

Imlay City Schools Position Description

Position Title	High School Assistant Principal	Department	Administration
Reports To	High School Principal	Approved By	Superintendent
Date	April 28, 2026		

SUMMARY: Provides leadership to staff, including instructional and student services support, curriculum planning, review and implementation, school improvement, and professional development. Responsible for day-to-day building administration, including student attendance and discipline. Assists with the management and compliance of career and technical education (CTE) requirements. Works as a member of an administrative team within the building, with local schools, postsecondary partners, and the community, including students and parents.

QUALIFICATIONS

- Possess a valid Michigan Administrative Certificate and a Michigan Teaching Certificate
- Master's Degree in Educational Leadership preferred
- Knowledge of adolescent development and understanding of current student achievement research and practices
- Proficient in administrative uses of technology and data-based analysis
- Minimum of five years of successful teaching experience
- Previous professional leadership experience preferred
- Excellent oral and written communication skills
- Demonstrated ability in group processes, shared decision-making, and team participation
- Possess Strong organizational and time management skills

EDUCATION and/or EXPERIENCE:

Master's Degree in Education with a minimum of five years of teaching and/or administrative experience.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Michigan Teaching Certificate, with proper endorsements and certification for high school administration from the State of Michigan.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Assists the principal in the development, implementation, and evaluation of efforts related to student academic achievement, ensuring that the school meets or makes satisfactory progress towards District standards, goals via Professional Learning Communities, and student achievement.
- In cooperation with the principal, provides instructional leadership for school staff; identifies, implements, and monitors school-wide strategies that challenge high achievers and accelerate



learning for struggling learners; assists in developing appropriate staff development programs designed to improve skills in teaching early adolescents.

- Assists in the development, implementation, and evaluation of data-driven procedures in collaboration with building leadership teams and staff; assists in ensuring that budget and staffing are aligned with district goals; uses data to drive all decisions.
- Supervises and evaluates school staff; models District standards of ethics and professionalism; monitors, assists, and evaluates staff implementation of school improvement plans and effective instructional and assessment practices.
- Assists in maintaining a safe and orderly school environment; ensures a positive internal and external appearance of the building in partnership with teachers, parents, students, custodians, security, and other staff; prepares emergency procedures and communicates them to students, teachers, and staff; collaboratively develops and implements a school discipline plan that contains clear expectations, a system of positive reinforcement, and sequential, consistent, progressive consequences; analyzes and utilizes student discipline data to ensure the effectiveness of behavioral interventions.
- Assists in shaping a school culture conducive to continuous improvement for students and staff; fosters, recognizes, and supports diversity throughout the school community while striving to provide fair and equitable treatment and consideration for all.
- Strong understanding of the laws and evidence-based practices relating to Special Education, Restorative Practices, Multi-Tiered System of Supports (MTSS), Positive Behavior Intervention and Supports (PBIS), and school management and operations.
- Assists with the development of effective community relationships; seeks community support to form new partnerships as aligned with the school mission, vision, and goals.
- Participates in activities to enhance personal and professional development, including District leadership development opportunities; expands use of technology.
- Serves as the building administrator when the principal is absent.
- Communicates with the court, social workers, probation officers, students, and parents regarding student attendance, behavior, and truancy.
- Works collaboratively and communicates with the school police liaison officer.
- Assists the principal in the development, maintenance, and distribution of handbooks for students and staff.
- Assist the principal in the coordination, implementation, and supervision of co-curriculum, extracurricular, and athletics programs and activities.
- Performs other functions and duties as assigned by the principal.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- **LANGUAGE SKILLS:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write



reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from staff, parents, and the general public.

- **MATHEMATICAL SKILLS:** Ability to work with mathematical concepts, use problem-solving skills, and handle computer system-related tasks.
- **REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **OTHER SKILLS AND ABILITIES:** Ability to apply knowledge of current research and theory to instructional programs; ability to plan and implement lessons based on school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here 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 essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The noise level in this environment is moderate to loud depending upon the activity in the particular part of the day and location. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties, and additional duties may be assigned.

