

# EASTERN CARVER COUNTY SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> <i>Assistant Principal (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-7-2</i>	<b>Bargaining/Work Unit:</b> <i>Principal's</i>
<b>Tier/Lane:</b> <i>PRN13</i>	<b>Position Last Updated:</b> <i>April 2022</i>

### SECTION II: JOB SUMMARY

The assistant principal serves as an instructional leader of the school and leads school staff, students and school communities in creating an environment that supports an exceptional, personalized learning experience for each and every student. The Assistant Principal will also assist the principal in general administration and management duties.

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	1	<b>Statement of duty/responsibility:</b>
<b>Percent of Time:</b>	30%	<i>Student Learning and Development</i>

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

The essential functions include, but not limited to, the following duties:

- Provide leadership to establish and maintain an exceptional, personalized learning environment.
- Serve as one of the instructional leader for the building to establish a school culture that allows for high student academic and social and emotional learning outcomes.
- Supports the utilization of student-level data and student work to support student achievement, identify student interventions and create an environment of continuous school improvement.

<b>Duty/Responsibility No:</b>	2	<b>Statement of duty/responsibility:</b>
<b>Percent of Time:</b>	30%	<i>Instructional Approaches, Practices and Tools</i>

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

The essential functions include, but not limited to, the following duties:

- Drive instructional improvements by implementing strategies in line with the priority areas identified in the district strategic plan.
- Support and supervises the design of rigorous, standards-based instruction with measurable outcomes.
- Implement an observation and feedback cycle that ensures continuous school improvement in teaching and learning.
- Establish and provides ongoing support of high-functioning professional learning communities.

- Demonstrate equity leadership when supporting students, leading staff and partnering with the community.

<b>Duty/Responsibility No:</b>	3	<b>Statement of duty/responsibility:</b>
<b>Percent of Time:</b>	20%	<i>General Administration and Management</i>

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

- Develop an environment that supports teacher leadership, collaboration and growth.
- Design a system of open, clear and effective communication for the school; ensure that teaching staff communicate to families about student progress and specific ways to support their student's learning.
- Utilize systems thinking to align school vision and goals to the district strategic plan
- Assist with student registration
- Facilitates and supports Restorative conversations, circles and practices
- Provide two-way communication opportunities with Principal, staff, parents, students and community.
- Develop and facilitate the school's master schedule
- Coordinate with the principal the school's internal and external public relations
- Mediate conflict between stakeholders
- Meet with students and parents in regards to concerns with school rules and/or district policy
- Use Positive Behavior Intervention Strategies (PBIS) to support students assigned to the school and promote their academic, social, emotional and physical growth and development
- Uses PBIS to foster a safe and positive school environment that enhances the learning process for students
- Collaborate with school personnel, parents, community and students to develop and maintain high standards of student conduct.
- Assist with supervision of building/grounds
- 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>	4	<b>Statement of duty/responsibility:</b>
<b>Percent of Time:</b>	20%	<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
- Serve on the Crisis Team Committee as well as assist/implement emergency procedures in times of crisis
- Perform other responsibilities/duties as assigned by principal

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

- Profound knowledge of adolescent education
- Knowledge of quality teaching and student learning
- Demonstrated leadership skills
- Understanding of and ability to work effectively with middle school 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 school improvement
- Collaborative decision-making skills
- Ability to develop master schedule and schedule students
- Ability to problem solve and focus on solutions
- Ability to delegate responsibility and maintain accountability
- Strong interpersonal skills
- Ability to effectively hire, supervise, and evaluate staff

## 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

- Commitment to transformational change for 21<sup>st</sup> Century Learning
- Profound knowledge of middle school level education
- Understands needs and characteristics of middle level students
- Demonstrated leadership
- Exemplary teaching and/or administrative experience
- Collaborative decision-maker
- Process oriented
- Focus on quality teaching and student learning
- Strong interpersonal skills
- Demonstrated ability to develop master schedule
- Commitment to continuous improvement
- Strong organizational skills
- Flexible work hours (willingness to work day and evening hours)

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.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing 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.

<b>Key: N=Never   O=Occasionally (1-33%)   F=Frequently (34-66%)   C=Consistently (67-100%)</b>					
<b>Demands</b>		<b>Demands</b>		<b>Demands</b>	
<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	O

Walking	F	Up to 25 pounds	O	pathogens through blood and/or body fluids	
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
				<b>Sight</b>	
Distinguishing smell	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	C
Distinguishing temperature	O			Looking at computer monitor	C
Traveling by automobile	O			Color vision (identify & distinguish colors)	O
				Peripheral, depth perception	O