



## JOB DESCRIPTION Assistant Principal

### GENERAL INFORMATION

<b>Title:</b>	Assistant Principal	<b>Union Status:</b>	Exempt
<b>Department:</b>	Administration	<b>Work Year:</b>	220 Days/260 Days
<b>Location:</b>	Elementary/Jr. High School	<b>Reports To:</b>	Principal
<b>ISBE Classification/Code:</b>	Administrator/EIS Code 104	<b>Evaluation:</b>	Annually by the Principal
<b>FLSA Status:</b>	Exempt	<b>Supervisory Responsibilities:</b>	Supervisory Responsibilities: Staff as assigned
<b>Benefits Package:</b>		<a href="#">Click Here for 260</a> <a href="#">Click Here for 220</a>	

**GENERAL RESPONSIBILITIES:** Under the general supervision of the principal, the assistant principal assists with the overall administration of instructional programs and operations of the school. The assistant principal follows and supports the highest standards of excellence by strategically implementing the school’s mission through effective leadership of all stakeholders including; faculty, staff, students, parents and the community. The assistant principal assumes the principal’s duties in the principal’s absence. The assistant principal supports the principal's plans towards achieving the District’s vision and strategic direction.

### **ESSENTIAL FUNCTIONS (Professional Standards for Educational Leaders):**

#### **Mission, Vision and Core Values**

- Support the implementation of the district’s mission to provide all students with the opportunity to meet the expectations of CCSD 15 Portrait of a Graduate
- Implement actions to achieve the vision of the school and District’s Strategic Plan.
- Participate in the advocating and cultivating of core values that define the school’s culture and stress the imperative child-centered education; high expectations and student support; equity, inclusiveness, openness, caring, and trust; and continuous improvement.

#### **Ethics and Professional Norms**

- Leads with integrity, respect, and kindness
- Models professional, moral, and ethical standards as well as personal integrity in all interactions
- Maintains confidentiality
- Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures

#### **Equity and Cultural Responsiveness**

- With an equity lens, supports and cultivates a school climate that values student voices and designs authentic student learning experiences.
- Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.

#### **Curriculum, Instruction, and Assessment**

- Ensure that staff members deliver coherent instruction based upon knowledge of the subject matter, current instructional practices, students, and curriculum goals.
- Supports curriculum and staff development at his/her school based on the CCSD 15’s vision and mission
- Promotes instructional assessment practices that are intellectually challenging, authentic to student experiences, recognizes students strengths, and is differentiated and personalized.

#### **Community of Care and Support of Students**

- Sustain and support a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community
- Promote an inclusive, caring, and supportive school community that promotes academic success and well-being for all students

**Professional Capacity of School Personnel**

- Conduct crucial conversations with individuals, teams, and staff based on student performance data for the purpose of enhancing student learning and achievement.
- Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations and provides timely, specific feedback on instruction as part of building capacity and expectations.
- Keeps the Principal and/or the Superintendent and his/her assistants completely and continuously informed regarding the condition of the school, its operant, and activities.
- Recruit, hire, support, develop, and retain effective, diverse and caring teachers and other professional staff and form them into an educationally effective faculty

**Professional Community for Teachers and Staff**

- Promote a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement
- Models an approach that is focused on adult learning
- Support a public relations system for the school that consistently celebrates and informs parents and the community of the accomplishments of students and staff. The information provided should solicit community and parental support and understanding of the programs and services of the school
- Promote and support clear lines of communication regarding school goals, accomplishments, practices and policies with parents and teachers
- Encourage and work with an active Parent Teacher Organization that supports the efforts of the school
- Maintain effective communication with agencies and resources outside of the school

**Operations and Management**

- Know, understand and comply with all local, state and federal laws, rights, policies and regulations that promote student success
- Supports the systematic implementation of program planning, budgeting, evaluation, record keeping, and internal controls for financial and property accounting by being informed and directing others in the system's procedures. Prepares the school's budget by monitoring expenditure of funds allocated to the school and making decisions regarding the school's funds within the district guidelines
- Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances

**School Improvement**

- Perform miscellaneous job-related duties as assigned
- Promote leadership among teachers and staff for innovation and improvement
- Facilitates all facets of the school improvement process to fulfill the District's (school's) mission, goals, and objectives that will lead to an increase of student learning.

Perform any duties that are within the scope of employment and licensure, as assigned by the Superintendent or designee and not otherwise prohibited by law or regulation

**JOB REQUIREMENTS: MINIMUM QUALIFICATIONS**

- Ability to learn quickly and be effective in a fast-paced, dynamic and team focused environment
- Demonstrated ability to be self-directed, take initiative and be able to handle multiple projects concurrently
- Work collaboratively to support the integration of services to meet the needs of students
- Knowledge of ISBE learning and leadership standards, WIDA standards, best instructional practices, differentiated instruction, successful behavior management strategies, G Suite for Education, and curriculum implementation
- Ability to leverage technology to facilitate processes and procedures; create effective schedules and manage departmental budgets; interpret instructions provided through written and oral form; engage in collaborative dialogue with peers; maintain records and prepare reports; communicate effectively both orally and in writing; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and timelines; take professional initiative; plan and organize work independently; develop and implement effective staff development; read a variety of materials; efficiently employ differentiated leadership methods; learn new methods of leadership through ongoing professional development;



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implement a student centered approach to discipline, problem-solving and conflict-resolution; and work cooperatively and effectively with other certified and non-certified personnel, parents, and community members

### **EDUCATION, CREDENTIALING and/or EXPERIENCE:**

- Illinois Professional Educator License with Administrator or Principal Endorsement
- Master's Degree in Administration or related field
- Teacher and Principal Evaluation Modules in Observation and Growth
- At least 2 years of successful teaching experience
- At least 2 years of successful administrative experience, preferably in Palatine School District 15

### **Physical Demands and Work Environment:**

While performing job duties, the employee is regularly required to sit; use hands to finger, handle, or feel; and talk or hear. The employee is regularly required to reach with hands and arms. The employee is regularly required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 20 pounds. Specific vision abilities required by the job include: close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The employee regularly types using a keyboard.

Within the work environment, the employee is exposed to a computer screen and regularly works within an office environment. The employee occasionally works evenings and/or weekends. The employee is occasionally exposed to outdoor weather conditions and regularly works with the use of a personal vehicle. The employee will have contact with the public, which requires appropriate demeanor and apparel. The noise level in the work environment is typically moderate.

*The physical demands and work environment described 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.*

**Reviewed/Revised:** December 2022

*The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This description will be reviewed periodically as duties and responsibilities change with business necessity and School Board Policy and procedures. Essential and marginal job functions are subject to modification.*