

Leadership Profile

DESIRED QUALIFICATIONS AND CHARACTERISTICS FOR THE Nashua School District SUPERINTENDENT

The Nashua School Board, after consulting with staff, students and members of the community, have identified the qualities, which they desire in their superintendent. All of these characteristics are important and are not in any ranked order. The individual appointed will be:

- A strong and transparent communicator both verbally and in writing and who routinely reaches out to others and actively listens
- A leader who has a highly successful and proven record of success and experience as an educator/leader/administrator in a similar and like-sized district with comparable diversity and complex issues
- A leader who can hit the ground running; is organized, focused, and can efficiently, successfully, and effectively develop and initiate a plan in a time efficient manner to reengage students to in-person learning while addressing ways to lessen learning gaps and emotional health issues.
- A leader who will assist in the development and execution of a redistricting plan related to the future construction of a new middle school
- A highly effective problem solver and a leader skilled in conflict resolution strategies
- A respectful and engaging leader who can reestablish a culture focused on student learning, achievement, and success and play and active role unifying the Board of Education, administration, teachers, support staff, parents, students, and community around its core mission and purpose.
- A positive, honest, genuine, and caring leader who will help reshape the culture of the school district to be focused on its shared mission and visions, seek attainable goals, while being collaborative, engaging, sharing decision making, and acknowledging and celebrating its successes while addressing its inadequacies and possible failures.
- A leader with demonstrated integrity who inspires and motivates others, and one who others wish to follow
- An efficient and time-sensitive organizer and manager of district responsibilities, requirements, and essential tasks.
- A courageous leader who makes wise decisions in the face of adversity and will stand behind those decisions with supportive reasoning, facts, and data when asked 'why?'

- A leader with a strong finance and budget acumen and is familiar with advocating at local and state levels for other funding opportunities and resources; one who can shift resources to meet the greatest needs.
- A leader who is willing to establish roots in the community, stay, build and forge positive relationships with stakeholders, and see one's plans through to fruition
- A leader who embraces diversity of thought, perspectives, backgrounds, cultures, races and supports them.
- A highly visible accessible leader who will build credibility with consistent face-to-face connections and interactions with students, teachers, staff, parents, and community, business, and civic leaders
- A knowledgeable and well-versed instructional leader who has a strong understanding of effective use of data and research-based instructional and assessment practices and strategies that provide rigorous yet supportive learning environments and resources for all children
- A strategic, visionary, and forward-thinking leader who will assist the district to help prepare all students for dynamic, future-focused, and ever-changing careers, livelihoods, and futures.
- A collaborative leader who routinely engages necessary stakeholders before making decisions that impact those individuals