

Job Title: ASSISTANT PRINCIPAL

Definition:

Under the direction of the Principal, the role of the Assistant Principal is support to the principal as an instructional leader. The Assistant Principal's role is to share in the Principal's responsibilities of managing the school within district policies and procedures, supporting student achievement, expending categorical budgets within guidelines, targeting interventions for students, and supervising certificated and classified employees assigned to the school.

Essential Job Duties:

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Involves the school community in articulating a vision of learning congruent with the district vision and grounded in principles of equity and high standards.
2. Guides and monitors decisions, actions and outcomes aligned with the vision of learning of the site and district.
3. Conducts frequent, systematic classroom observations to monitor instructional and curriculum effectiveness.
4. Works with the faculty to articulate an understanding of a standards-based curriculum to improve the instructional program and prepare students for college and career.
5. Utilizes data to inform instructional decisions resulting in increased student learning.
6. Promotes a positive school culture of high expectations conducive to student learning and professional growth.
7. Supervises and coordinates all student activities in cooperation with staff (i.e., assemblies, sports programs, fundraisers, promotions).
8. Oversees attendance with a focus on site and district improvement.
9. Creates a culture that reflects Positive Behavior Interventions and Supports (PBIS) and Social Emotional Learning (SEL) systems that encourages and recognizes appropriate behavior.
10. Develops innovative strategies, preventative approaches, restorative justice, and proactive plans for students who exhibit at-risk behavior.
11. Promotes extended-learning opportunities and extra-curricular activities.
12. Ensures effective implementation of district-adopted programs and materials, including, but not limited to, intervention, PBIS, Gifted And Talented Education (GATE).
13. Interprets and applies data to address gaps in achievement and supports the placement of students in appropriate academic classes.
14. Coordinates district and stat testing programs.
15. Attends professional development and implements research and evidence-based best practices in the fields of curriculum, instruction, and learning theories.
16. Evaluates assigned personnel in accordance with district-adopted guidelines.
17. Engages stakeholders actively and effectively in sharing responsibility for planning, decision-making and problem solving at the site.
18. Oversees the effective operation of the learning environment and the safety and security of facilities, students and personnel.
19. Implements a range of strategies designed to include the families of all students as well as community perspectives in planning and reviewing site goals, results and operations.

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20. Assists the principal within the scope of Professional Learning Communities to increase the use of effective teaching strategies, use data to monitor student progress, and develop a culture of collaboration that focuses on student-learning and results.
21. Assists in developing, implementing, and maintaining all necessary schedules including the Master Schedule.
22. Empowers leadership skills in all staff contributing to an environment that results in improved learning outcomes for all students.
23. Develops a Multi-Tiered System of Supports (MTSS) to provide high quality instruction and interventions matched to student need.
24. Plans, develops and maintains effective organizational and community relationships.
25. Articulates and guides decision-making based on a set of professional values that is aligned with ethical concepts of equity, fairness, justice and service.
26. Demonstrates communication, public relations, and interpersonal skills.
27. Models professionalism across all areas of responsibility and authority.
28. Other Duties as assigned.

Minimum Knowledge, Skill and Ability:

Knowledge of:

- Principles, techniques, strategies, goals, and objectives of public education
- Procedures, methods, and strategies of organization, management, and supervision
- Current research based instructional trends regarding elementary/intermediate age students
- Curriculum development, instructional program delivery strategies, and program supervision, assessment, and evaluation
- Results and performance evaluation techniques pertaining to program and personnel performance effectiveness
- Human relations strategies, conflict resolution strategies, and team building principles and techniques
- School reform and restructuring

Skill and Ability to:

- Direct, lead, and coordinate the multifaceted functions and activities of an elementary/intermediate school facility
- Demonstrate effective instructional, organizational, and administrative leadership, analyze problems, determine alternative solutions, and make appropriate and effective decisions
- Communicate effectively in oral and written form
- Plan, develop, and maintain effective organizational and community relationships
- Operate computer and related software s it pertains to job duties
- Maintain professional confidentiality
- Work harmoniously with school district personnel, parents, students, supervisors and departments

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Training and Experience:

- Possession of a valid California Credential authorizing service as an elementary/intermediate school administrator
- Master's degree or higher from an accredited college or university in educational administration, curriculum and instruction, or closely-related field
- Possession of EL certification
- A minimum of five (5) years classroom teaching experience

Physical Requirements and Working Conditions:

- Require vision (which may be corrected) to read small print.
- Require the mobility to stand, stoop, reach, and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects
- Perform work, which may require sitting for prolonged periods
- Is subject to inside and outside environmental conditions
- May be required to work at a computer terminal for prolonged periods
- May be required to take and pass physical examination.
- May be required to work evenings and weekends
- May be required to attend periodic evening meetings and/or travel within and out of district boundaries to attend meetings
- Will be required to have live scan fingerprinting completed and cleared prior to beginning work
- Must have a valid California driver's license and be insured
- Utilize own vehicle for transportation as needed

PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
+	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting			X
Standing			X
Walking			X
Bending (neck)			X
Bending (waist)		X	
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		
Twisting (back & neck)			X
Climbing	X		
Pushing/Pulling	X		

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Lifting				Carrying		
	Rarely (0-1.5HPD)	Occasionally (1.5 – 3HPD)	Frequently (3 – 6HPD)	Rarely (0-1.5HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0–10 lbs.			X			X
11–25 lbs.	X			X		
26–50 lbs.	X			X		
51–75 lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally(1.5 – 3 HPD)	Frequently(3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data			X
Organize			X
Write			X
Plan			X
Multi-Task			X

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally(1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone		X	
Copier	X		
Computer			X
FAX Machine	X		
Radio/Walkie Talkie			X