Council Bluffs Community SCHOOL DISTRICT

Job Description

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| Position Title: | Assistant Principal (Secondary) |
| Department: | School Leadership |
| Reports To: | Building Principal |
| Compensation: | Commensurate with Degree and Experience |
| Calendar: | 220 Days |
| Position Type: | Administrator |

## SUMMARY

To assist the Principal in providing leadership and supervision in administering the educational program of a Secondary School in order to promote the educational development and achievement of students in accordance with Board of Education policies, administrative procedures, rules and regulations, and applicable law. To provide leadership in program development and improvement, as well as in professional staff development. To serve as Principal in the absence of the Principal.

## ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties must be performed on site. Other duties may be assigned.

### Professional Capacity

- Assists with the hiring, support and retain effective staff; develop or exit low performers.

### Systems Management

- Assists with allocating resources to best support school improvement
- Builds and maintains a safe and orderly school environment that meets the academic, social, emotional and physical needs of each student.
- Provides coherent support services and accommodations to meet the needs of each student
- Provides leadership and direction to staff with regard to the ongoing evaluation and improvement of educational programs, including curricular and extracurricular activities.
- Assists in the budgetary and financial affairs of the school consistent with school district policies

### Instructional Leadership

- Conducts high quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning
- Assists with the develop staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth
- Assists teachers in selecting yearly professional goals for the improvement of instruction.
- Assists in the development and administration of school programs consistent with school district goals and objectives.
- Encourages staff to continue to grow professionally and to experiment with new approaches or strategies to teaching.
- Assists in coordinating the work of school staff and school district program leaders to develop and implement instructional programs and teaching practices.

### Focus on Achievement

- Uses assessment data appropriately to monitor student progress and improve instruction.
- Ensures district curriculum, instructional models and assessments are implemented with fidelity.
- Embodies high expectations for student learning and behavior.
- Conducts ongoing assessment of student learning, and works with teaching staff to modify instructional methods to fit students' needs, including students with special needs.
- Involves staff in the evaluation of programs and the planning of new programs.

### Vision, Mission, Values

- Assists in the development of an educational vision for the school to promote the academic success and well being of each student, and hold staff accountable for the vision.
- Articulates, advocates, and cultivates core values that enhance high expectations, equity, inclusiveness and social justice.

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Climate of Care and Support

- Ensures that each student and staff member is treated fairly, respectfully, with an understanding of culture and context in interactions, decision making and practice.
- Creates and sustains positive relationships with staff, families and the community for the benefit of students.
- Promotes a school environment that is safe and conducive to individualized instruction, cooperative curriculum development, and student learning.
- Encourages parental involvement in students' education and ensures effective communication with students and parents.
- Ensures that student conduct and attendance conforms with the school's standards and school district policies.

Ethics and Professionalism

- Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the schools' resources and all aspects of leadership,
- Places children at the center of education and accepts responsibility for each student's academic success and well being.
- Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.
- Assists in ensuring that Board policies and procedures are implemented and followed at the school.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Ensures proper maintenance of employee personnel files, the administration of collective bargaining agreements, corrective action, and other human resource issues.
- Adheres to all negotiated contract provisions.
- Reports to work as scheduled on a regular and reliable basis.

SUPERVISORY RESPONSIBILITIES

- May supervise instructional staff as assigned.

QUALIFICATION REQUIREMENTS

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.

EDUCATION and/or EXPERIENCE

- Required: Master's Degree in Education Administration from an accredited college or university.
- Required: Five years of successful teaching/administrative experience.
- Preferred: Previous experience as an administrator.

CERTIFICATES, LICENSES, REGISTRATIONS

- Required: Valid 5-12 Iowa Administrator License with Evaluator Approval

LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from staff, students, and the general public.

MATHEMATICAL SKILLS

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Experience with public sector finance. Experience developing and implementing budgets.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES

Ability to apply knowledge of current research and theory to instructional programs. Ability to establish and maintain effective relationships with staff, students and public; skill in oral and written communication. Advanced computer application skills. Knowledge of child growth and development and how it affects learning. Experience in teaching and learning processes. Demonstrated ability to work effectively with others in a group or team environment.

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 will frequently sit and stand and almost continuously walk. The employee is occasionally required to stoop, kneel, and reach forward and above the head 0 - 12 inches and on occasion up to 18 inches. The employee will occasionally lift and/or move up to 50 pounds 0 - 12 feet and up to 20 feet such as boxes of books Specific vision abilities required by this job include close vision and peripheral vision. The employee regularly interacts with staff and the public in addition to meeting multiple demands and deadlines from several people. The employee must be able to move from place to place, building to building and travel to attend meetings.

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 noise level in the work environment is usually quiet and work is performed indoors. The employee may be required to travel from building to building in varying weather conditions.

*The information contained in this job description is for compliance with the American 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 individuals currently holding this position and additional duties may be assigned.*