitor students as directed by lead teacher or building administrator
- Willingly participates in skill and competency trainings and in-services

One-to-One

- With training and under the supervision of the appropriate professional personnel, be willing to assist and manage behavior using behavioral management techniques such as TCI, CPI
- Monitoring and reinforce student academic, behavioral or life skills performance following best practices in the classroom, school and/or community settings
- Be used to support the integration of students with disabilities into regular classes by tutoring these students in regular class assignments, giving tests orally, implement assistive technology and providing other accommodations outlined in the students' IEPs
- Document student progress as specified by the teacher and/or therapist
- Assist/monitor students on and off the bus

- Reinforce or enhance learning of basic hygiene, or provide toileting, diapering and feeding assistance, if required by a specific job assignment and as trained
While this is a specific responsibility of a one-to-one paraprofessional, nursing staff will be available for support and assistance during extreme situations
- With training and supervision by the appropriate certified personnel, may lift and transport students using appropriate equipment
- Intervene with other students about inappropriate behavior, language or actions
- Use instruments and procedures specifically related to the student's disability or medical condition

All

- Provide supervision and assistance on play grounds, in lunchroom, at assemblies, in swimming pool, on field trips or other locations as directed for special education students
- Timely completion and submission of Medicaid transaction logs
- Be reassigned over the course of the school year
- Perform related duties as assigned by the supervising teacher, Principal, Special Education Coordinator and/or Director

SALARY:

Per Negotiated Paraprofessionals' Agreement

EVALUATION:

The building level administrator will evaluate performance with input from the Special Education Coordinator and professional staff with direct knowledge of paraprofessional.

Approved by the Portsmouth School Board November 7, 2011

SECTION IV
STUDENT SERVICES

FUTURES COORDINATOR

REPORTS TO:

Portsmouth High School Principal

QUALIFICATIONS:

- Bachelor's degree in secondary education, counseling or social work
- 3-5 years classroom or relevant experience working with teens
- Excellent communication skills with diverse groups
- Experience with budgeting
- Knowledge of college application process
- Knowledge of community resources

JOB GOAL:

Prepare and mentor first generation high school students, grades 9-12, to attend college. Provide oversight, encouragement and help with completing applications and accessing financial aid. Work with students, parents, staff, advisors and community.

PERFORMANCE RESPONSIBILITIES:

Students and family

- Maintain student records
- Create and implement curriculum
- Develop and oversee policy and eligibility
- Monitor student's grades, effort and compliance with school rules
- Work with students on course selection for college bound students
- Provide education and one to one assistance for parents
- Schedule and plan monthly group and individual meetings
- Research college choices for individual students
- Respond to students, parent, teacher, college correspondence and communication
- Guide through SAT, FAFSA and college applications
- Use Naviance and Infinite Campus to follow grades, behavior and college process
- Verification of student aid packages
- Inform teachers of students participation with Futures and use of Futures as a resource
- Reminders to students about upcoming meetings, deadlines, opportunities
- Plan annual barbecue
- Research and write grants
- Plan, undertake and coordinate selection of 8th grade students

- Review and update probation and responsibility records, communicate accordingly
- Follow-up with recent grads who delayed college
- Counsel students and families as needed

Advisory Board

- Prepare agenda for board meetings
- Recommend changes or additions to Futures policy
- Recommend student awards
- Prepare budget for board approval
- Facilitate student presentations
- Create mentoring, job shadowing and community service opportunities with advisors

Portsmouth High School Responsibilities

- Attend faculty and guidance meetings
- Assist PHS staff, as needed

SALARY:

Established in October 2006 and increases per administrative agreement.

TERM OF EMPLOYMENT:

Works 194 days per year

EVALUATION:

Evaluations will be conducted in accordance with School Board policy relative to supervision and evaluation.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem solving, evaluating, interpreting, organizing, implementing and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.) and bending, keyboarding, pulling, pushing and carrying.

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents and staff members.

Willingness and ability to work with others and to share with others.

Approved by the Portsmouth School Board July 10, 2012

SCHOOL NURSE, PORTSMOUTH SCHOOL DISTRICT

REPORTS TO:

Building Principal

QUALIFICATIONS:

Successful candidate is a board certified graduate of accredited Baccalaureate school of Nursing

Current Registered Nurse license in the state of NH

Current CPR/First Aid certification

Recommend a minimum of 3-4 years in pediatrics, emergency care, or other related areas of nursing. School nurse experience preferred

JOB GOAL:

To advance the well-being, academic success, and life-long achievement of students. To facilitate positive student responses to normal development; promote health and safety; provide primary and secondary interventions related to health issues; and actively collaborate with others to build student and family potential for adaptation, self-management, self-advocacy and learning.

PERFORMANCE RESPONSIBILITIES:

- Organizes, administers, and manages school health services.
 1. Keeps accurate and comprehensive reports and health records and ensures compliance with state mandated immunization requirements.
 2. Dispenses medications and provides treatment to students in accordance with District policy/procedures and directives from the NH State Board of Nursing and Department of Education.
 3. Conducts school health screenings and follow up according to school screening protocol. Assists in follow up and referral of children as indicated.
 4. Acts as a liaison and collaborates between the healthcare provider, the school community, and the child's home in providing the holistic health needs of school children.
 5. Provides or arranges in-service training for health related issues to staff members of the district.
 6. Upholds regulations and laws related to confidentiality, reporting of child abuse and neglect, communicable disease and other health related requirements.
- Provides consultation in the planning of proper emergency cares and administers first aid for illnesses and accidents incurred during school activities.
 1. Administers first aid to students, documenting injuries/ illnesses as required.

2. Monitors, reports, and recommends changes for safety hazards and sanitary conditions in the school environment.
 3. Implements communicable disease oversight. Participates in disease prevention and outbreak management within the school.
- Provides consultation and recommendations in the planning and development of accommodation plans for section 504/IEP eligible students.
 1. Advises on modifications of the educational program to meet health needs of individual students.
 2. Collaboratively works with teachers, administration and support staff regarding planning for students to participate in school-based activities that can be impacted by health issues.
 3. Responsible for the consultation, formulation, revision and implementation of the Individual Health Plan.
 - Provides consultation and resources for health and wellness related issues in the district.
 1. Participates in district initiatives related to health and wellness.
 2. Provides or arranges in-service training for health related issues to staff members of the district.
 - Provides for the promotion and maintenance of health, as well as, the prevention of illness and injuries. Facilitates the removal of health related barriers to learning and promotes the optimal level of wellness for students. Assumes responsibility for appropriate health assessment, planning, intervention, evaluation, management, and referral activities for students in the school district.
 - Complies with school district policies, guidelines of the NH Dept. of Education School Health Department, professional standards of practice, physician's orders, and the Individual Health Plan. Monitors compliance of the school health program with federal, state, and local laws, regulations and policies. Interprets school health service needs and the role of the school nurse to the school and the community.
 - Maintains professional competencies through in service educational activities and professional growth programs. Utilizes current best practices in the nursing field, adapting them to the school setting.

EVALUATION:

Evaluations will be performed in accordance with School Board policy relative to supervision and evaluation.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board May 10, 2011

SECTION V
BUSINESS SERVICES

MAINTENANCE SUPERVISOR: PORTSMOUTH SCHOOLS

REPORTS TO:

The Facilities Supervisor will be supervised by the Business Administrator

QUALIFICATIONS:

Minimum of five years' experience in the maintenance/custodial field

Ability to supervise personnel

Prior experience in purchasing/budgeting/finance

Certification in one of the following trades: construction, plumbing, electrical work and masonry, HVAC preferred, or building operations certification

Ability to work independently, use judgment in decision-making, perform multiple tasks simultaneously, supervise and communicate effectively, read blueprints, operate machinery, vehicles and equipment used by the department

Ability to prepare and work within an annual operating budget, develop policies and procedures, apply and enforce all applicable laws, regulations and codes

JOB GOAL:

To provide technical and supervisory oversight for the maintenance and repair of the city's school buildings and grounds in order to provide a physical learning environment that is safe, clean, attractive and smooth functioning. The maintenance supervisor is responsible for the planning, assigning and supervising of work crews and equipment as deemed necessary.

REQUIREMENTS OF WORK:

Knowledge of purchasing and budgeting

Ability to be an effective and collaborative leader

Knowledge of grounds and athletic fields maintenance

Ability to supervise personnel in an effective manner that promotes professional growth and improvement

Knowledge of computer skills

PERFORMANCE RESPONSIBILITIES:

- Supervises staff; trains, assigns, evaluates, disciplines and responds to employment-related issues or concerns, provides input into the hiring, firing, discipline and promotion of employees
- Plans, schedules and assigns daily work orders to employees ensure the safe and efficient operation of public buildings and grounds; provides guidance or interpretation as needed
- Oversees the work of private contractors to verify proper permits have been obtained for work being performed and to ensure the quality of work being performed

- Performs administrative duties, including processing and recording payroll and attendance; processing invoices for payment, preparing reports and correspondence, and responding to customer complaints and inquiries
- Meets with city and public officials, organizations and contractors to respond to requests for services/or and information
- Develops and implements policies and procedures for custodial operations, preventative maintenance, emergency maintenance, and repair of school buildings and systems as needed to provide for the efficient operation of facilities at all times
- Supervises the operation, maintenance and repair of vehicles and equipment assigned to the school department to ensure for their safe and efficient operation; maintains an inventory of supplies and records of maintenance and repairs
- Supervises and assigns staff to provide seasonal duties including snow removal, landscaping and lawn mowing
- Prepares bid information and obtains quotes for various construction projects; develops and plans long-range maintenance issues for budgeting purposes; prepares all costs related to projects; schedules and inspects construction work conducted by contractors and school employees
- Maintains an adequate inventory of supplies to ensure that necessary materials are available for work crews to perform assigned tasks, monitors and controls inventory to ensure the efficient use of supplies
- Oversee/monitor that the district conforms to all regulations, required inspections and building codes
- Allocate personnel among facilities in the event of absences
- Coordinate vacation schedules for departmental personnel
- Train custodial and maintenance personnel (i.e., health, safety, hazardous materials, etc.)
- Work closely with building custodial supervisors to coordinate purchase orders for necessary equipment and supplies.
- Participate in the recruitment, screening, hiring, education, and supervision of custodial/maintenance staff.
- Coordinate facilities use
- Work a flexible schedule to oversee key district functions
- Participate in appropriate professional development opportunities and attend training as may be required and/or requested by the district
- Perform other duties as assigned

Equipment Used:

General office equipment which may include telephone, copy machine, computers, printers, keyboards, fax machine, etc.

Equipment will also include, but is not limited to: Powered cleaning equipment (vacuum, auto scrubber, buffer, water extractor), broom, mop, powered bleacher opener/closer, powered hand tools such as power drills, circular saw, table saw, radial arm saw, (pneumatic air, gas or electric), lawn mower, garden tractor, lawn tractor, edge cutter, string cutter, track vac, hedge trimmer, chainsaw, snow blower, shovels, rake, hoe, stepladder, regular ladder, power lift, field/pavement marking equipment, personal protective gear.

Working Conditions:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical Demands: sitting, standing, adjusting, connecting, lifting (to 50 lbs.), bending, keyboarding, pulling, pushing, carrying, writing, walking, and operating equipment.

Environmental conditions: inside, working around moving objects, working alone, and working with students, faculty, parents and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the district.

TERMS OF EMPLOYMENT:

Salary, length of work year, and fringe benefits to be established by the School Board.

SUPERVISES:

All custodial/maintenance personnel

EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled and the extent to which yearly job goals are met.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Note: The above position description reflects the general requirements necessary to describe the principal functions or responsibilities of the position identified. The above position description shall not be interpreted as a detailed description of all work requirements that may be inherent to the position, either at present or in the future.

Approved by the Portsmouth School Board May 10, 2011

DIRECTOR OF SCHOOL NUTRITION, PORTSMOUTH SCHOOL DISTRICT

REPORTS TO:

Business Administrator

QUALIFICATIONS:

Bachelor's degree preferred from accredited college or university with a major in Institution Management and/or Foods and Nutrition

A minimum of 5 years successful experience in a management position, preferably in a multi-unit, school foodservice (K-12) operation

Demonstrated computer knowledge and experience, especially using Microsoft Office software

JOB GOAL:

The District School Nutrition Director/Supervisor will oversee all aspects of the district Child Nutrition Program (CNP) operation. The job functions include administrating, planning, directing, assessing, implementing, and evaluating the program in order to meet the nutritional and educational needs of children, as they relate to the CNP. The school nutrition professional shall partner with others in the school district and community to solicit support for the development of a sound nutrition assistance food program while following federal, state, and local guidelines. The CNP is to provide an environment that supports healthy food habits while maintaining program integrity and customer satisfaction.

GENERAL RESPONSIBILITIES:

Director of School Nutrition has the total responsibility for the administration of the foodservice program; supervision of all program employees; fiscal management of the program; and direction of the nutritional component of the program.

PERFORMANCE RESPONSIBILITIES:

- Administration of the school nutrition program
- Plan nutritious, appealing breakfast and lunch meals for K-12 following federal and state guidelines
- Purchase all food supplies and equipment and maintain accurate inventories
- Establish and maintain standards for food preparation and service that comply with federal and state nutritional and public health guidelines
- Inspect and monitor district foodservice facilities to assure maintenance of established standards for quality, cleanliness and safety
- Interact with students, parents, teachers and principals to maintain quality of the program and solve problems
- Merchandise the program to increase students interest and participation

- Plan and implement foodservice for special functions as requested

Supervision of employees:

- Interview, hire and evaluate all program employees
- Establish work standards and schedules
- Establish and maintain job descriptions and personnel policies
- Assist in negotiations of union contract
- Establish and conduct employee training programs
- Maintain personnel records

Fiscal management of the program:

- Develop and maintain accurate records of income and expenses
- Apply for all federal and state reimbursements and subsidies in a timely fashion
- Supervise the payment of bills, wages and benefits
- Provide monthly financial and program participation statements

Nutritional component:

- Provide current nutrition information to students, teachers and parents
- Arrange for nutritional programs to be presented to teachers and staff
- Assist teachers in developing and implementing grants for nutrition education projects
- Process and update all free/reduced price meal applications

EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled and the extent to which yearly job goals are met.

WORKING CONDITIONS:

Mental demands: calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting both simple and complex information and material.

Physical demands: sitting, standing, walking, writing, operating equipment, adjusting, connecting, lifting (to 25 lbs.), bending, keyboarding, pulling, pushing, and carrying,

Environmental conditions: inside, outside, working around moving objects, working alone, and working with students, faculty, parents, and staff members.

Willingness and ability to work with others and to share with others; willingness to support the concept of 'teaming' and a 'team approach' in meeting the needs of the District.

Approved by the Portsmouth School Board April 13, 2010