



THE MAINE EDUCATIONAL CENTER FOR THE DEAF AND HARD OF HEARING

THE GOVERNOR BAXTER SCHOOL FOR THE DEAF

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EXECUTIVE DIRECTOR JOB DESCRIPTION

I. JOB GOAL

To provide leadership in developing and maintaining the best possible statewide educational programming and services for students who are deaf or hard of hearing. 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 MECDHH/GBSD.

II. MINIMUM JOB REQUIREMENTS

- A. Master's degree in deaf education or related field with coursework in school administration.
- B. A minimum of 10 years of experience in education (Preschool through grade 12) with at least 5 years in administration and an excellent documented record of effectiveness in leadership.
- C. Such alternatives to the qualifications listed in A and B as the Board may find appropriate and acceptable.

III. REPORTS TO: School Board

IV. SUPERVISES:

Directly or indirectly, all personnel employed by MECDHH/GBSD

V. PERFORMANCE RESPONSIBILITIES AND CRITERIA:

The criteria for performing the job responsibilities of the Executive Director include the ability to function effectively in the following categories: 1) Communication; 2) Community Relations; 3) Curriculum; 4) School/Community Involvement; 5) Leadership; 6) Organizational Management; 7) Personnel Management; 8) Facility Management; 9) Finance/Budgeting; 10) Program Improvement; 11) Professional Development; 12) Executive Director/Board Relations; and 13) Supervision/ Evaluation.

- A. Communication—Able to communicate clearly with staff, parents, students and community, in American Sign Language, in writing and/or verbally.
- B. Community Relations—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 Community well informed of the activities and needs of MECDHH/GBSD.
- C. Curriculum—Strong commitment to leading the effort to define, deliver, review/evaluate an effective, consistent curriculum Preschool through grade12.
- D. School/Community Involvement—Visible in the schools and programs, aware of current issues and activities in each setting, and shows an interest in deaf and hard of hearing community activities.
- E. Leadership—Able to motivate, lead, guide and direct people. Committed to implementing the Mission and Vision Statement of MECDHH/GBSD. Ensures that policies, procedures, and school rules promote a safe, respectful, and healthy environment.
- F. Organizational Management—Excellent organizational skills, working knowledge of school law as well as special education law, and proven ability to resolve organizational conflicts. Files, or causes to be filed, all reports required by state or federal laws/regulations. Advises the Board of the need for new and revised policies, and ensures that all policies of the Board are implemented. Maintains, directly or through delegation, such personnel records, pupil accounting records, business records and other records as required by law and/or Board policy.
- G. Personnel Management—Excellent people skills. Ability to recruit and retain high quality staff. Strong personnel management practices and understanding of collective bargaining issues.
- H. Facility Management—Good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs in collaboration with other state agencies as appropriate.

- I. School Finance/Budgeting—Strong working knowledge of school finance, including budget development and management. Ability to effectively communicate with the Board, staff, community and state officials including legislators regarding all aspects of the budget and budget process. Clear understanding of federal and state funding issues.
- J. School Improvement—Commitment to supervise and evaluate school programs and services in the spirit of continuous improvement; understanding of educational practices, research, and national/state/local initiatives, and ability to frame issues for discussion, reach timely decisions, and implement change. Demonstrates a commitment to the provision of a continuum of communication options and services to students.
- K. Professional Development—Committed to and fosters continuous professional improvement. Emphasizes both system wide and individual development.
- L. Executive Director/Board Relations—Understands that the Executive Director is responsible for management of the schools under the Board’s policies and is accountable to the Board. Supports and facilitates the work of the Board. Maintains open communication with the Board. Performs such other tasks as may be assigned by the Board.
- M. Supervision/Evaluation— Develops and implements an effective system of supervision and evaluation for all staff, based on Board policies, with appropriate input from administration and staff. Oversees methods of teaching, supervision, evaluation and administration in the schools and programs. Recommends salary changes or dismissal of staff members to the Board for final action.

VI. TERMS OF EMPLOYMENT

Work year shall be twelve (12) months. Length of contract, salary, and benefits shall be determined by the Board and Executive Director under the Executive Director’s individual contract.

VII. EVALUATION

Performance shall be evaluated in accordance with the provisions of the Board’s policy on evaluation of the Executive Director.