



JOB DESCRIPTION

POSITION TITLE: HIGH SCHOOL PRINCIPAL – LINCOLN HIGH SCHOOL

FLSA STATUS: EXEMPT

FTE STATUS: 1.0

REPORTING RELATIONSHIP: SUPERINTENDENT

SUMMARY:

Under the general direction of the Superintendent the High School Principal will provide leadership and direction in the development, implementation, coordination and administration of the district's instructional program, curriculum, and staff development at the high school level.

LINCOLN CONSOLIDATED SCHOOLS EXPECTS THAT THE HIGH SCHOOL PRINCIPAL:

- Commits to being an instructional leader for the building.
- Commits to leading professional staff in establishing a learning environment that is accountable for effective instruction, assessment and data-driven decision-making.
- Commits to ongoing learning; encourages, supports and mentors ongoing learning in students.
- Commits to high expectations for staff and students and moving both staff and students towards achievement.
- Commits to building positive relationships and communication, promoting and modeling a safe and supportive learning culture for all.
- Commits to honoring all staff and students, embracing their community and diversity.
- Commits to collegiality and professionalism of self and staff.
- Commits to leading building and District-level equity and social justice initiatives.
- Commits to prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change.
- Commits to achieve results by taking risks and thinking outside the box.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develop and maintain an effective educational program consistent with state and federal guidelines and the philosophy, policies, regulations, and strategic plan of the Board of Education.
- Establish a professional learning culture through a solid foundation of shared mission, vision, values and goals.
- Competence to collect and analyze appropriate data sources to inform decisions.
- Provide instructional leadership for school staff; develops appropriate staff development programs designed to improve skills in teaching students.
- Leads building level achievement, initiatives, and school improvement efforts. Establish priorities to meet the needs of students and teachers through work with the School Improvement Team and collaboration with staff and parents.
- Monitor all dimensions of special education in the school to ensure compliance with federal, state and local mandates and guidelines.
- Plan, organize and direct implementation of all school activities.
- Adeptness to ensure a strong connection between learning goals and classroom activities.

- Evaluate and counsel all staff members regarding their individual and/or group performance in compliance with federal and/or state laws.
- The talent to foster collective responsibility and ownership for greater student achievement.
- The skill to foster this collective responsibility by mobilizing structure, strategies, practices, and the use of resources for the ongoing evaluation and improvement of instruction.
- The capacity to rigorously create and sustain a well-orchestrated system of ongoing data collection and analysis to inform a continuously responsive and adaptive system of tiered instruction attentive to students' specific academic needs.
- The talent to skillfully use student and skill specific data to inform the evaluation and pursuit of instructional practices – used both across the school and by individual teachers – that directly benefit student learning.
- The motivation and drive necessary to ensure that instructional-specific conversations are taking place throughout the school through practices intentionally designed to focus conversations and efforts on improving the instruction of every teacher.
- The talent to build a professional environment that is one of mutual respect, teamwork, and accountability.
- Promotes good public relations within the community by interpreting and presenting policies, procedures, aims, objectives and educational philosophy to the community and staff.
- Work with central office personnel to coordinate processes for effective functioning of the school.
- Foster a safe and orderly school environment; prepares emergency procedures and communicates them to students, teachers, and staff; collaboratively develops and implements a school discipline plan that contains clear expectations, a system of positive reinforcement, and sequential, consistent, progressive consequences; analyzes and utilizes student discipline data to ensure effectiveness of behavioral interventions and restorative practices.
- Creates reports and keeps records as may be required by the federal and state laws, as well as the Board of Education and/or Superintendent.
- Design student/parent/staff handbooks aligning to board policies and district procedures.
- Ability to develop, implement, and monitor staff and student conduct and attendance plans.
- Collaboratively develops and administers the building budget, which includes the ordering of all supplies necessary for conducting the programs within the building.
- Participate in the selection of all school building personnel.
- Determines staff members' assignments within the building and creates the master schedule based on need and available resources.
- Conducts building staff meetings and participates in such other meetings as may be required by the district.
- Attend special events held to recognize student achievement; attend school-sponsored activities, functions and athletic events.
- Supervise the daily use of the school facilities for both academic and nonacademic purposes.
- Has an active interest and participates in community, state, and national professional organizations that promote professional improvement of school administration.
- Regularly attends state, regional and national conferences as authorized by the Superintendent.
- Provide activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
- Attends Board of Education meetings as requested.
- Keep in confidence all personal, student or personnel records and information.
- Adheres to, interprets and implements all district policies, administrative guidelines and procedures.
- Conducts behavior to demonstrate collegiality and professionalism.
- Mandated Reporter for Child Abuse and Neglect.
- Regular and reliable attendance is an essential job function.
- Performs other duties as assigned by the Superintendent.

SUPERVISORY RESPONSIBILITIES:

- Position will supervise all staff and students in the building including but not limited to professional and support staff.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

- Master's Degree in Education or Educational Leadership or related field and/or experience or educational training as deemed appropriate.
- Valid Michigan teaching certificate with five years successful teaching experience.
- Valid Michigan School Administrator certificate or the ability to obtain per MDE guidelines.
- Prior experience as an administrator of a school building preferred.
- Satisfactorily pass a criminal background check as defined by the State of Michigan.
- Good work habits, including punctuality and good attendance record.
- Skill and experience with learning management systems. Preference for experience with Google systems

LANGUAGE SKILLS:

- Ability to explain and demonstrate appropriate teaching techniques.
- Ability to read, analyze and interpret periodicals and professional journals.
- Ability to effectively present information and respond to questions from groups of educators, students and the general public.
- Ability to write lesson plans, business correspondence and other related correspondence.
- Ability to express self clearly, both orally and in writing.
- Ability to read, analyze and interpret information.

TECHNICAL SKILLS:

- Ability to integrate technology into the everyday work flow is necessary.
- Ability to utilize district technology and resources and work to maintain proficiency, as required skill sets change with technology and/or the needs of the district.
- Ability to use computer technology for research, data management, communications and other instruction.
- Ability to use a computer in a networked environment to utilize the Internet and other electronic communications mechanisms.
- Knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database and presentation software) is required.

MATHEMATICAL SKILLS:

- Ability to apply the concepts of basic math, algebra and geometry consistent with the duties of this position.

REASONING ABILITY:

- Highly proficient in subject areas of: reasoning, problem solving, organizational dynamics and emotional intelligence.

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Exhibit high level of professionalism with the ability to handle confidential information, use good judgment, plan and handle complex projects and maintain a flexible attitude.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Ability to define problems, collect data, establish facts and draw valid conclusions.

INTERPERSONAL SKILLS:

- Ability to build rapport with others and to serve diverse publics.
- Ability to take initiative; work well with others as a collaborative team member and exhibit good communication skills.
- Ability to work effectively and collaboratively with other departments, agencies and individuals.

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; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is often required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 35 pounds. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

ENVIRONMENTAL ADAPTABILITY:

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 noise level in the work environment is quiet to loud depending upon the activity in the particular part of the day. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety and well-being of all stakeholders. The employee is exposed to infections at a greater risk than the average person. The employee may be required to be outdoors for a long period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

TERMS:

The contract, salary and other employment conditions will be established by the Board of Education. Further, applicant must agree to fully participate in all relevant training inclusive of or unique to the building assigned and the district.

TIMELINE & PROCESS:

Posting Opens: May 8, 2021

Posting Closes: May 24, 2021

First Round Interviews: June 8th and June 9th

Second Round Interview(s): June 15th or June 16th

First Day of Work: TBD – Based upon candidate availability and pursuant to the terms of the Lincoln Administrator’s Association contract.

Interviews may be conducted remotely or virtually based upon local health department recommendations and CDC Guidelines. Applicants selected for interviews will receive information related to the interview process once selected for the First Round or Second Round Interview.

FUNCTIONS OF POSITION DESCRIPTION:

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. Lincoln Consolidated Schools retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

Lincoln Consolidated Schools is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The district will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

Lincoln Consolidated Schools does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information or any legally protected characteristic, in its programs and activities, including employment opportunities.

"The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment in the District."

Employee Signature

Date

Human Resources Signature

Date