

Augusta School Department Job Analysis Questionnaire

PURPOSE AND INSTRUCTIONS

The purpose of the study is to obtain current information on your job based on a review of job duties and responsibilities.

Because you know your duties and responsibilities better than anyone else, we need *your* help to get an accurate description of your job. We are asking you to complete this questionnaire that asks for information about your job duties. The questionnaire does not ask about your job performance; only what your job requires you to do.

Please complete this questionnaire as honestly, completely and accurately as you can. Base your answers on what is normal to your current job, not special projects or temporary assignment duties, unless these tasks are a regular part of your job. This questionnaire needs to cover many jobs, so the questions are not specifically about your job. However, you should be able to compare your job duties to the examples given. If two answers seem to fit your situation, just check the one that works best. When answering the questions, imagine you are describing what you do to a neighbor, friend or to someone just hired for your position.

We appreciate your active participation in this important study. If you have questions, please feel free to ask your supervisor.

Please return this questionnaire to your supervisor.

A. EMPLOYEE DATA (PLEASE PRINT):

Your Name: James Anastasio

Department/School: Central Office

Your Job Title: Superintendent of Schools

How long have you been in your current position: 5 years _____ months

Supervisor's Name: School Board

B. GENERAL PURPOSE OF POSITION

Indicate in one or two sentences the general purpose of the position (or why this job exists). This statement should be a general summary of the responsibilities listed in the next section.

To provide leadership in developing and maintaining the best possible educational programs and services for the students of our school system. 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 school system. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

C. SUMMARY OF RESPONSIBILITIES/DUTIES

Describe specific job responsibilities/duties, listing the most important first. Most positions can be described in **6-8 major responsibility areas**. Combine minor or occasional duties in one last statement. Give a best estimate of average percentage of time each responsibility takes; however, do not include a duty which occupies 5% or less of your time unless it is an essential part of the job. Each statement should be brief and concise, beginning with an action verb. **A list of action verbs is attached for reference but feel free to use other action verbs if they are more appropriate.** The box below shows an example.

The following categories are listed in the Superintendents Job Description

1. (16%) **Leadership** – Motivate, lead, guide and direct people, and demonstrate a commitment to implementing the Mission and Vision of the School Department.
2. (14%) **School Finance/Budgeting** – Maintain a strong working knowledge of school finance, including budget development and management. Effectively communicate with Board, staff, community and local municipal officials and clearly understand federal, state, and local funding issues.
3. (9%) **Organizational Management** – Establish a systemic approach to managing and improving schools. Possess excellent organizational skills, a working knowledge of school law, and the ability to resolve organizational conflicts.
4. (8%) **Superintendent/Board Relations** – Assume responsibility for management of the schools under the Board's policies. Support and facilitate the work of the Board, while maintaining open communication.
5. (8%) **Personnel Management** – Utilize excellent people skills and a well developed process to recruit and retain high quality staff. Design strong personnel management practices and develop an understanding of collective bargaining issues.
6. (8%) **Supervision/Evaluation** – Implement an evaluation process that establishes clear performance standards and follows through to resolve performance issues. Verify the importance of accountability for staff and self.
7. (7%) **School/Community Involvement** – Establish visibility in schools, maintain awareness of current issues and activities in schools, and show an interest in community affairs.

The following job description responsibilities are each rated at 5% and are not listed in priority.

Communication – Clearly correspond with staff, parents, students and community both verbally and in writing.

Community Relations – Demonstrate the ability to involve community in developing and implementing goals. View the community/school relationship as a partnership.

Curriculum – Maintain a strong commitment to leading the effort to define and deliver an effective and consistent curriculum pre-K through grade 12.

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

School Improvement – Commitment to supervising and evaluating school programs in the spirit of continuous improvement; understand educational practices, research, and national/state/local initiatives, including assessment results; and possess the ability to frame issues for discussion, reach timely decisions, and implement change.

Staff Development – Committed to and fosters continuous staff improvement. Emphasize both system wide and individual development.

For the remainder of the questionnaire, most of the questions require that you check the box or list information. Guidelines for completing these sections are as follows: 1) read each definition carefully before answering, 2) consider the job, not yourself, 3) answer based on the job as it currently exists, 4) select the most appropriate answer(s) for each question.

General Education & Experience

D. EDUCATION: Check the box that best indicates the minimum training/education requirements of this job. (Not necessarily your education, but the requirements for the job).

- | Minimum Requirement | |
|---|--|
| <input type="checkbox"/> Up to 8 years of education | <input type="checkbox"/> Some College/Associate's Degree |
| <input type="checkbox"/> 9 to 11 years of education | <input type="checkbox"/> Bachelor's Degree |
| <input type="checkbox"/> High School Diploma or GED | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Vocational/Technical/Business School | <input type="checkbox"/> Doctorate Degree |

E. EXPERIENCE

TYPE OF EXPERIENCE NEEDED: Please indicate the specific job experience needed. For example, "accounting experience in an education environment" vs. "accounting experience". Be sure that the experience stated is what is actually required by the job, not what is preferred.

Three years of satisfactory teaching experience, three years of satisfactory administrative experience, Master's degree from an accredited institution, and criminal history records check.

Check the box which best indicates the minimum amount of experience described above. (Not necessarily your years of experience, but the requirements for the job.)

Less than 6 months
6 months but less than 1 year
1 year but less than 3 years

3 but less than 5 years
5 but less than 7 years
7 years plus

F. TYPE OF SKILLS AND/OR LICENSING/CERTIFICATION REQUIRED:

Please indicate all specific skills and/or licensing/certification required (not preferred) to do this job. For example, spreadsheet software proficiency may be a requirement for a secretarial job; journey license may be required for an electrician.

A Superintendent certificate issued by the State of Maine. Demonstrated proficiency in the following: Federal and

Maine civil rights and education laws, Special Education law, school finance and budget, supervision and evaluation of personnel, organizational theory and planning, community relations, educational leadership, curriculum development, cultural differences, ethical decision making, and teaching exceptional students in the regular classroom. In addition, a superintendent must satisfactorily complete the School Superintendent's Assessment, and complete of an approved internship.

G. SUPERVISORY RESPONSIBILITIES

SUPERVISORY NATURE: What is the nature of the direct supervisory responsibility your job has? Check **one** answer.

- No supervisory responsibility.
- Work leadership of one or more employees.
- Supervisor over a section of a department.
- Assistant Manager over supervisors or a small department.
- Manager of one department.
- Manager of more than one department.
- Director, through managers, of a single department.
- X Director, through managers, of multiple departments.

How many positions report directly to you?

- None 1 2-3 4-6 7 or more

List the title(s) of employee(s) whom you directly supervise:

Title	Grade/Level	Number of Positions
Assistant Superintendent		1
Director of Special Education		1
Business Manager plus		1
Principals/Heads of Departments		8
Central Office Staff		3

Indicate the total number of employees you indirectly supervise **through supervisors or managers**:

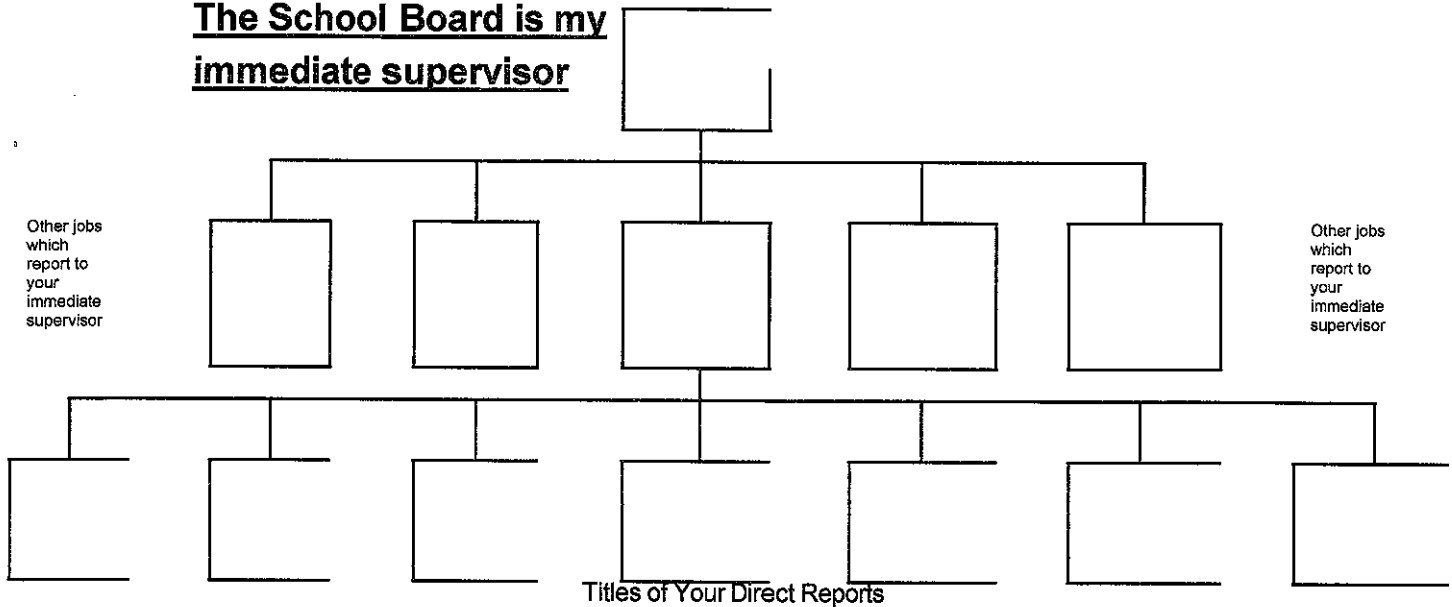
- None 1-5 6-10 11-20 21-50 51-100 100 +

Does this position require functional supervision of positions that do not report directly to you?

- X Yes No

Please complete organization chart below:

The School Board is my immediate supervisor



H. PHYSICAL DEMANDS AND WORKING CONDITIONS

Indicate how often the following physical demands are required to perform the Essential Job Responsibilities.

C=Constantly (5-8 hrs./shift) F=Frequently (2-5 hrs./shift) O=Occasionally (Up to 2 hrs./shift) R=Rarely (Does not exist as regular part of job)

Physical Demands

- O Standing
- O Walking
- O Sitting
- R Lifting
- R Carrying
- R Pushing
- R Pulling
- R Climbing
- R Balancing
- R Stooping
- R Kneeling
- R Crouching
- R Crawling
- R Reaching
- R Handling
- R Grasping
- R Feeling
- F Talking
- C Hearing
- O Repetitive Motions
- O Eye/Hand/Foot Coordination

Environmental Condition

- Extreme Cold _____
- Extreme Heat _____
- Temperature Changes _____
- Wet _____
- Humid _____
- Noise _____
- Vibration _____
- Hazards _____
- Atmospheric Conditions _____
- Other (define): _____
- All the above are R** _____

Physical Strength

- Little Physical Effort **X** _____
- Light Work _____
- Medium Work _____
- Heavy Work _____
- Very Heavy Work _____

I. GENERAL EMPLOYEE COMMENTS

Because no single questionnaire can cover every part of a job, can you think of any other information that would be important in understanding your job? If so, please give us your comments below.

Most of the information required to complete the form is embedded in the job description and State law. What isn't directly reflected is the changing nature of the Superintendent's role. The role has become as reactionary as the role of a school principal. There isn't an hour go by without someone in or out of the organization expecting, and at times demanding, an audience through one of many forms of communication, including face to face. It is rewarding to know that people feel comfortable contacting me, but educational triage is taking more time and reducing the time necessary to proactively plan for the future and address responsibilities that are forced lower on the priority list.

The complexity and growing responsibilities of the superintendence are resulting in fewer professionals applying for positions and the need to have competent help at all levels of the organization. I and the ASD are lucky to have competent and dedicated educators in leadership positions.

I did not take the time to reconfigure the form in a more user friendly format. If a decision is made to continue the process the form will be edited.

I did not find completing the form useful for me. I've also reviewed the FJA's submitted by Ms. Madore and Mrs. Casparius and didn't learn anything new because we work so closely.

There may be value in the process when supervisors use the information gained to justify And/or recommend changes or adjustments in everything from compensation to creating and/or eliminating positions.

Employee's Signature:

James Anastase

Date:

1/3/18