

East Maine School District 63 Job Description

PRINCIPAL/ASSISTANT PRINCIPAL

Supervisor: Superintendent of Schools
Assistant Principal Reports to the Principal

Employee Group: Administration

Licensing Requirements: Illinois State Board of Education Professional Educator License
General Administrative Endorsement or Principal Endorsement

Purpose

The principal and assistant principal provide leadership and direction in supporting the goals and mission of East Maine School District 63.

Essential Functions

- Living a Mission & Vision Focused on Results
 - Coordinates efforts to create and implement a vision for the school and defines desired results that align with the overall school vision and lead to student improvement for all learners.
 - Ensures that the school's identity, vision, mission, drive school decisions.
 - Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.
- Leading and Managing Systems Change
 - Develops, implements, and monitors the outcomes of school improvement and school-wide student achievement data results to improve student achievement.
 - Creates and maintains a safe, clean, and orderly learning environment.
 - Collaborates with district and school staff to allocate personnel, time, material and adult learning resources appropriately to achieve school improvement plan targets.
 - Utilizes current technologies to support leadership and management functions.
- Improving Teaching and Learning
 - Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards-based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.
 - Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.
 - Implements student interventions that differentiate instruction based on student needs.
 - Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.
 - Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.
 - Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.
 - Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose.
 - Advances instructional technology within the learning environment.
- Building and Maintaining Collaborative Relationships
 - Creates, develops and sustains relationships that result in active student engagement in the learning process . Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies
 - Proactively engages families and communities in supporting their child's learning and the schools learning goals

- Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.
- **Leading with Integrity and Professionalism**
 - Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff.
 - Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.
 - Create and supports a climate that values, accepts and understands diversity in culture and point of view.
- **Creating and Sustaining a Culture of High Expectations**
 - Builds a culture of high aspirations and achievement for every student.
 - Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.
 - Leads a school culture and environment that successfully develops the full range of students' academic, creative, social-emotional, behavioral and physical learning capacities.
- **Administration of Building**
 - Appropriately represents the district in all settings and communicates effectively with all stakeholders, including central office personnel, community members, parents, staff and students.
 - Ensures the proper management of finances, equipment, materials and resources of the building.
 - Makes decisions for the students' best interests.
 - Actively engages in the recruitment and evaluation of school staff.
 - Directly handles the management, supervision, discipline and protection of students.
 - Ensures that facilities are safe, well maintained and student centered.
 - Meets deadlines, both at the state and local level, to effectively manage and lead.
 - Assumes all other responsibilities as may be assigned from time to time.

Job Requirements

Specific skill and knowledge-based competencies required to satisfactorily perform the functions of the job include:

- Federal, state, and district policies, regulations and laws pertaining to job functions.
- Preparing and maintaining accurate records.
- Business appropriate grammar and punctuation in English.
- Reading and spoken fluency and comprehension in English.
- Basic mathematical skills (addition, subtraction, multiplication, division).
- Safety practices.
- Operation of standard office equipment and computers.

Specific ability-based competencies required to satisfactorily perform the functions of the job include:

- Maintaining high standards of confidentiality.
- Communicating tactfully and courteously with diverse groups.
- Effectively presenting information in one-to-one and group situations.
- Working independently, staying focused on tasks, and assuming responsibility for assigned projects and duties.
- Making sound decisions on the basis of available information.
- Maintaining accuracy of work products.
- Demonstrating fiscal responsibility.
- Adapting to changing work priorities.
- Working collaboratively as part of a team.
- Demonstrating behavior which promotes positive relationships.
- Respecting opinions of others.

- Demonstrating the ability to manage conflicts.
- Applying common sense understanding to carry out instructions.
- Maintaining professional integrity.

Specific physical-based competencies required to satisfactorily perform the functions of the job include:

- Moving up to 50 pounds (pulling, pushing, lifting, carrying)
- Sitting, standing, walking
- Completing tasks using fine finger dexterity
- Utilizing computer keyboards and screens to enter, retrieve, and transform information or data.

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

Revised March 22, 2016