

REPORTS TO:	Superintendent or designee
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of professional staff.

## JOB SUMMARY

To supervise the total operation of the assigned school providing leadership and direction and creating a professional and productive atmosphere where students can learn.

***The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.***

## ESSENTIAL DUTIES AND RESPONSIBILITIES

***NOTE:*** Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

### **STANDARD 1: STRATEGIC PLAN**

*Principals will create conditions that result in strategically re-imagining the school's vision, mission, and goals. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.*

- 1.1 School Vision, Mission, and Strategic Goals: The principal will create the school's identity. The school's identity, in part, is derived from the vision, mission, values, beliefs, and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.
- 1.2 Leading Change: The principal articulates vision and implements strategies for improvements and changes which result in improved achievement for all students.
- 1.3 School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement for all students. The principal will implement the School Improvement Plan.
- 1.4 Distributive Leadership: The principal creates and utilizes processes to distribute leadership and decision making throughout the school.
- 1.5 Focus: The principal establishes clear goals and keeps those goals in the forefront of the school's attention.

### **STANDARD 2: INSTRUCTION**

*Principals set high standards for the professional practice of instruction and assessment that result in a no-nonsense accountable environment. The school principal must be knowledgeable of the best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, on-going peer review of this work, and sharing of this work throughout the professional community.*

- 2.1 Focus on Learning and Teaching, Curriculum, Instruction, and Assessment: The principal leads the discussion about standards for curriculum, instruction, and assessment based on research and best practices in order to establish and achieve high expectations for students.
- 2.2 Focus on Instructional Time: The principal creates processes and schedules which protect teachers from disruption of instructional or preparation time.
- 2.3 Intellectual Stimulation and Optimize: The principal ensures the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture. He/she inspires and leads new and challenging innovations.

- 2.4 Involvement and Knowledge of Curriculum, Instruction, and Assessment: The principal is directly involved and knowledgeable of curriculum, instruction, and assessment.
- 2.5 Monitor, Evaluate, and Visibility: The principal monitors the effectiveness of school practices and their impact on student learning. He/she has quality contacts and interactions with teachers and students.

### STANDARD 3: CULTURAL

*Principals will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. Principals must support and value the traditions, artifacts, symbols, and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A principal must be able to "re-culture" the school if needed to align with school's goals of improving student learning and to infuse the work of the adults and students with passion, meaning, and purpose.*

- 3.1 Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.
- 3.2 School Culture and Identity: The principal develops and uses shared vision, values, and goals to define the identity and culture of the school.
- 3.3 Acknowledge Failures, Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture, and performance of the school.
- 3.4 Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance.
- 3.5 Communication, Flexibility, and Input: The principal establishes lines of communication with teachers and among students. Adapts his/her leadership behavior to the needs of the current situation and is comfortable with dissent. Involves teachers in the design and the implementation of important decisions.
- 3.6 Situational Awareness: The principal is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.
- 3.7 Personal and Professional Responsibility: The principal has the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

### STANDARD 4: HUMAN RESOURCES

*Principals will ensure that the school is a professional learning community. The principal will ensure that the process and systems are in place which results in recruitment, induction, support, evaluation, development and retention of high performing staff. The principal must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The principal must engage teachers and other professional staff in conversations to plan and support district succession planning.*

- 4.1 Professional Development/Learning Communities: The principal ensures that the school is a professional learning community.
- 4.2 Recruiting, Hiring, Placing, and Mentor of Staff: The school principal establishes processes and systems in order to ensure a high-quality, high-performing staff.
- 4.3 Teacher and Staff Evaluation: The principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.
- 4.4 Resources: The principal provides teachers with materials and professional development necessary for the successful execution of their jobs.

### STANDARD 5: MANAGEMENT

*Principal will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.*

- 5.1 School Resources and Budget: The principal establishes budget processes and systems which are focused on, and result in, improved student learning.

- 5.2 Conflict Management and Resolution: The principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student learning.
- 5.3 Systematic Communication: The principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student learning.
- 5.4 School Expectations for Students and Staff: The principal develops and enforces expectations, structures, rules and procedures for students and staff.
- 5.5 Ideals/Beliefs and Order: The principal communicates and operates from strong ideals and beliefs about schooling. He/she establishes a set of standard operating procedures and routines.

## **STANDARD 6: EXTERNAL DEVELOPMENT**

*Principal will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as "stockholders" in the school such that continued investment of resources and good will are not left to chance.*

- 6.1 Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support, and ownership for the school. He/she is an advocate and spokesperson for the school to all stakeholders.
- 6.2 Federal, State, and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.

An individual who holds this position is expected to attend Board meetings, student activities and events, and IEP meetings.

## SUPERVISORY RESPONSIBILITIES

1. All assigned personnel.
2. Performs supervisory responsibilities in accordance with building procedures, Board policies, and applicable laws. Such responsibilities may include interviewing and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving issues.

**QUALIFICATION REQUIREMENTS: *The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.***

## EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. Minimum of five years of successful school teaching experience approved by the Department of Elementary and Secondary Education.
2. Minimum of a Master's Degree in educational administration, or in a certifiable area recognized in Missouri, from a college/university meeting approval by the Missouri Department of Elementary and Secondary Education.
3. Valid Missouri School Principal Certificate for level of position.
4. Successful completion of the building-level administrator's assessment designated by the State Board of Education.
5. Knowledge of grade level educational programs, curriculum, instructional strategies, and technology.
6. Knowledge of annual reporting of school MAP/EOC and NCLB standards.
7. Knowledge of AdvanceEd evaluation program (high school level).
8. Two years of successful administrative or supervisory experience preferred.
9. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

COMMUNICATION SKILLS

1. Strong communication, public relation, and interpersonal skills.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to compose correspondence, reports, and/or other required written materials.
4. Ability to read, analyze, and interpret information.
5. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
6. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math.
2. Basic knowledge of school finance, budgeting, and accounting systems.

REASONING ABILITY

1. Ability to interpret a variety of information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective organizational, public, and community relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Excellent grammatical, spelling, and punctuation skills.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Knowledge of principles, methods, strategies, goals, and objectives of public education.
10. Ability to react well under pressure, handle and balance multiple demands at one time, and perform duties and tasks at expected levels of professionalism.
11. Conducts self with integrity, and demonstrates ethical behavior and a positive leadership model at all times.
12. Ability to use independent judgement and demonstrates initiative to act without being asked.
13. Ability to apply knowledge of current research and theory in specific field.
14. Shows respect and sensitivity for cultural differences.

**PHYSICAL DEMANDS:** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

Consistent and regular attendance is an essential function of this position. The demands of an extended workday (coverage of building activities and extra-curricular activities, etc.), requires a high level of physical endurance.

**WORK ENVIRONMENT:** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The employee is required to deal with distraught and/or angry persons. Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day. Duties are performed primarily indoors and occasionally outdoors in temperatures below freezing or above 100 degrees. In-district and out-of-town travel required as necessary to carry out duties and responsibilities.

**ACKNOWLEDGMENT**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

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Employee's Signature	Date	Supervisor's Signature	Date