



Position Description
Assistant Principal: Middle School

Salary Level: Based on Act 93 Agreement

Prepared Date: August 27, 2013

Contract/Benefits: Based on Act 93 Agreement

Prepared by: Dr. Tina M. Belardi, Chief Academic Officer

Department or Area: Middle School

Approved By: Christina Mazzella, Executive Director of Human Resources

Reports To: Principal

Qualifications:

1. Hold a valid and current Pennsylvania Certificate as a K-12 Principal or Secondary Principal.
2. Master's degree with a major in educational leadership, educational supervision, or a related field.
3. Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151).
4. Five (5) or more years experience in public education, including secondary and/or elementary school instruction.
5. Demonstrated knowledge of the Pennsylvania Department of Education Standards Aligned System (SAS) and Resiliency
6. Knowledge of and flexibility in the use of computers and software programs typically used in school administration.
7. Excellent written and oral communication skills.
8. Such additional or alternatives to the above qualifications as the Allentown Board of Directors and Superintendent may determine appropriate and acceptable.

Note: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. 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.

Summary

Assists the building principal in directing and coordinating educational, administrative, and counseling activities consistent with the charge of improving student achievement by performing the following duties as requested by the principal.

Essential Duties and Responsibilities

1. Develops and evaluates the Standards Aligned System (SAS) and Resiliency to ensure conformance with state standards with direction from the principal;
2. Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives with direction from the principal;
3. Confers with teachers, students, and parents concerning educational and behavioral problems in school;
4. Insures proper placement of students within the overall educational program;
5. Oversees design, and implementation of projects and programs that will meet the specific needs of students including those with disabilities;
6. Plans, organizes, and supervises the implementation of all school activities;

7. Coordinates the design, development, implementation, and evaluation of curricula with the assistance of appropriate district facilitators and administrators;
8. Provides supervision and evaluation to both professional and support staff;
9. Supervises building discipline, student, faculty, and staff attendance, and class schedules, cumulative records, and grade reporting ensuring that all are consistent with district policies and regulations;
10. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services;
11. Requisitions and allocates supplies, equipment, and instructional material as needed;
12. Plans and directs building maintenance;
13. Administers educational programs for students with special needs;
14. Reads, analyzes, and interprets professional journals, studies of best practices, and federal, state, and local regulations;
15. Writes reports, correspondence, and procedure manuals and memoranda;
16. Presents information and responds to questions from groups of faculty, support staff, students, parents, and the general public;
17. Supervises extracurricular programs and evaluates these programs by regular attendance at these events;
18. Computes pupil/teacher ratios, percentages, and interprets bar graphs and other data pertinent to educational leadership;
19. Defines problems, collects data, establishes facts, and draws valid conclusions;
20. Interprets a variety of technical instructions written or in diagram form, which deals with abstract and concrete variables;
21. Performs such other tasks and assumes such other responsibilities as may be assigned or delegated by the principal.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition;

Leadership Skills

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism; Develops workable implementation plans; Communicates changes effectively; Prepares and supports those affected by change; Monitors transition and evaluates results; Provides recognition for results; Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Includes faculty and staff in planning and decision-making; Takes responsibility for the performance of faculty and staff; Makes

self accessible to faculty, staff, and students; Provides regular performance feedback to faculty and staff; Develops the skills of faculty and staff and encourages growth; Continually works to improve supervisory skills; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others; Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines; Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions;.

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____ Date: _____
Individual serving in this position