

# EASTERN CARVER COUNTY SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> <i>Administrative Dean (Middle School)</i>	<b>Department / Building:</b> <i>Administration</i>
<b>Reports to:</b> <i>Principal</i>	<b>FLSA Status:</b> <i>Exempt</i>
<b>Band/Grade/Subgrade:</b> <i>D-6-1</i>	<b>Bargaining/Work Unit:</b> <i>Principal Association</i>
<b>Tier/Lane:</b> <i>DEAN2</i>	<b>Position Last Updated:</b> <i>May 2022</i>

### SECTION II: JOB SUMMARY

The Administrative Dean is responsible for providing assistance to the Principal in the general administration and management of the building. The Administrative Dean is the primary administrator and coordinator of the day to day student management and attendance matters. The Administrative Dean will also assist the principal in providing instructional leadership and staff development opportunities for staff and in hiring and supervising staff.

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	1.	<b>Statement of duty/responsibility:</b>
<b>Percent of Time:</b>	65%	General Administration and Management

#### Tasks, Skills and Abilities involved in fulfilling above duty/responsibility include:

- Monitor/Manage student attendance
- Monitor/Manage student discipline
- Assist with the supervision of paraprofessionals
- Manage and implement MTSS
- Manage Check and Connect
- Collaborate with school personnel, police liaison, parents, community and students to develop and maintain high standards of pupil conduct and to enforce discipline when necessary with regard to due process of student rights
- Mediate conflict between stakeholders
- Understand, relate to, communicate with and serve a diverse population
- Administer, interpret and reinforce school rules and/or district policy with students and parents/guardians
- Meet with students and parents concerning violations of school rules and/or district policy
- File truancy petitions
- Conduct suspension re-entry meeting with students and parents/guardians
- Serve on building intervention team
- Coordinate building emergency procedures
- Facilitate the administration of the District and State testing programs
- Use Positive Behavior Intervention Strategies (PBIS) to support students assigned to the school and promote their academic, social, emotional and physical growth and development

- Use Positive Behavior Intervention Strategies (PBIS) to foster a safe and positive school environment that enhances the learning process for students
- Support student academic success including work with individual learning plans, 504 plans and academic planning
- Manage transportation (busing and transportation)
- Assist with supervision of building/grounds
- Assist with student registration, staffing and scheduling
- Assist with coordination of graduation ceremony
- Assist with supervision of after school activities
- Comply with local, state, and federal legislation/regulations
- Perform other duties as assigned

<b>Duty/Responsibility No:</b>	2.	<b>Statement of duty/responsibility:</b>
<b>Percent of Time:</b>	20%	<i>Hire and Supervise Staff</i>

**Tasks, Skills and Abilities involved in fulfilling above duty/responsibility:**

- Work with principal and District Office in developing staffing ratios, projections and recommendations to adequately staff the building
- Interview or coordinate interview process with appropriate stakeholders to hire and place staff as directed by the principal
- Hire, assign, provide work direction, supervise, promote, discipline and/or dismiss certified and non-certified staff in collaboration with principal and/or assistant principal
- Evaluate certified and non-certified staff using District 112 Performance Evaluation instruments

<b>Duty/Responsibility No:</b>	3.	<b>Statement of duty/responsibility:</b>
<b>Percent of Time:</b>	10%	<i>Instructional Leadership and Staff Development</i>

**Tasks, Skills and Abilities involved in fulfilling above duty/responsibility:**

- Collaborate with principal and staff to plan and implement staff development programs relative to district and building initiatives
- Assist principal in providing leadership in the implementation, expansion or development of District adopted curriculum and programming
- Convene staff at direction of principal to facilitate the articulation of curriculum within the school
- Keep informed and communicate current best practices/trends and implement as appropriate
- Support and collaborate with principal to provide quality educational programming

<b>Duty/Responsibility No:</b>	4.	<b>Statement of duty/responsibility:</b>
<b>Percent of Time:</b>	5%	<i>Other Responsibilities</i>

**Tasks, Skills and Abilities involved in fulfilling above duty/responsibility:**

- Communicate the school's educational vision and philosophy to the staff, students, parents, and community
- Prepare necessary information for the completion of local, state and federal reports at direction of principal
- Participate in school, district, state and national seminars, workshops and conferences that foster personal and professional growth
- Serve on various district-wide administrative and community committees
- Perform other responsibilities/duties as assigned by principal

## **SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES**

- Profound knowledge of secondary education
- Knowledge of quality teaching and student learning
- Demonstrated leadership skills
- Understanding of and ability to work effectively with secondary students
- Willingness and ability to supervise students in all areas of building and grounds
- Excellent communication, rapport and problem-solving skills with students and adults
- Strong organizational skills
- Strong interpersonal skills
- Ability to effectively hire, supervise, and evaluate staff
- Commitment to transformational change for 21<sup>st</sup> Century Learning
- Commitment to continuous improvement
- Collaborative decision-making skills
- Ability to problem solve and focus on solutions
- Ability to delegate responsibility
- Trained in CPI and CPR
- Appreciation of diversity and the desire to work with a diverse student population
- Ability to use technology to communicate and manage responsibilities
- Ability to effectively present information and respond to questions from staff, parents, students, community members, supervisors and school board members in large and small groups
- Ability to read, interpret, analyze and implement school/district policy, professional journals, technical procedures, government regulations, etc.
- Ability to analyze student data
- Ability to write reports, correspondence, suspension notices
- Ability to calculate figures and amounts such as percentages, staffing allocation formulas, etc.
- Ability and willingness to work flexible hours (school day and evening hours)

## **SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS**

- Must possess or be eligible for a valid license as a principal in the State of Minnesota

## **SECTION VI: EXPERIENCE REQUIREMENTS**

- Exemplary teaching and/or administrative experience (Secondary experience preferred)

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

## **SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS**

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Perform assigned responsibilities in a manner consistent with the District's established Core Values.
- Advance the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

## SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
<b>Physical</b>		<b>Lifting/Carrying</b>		<b>Exposure to Environ. Conditions</b>	
Standing	C	Up to 10 pounds	O	Possible exposure to blood-borne pathogens through blood and/or body fluids	O
Walking	F	Up to 25 pounds	O		
Sitting	F	Up to 50 pounds	O		
Talking in person/on the phone	C	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	O	<b>Noise Levels</b>		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	C	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, Squatting	O			Extreme heat (non-weather)	N
Stretching/reaching with hands & Arms	O	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	F	Varying weather conditions	N
Distinguishing smell	O			<b>Sight</b>	
Distinguishing temperature	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	C
Traveling by automobile	O			Looking at computer monitor	C
				Color vision (identify & distinguish colors)	O
				Peripheral, depth perception	O