



Community Unit School District 300 Job Description

Position Title: Building Principal – Elementary	
Position Code:	Employee Group: Administration
Reports to: Assistant Superintendent of Schools	Date of Preparation: December 2022
Building Notes:	This is one of eighteen elementary schools in District 300.

Position Goals:

The building principal is responsible for setting and leading the vision to achieve and sustain high levels of student achievement. The principal's role is to inspire, lead, guide, and direct every member of the building's instructional and support services teams. The principal provides instructional leadership and organizational management/supervision to support the educational development of each student in alignment with national, state, and local educational goals and requirements.

The principal sets and works to achieve 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 principal plans, develops, implements, leads, and evaluates the building's progress towards achieving the District's vision and strategic direction

The principal oversees all aspects of the instructional program, the school environment, and the operational/fiscal health of the school. The Principal shall focus all available resources on students reaching their potential as self-directed learners and responsible citizens. The Principal shall spend a minimum of fifty-one (51) percent of his/her time on instruction.

Duties, Responsibilities & Evaluation:

Mission, Vision, and Core Values

- Execute the district mission that all students will be college or career ready upon graduation at the building level
- Strategically develop, implement, and evaluate actions to achieve the vision of the school and District 300's Strategic Plan

- Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement

Ethics and Professional Norms

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

Equity and Cultural Responsiveness

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- Act with cultural competence and responsiveness in interactions, decision-making, and practice.

Curriculum, Instruction, and Assessment

- Assumes responsibility for the organization, administration, and supervision of the instructional program within the school
- Ensures that staff members design coherent instruction based upon knowledge of the subject matter, current instructional practices, students, and curriculum goals
- Ensure instructional and assessment practices that are intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized
- Promote the effective use of technology in the service of teaching and learning

Community of Care and Support for Students

- Create and sustain 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
- Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student
- Implements the district discipline expectations that foster a safe and positive environment for all students and staff, in collaboration with the District level administration

Professional Capacity of School Personnel

- Recruit, hire, support, develop, and retain effective, diverse and caring teachers and other professional staff and form them into an educationally effective faculty
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement
- Provide an effective staff development program consistent with program evaluation results and school instructional improvement plans

Professional Community for Teachers and Staff

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- Establish and sustain 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
- Lead, support and promote building-wide Professional Learning Community (PLC) practices to measurably increase student achievement

Meaningful Engagement of Families and Community

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students
- Accessible and welcoming to families and members of the community and effectively develop and manage productive relationships with all stakeholders
- Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement

Operations and Management

- Demonstrates that all available financial and other resources are efficiently and effectively provided to appropriate personnel and agencies.
- Know, understand and comply with all local, state and federal laws, rights, policies and regulations that promote student success.

School Improvement

- Facilitates all facets of the school improvement process to fulfill the school's mission, goals, and objectives and results in increased student learning while supporting District 300's mission, goals, and objectives
- Establishes a School Improvement Team including members who are representatives of the school and community
- Promote leadership among teachers and staff for innovation and improvement

Abilities:

- Ability to work in a fast-paced, high-performing, and at times, unpredictable environment.
- Ability to respond to change and frequent interruptions in a productive and positive manner while meeting deadlines as assigned.
- Ability to utilize strategic thinking and interpersonal skills
- Ability to collaborate effectively with bargaining groups
- Ability to take the initiative to resolve problems without direction
- Ability to process large amounts of information and organize the information to present it to various individuals who do not possess firsthand knowledge of the situation
- Ability to effectively use multiple technologies for communication, job-embedded learning, data analysis, and work efficiency.
- Ability to effectively contribute to the accomplishment of organization and department goals as outlined in the district strategic plan.
- Ability to work with minimal supervision
- Ability to advocate for the individual school's position effectively while being able to maintain an understanding of both their and the school's role within the larger organization

Qualifications:

- Experience as an administrator, at the assigned level, preferred
- Previous school or district level administrative experience required
- A Master's Degree covering coursework required for certification.
- A demonstrated commitment to school improvement.
- Other qualifications as appropriate.

Education:

- Valid Illinois Professional Educator License (PEL) with General Administrator Endorsement and/or Principal Endorsement
- Valid Illinois Professional Educator License (PEL) with Teacher Evaluator (Modules 1-5)

Physical Demands:

- Will be expected to work evenings and some weekends as required by the school's event supervision calendar

Terms of Employment:

- This position has a 261 day, one year contract that is renewable annually
- Performance is evaluated annually in accordance with Illinois School Code and D300 Administrative Procedures.

Selection Procedure:

Applications will be reviewed by district administrators

District 300 is an Equal Opportunity Employer

Disclaimer: The following duties are normal for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.