

GOWER SCHOOL DISTRICT 62
JOB POSTING

Job Title: **Principal**
Pay Schedule/Range: **\$130,000-\$135,000 Annual Contract**
or commensurate with experience

Reports To: **Superintendent**
FLSA Status: **Exempt**

Start Date: **July 1, 2027**
Prepared/Revised Date: **Aug. 20, 2026**

Benefits: **Per Employment Contract**
Work Year: **12 Month - Full Time**

POSITION: Principal - Gower Middle School

JOB POSTING DETAILS: 10-Day Internal Job Posting from Sept. 4, 2026 - Sept. 14, 2026. Internal candidates are expected to submit a formal letter of interest, listing their priorities for an effective transition, via email to vsimon@gower62.com. All internal candidates will be interviewed before the job is posted externally.

INQUIRIES/SUBMISSION: Email to Victor Simon - vsimon@gower62.com

REQUIRED TESTING: Pre-employment Physical Exam

CERTIFICATES & LICENSES: Professional Educator's License (PEL) with Principal or General Administration Endorsement

CONTINUING EDUCATION/TRAINING: Certified on the Growth Through Learning Teacher Evaluation Modules and fully licensed to serve in this administrative role

CLEARANCES: Criminal Justice Fingerprint/Background Clearance and Sex Offender Database

FAIR LABOR STANDARDS ACT (FLSA) STATUS: Exempt

TERMS OF EMPLOYMENT: The terms of employment are described in the employee's contract as determined by the Board of Education. The employee will follow the school calendar used by certified employees with the exception of time scheduled, per contract, at the end of and prior to the start of the annual school calendar.

MAJOR RESPONSIBILITY: The Gower Middle School Principal's primary responsibility is to support the ongoing improvement of middle school education and ensure a well-organized and high-functioning school for students in 5th through 8th grade. An effective Gower Middle School Principal provides leadership, management and supervisory skills that promote learning and ongoing development for each student, while maintaining a high level of communication with all stakeholders. They understand the importance and value of building positive relationships with Gower Middle School parents and families. They are stewards for learning - student learning, staff learning, and parent learning. They provide a clear vision, inspiration, energy and insight for all stakeholders in a welcoming, supportive, and high functioning school community. They are focused on building and sustaining a collaborative and professional work environment. They are knowledgeable and able to promote best practice, are catalysts of learning, and advocates of individual student growth and development with a whole child approach to learning. They are attentive to data driven decision-making, the change process, accountability, conflict resolution, team building through relationships, and a well-organized school. They have a set of beliefs and a skill set that guides the school in day-to-day operations to ensure the health, safety, and welfare of all students, staff, and families. The Gower Middle School Principal is instrumental in the orchestration of a complex, dynamic, and collaborative learning community each and every day where students and student learning are always the central focus. The vast majority of the Gower Middle School Principal's time will be spent on improving curriculum, instruction, assessments and student learning and supporting annual school and district performance goals while maintaining a supportive environment for students.

KEY FUNCTIONS:

- **Mission, Vision, and Core Values:** Effective Principals develop, advocate for, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- **Ethics and Professional Norms:** Effective Principals act ethically and according to professional norms to promote each student's academic success and well-being.
- **Equity and Cultural Responsiveness:** Effective Principals strive for equity and educational opportunity and commit to culturally responsive practices to promote each student's academic success and well-being.
- **Curriculum, Instruction, and Assessment:** Effective Principals develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
- **Community of Care and Support for Students:** Effective Principals cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- **Professional Capacity of School Personnel:** Effective Principals develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- **Professional Community for Teachers and Staff:** Effective Principals foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Physical Requirements & Working Conditions: *The physical demands, work environment factors and mental functions described below 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 the essential functions.*

Physical Demands: While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to sit; stand; walk; use hands to finger, handle, or feel; and reach with hands and arms. The employee must occasionally lift and/or move a minimum of 25 pounds. Specific vision abilities required by this job include close vision and ability to adjust focus. Some evening and weekend work is required.

Work Environment: In the work environment, the employee is regularly exposed to a video/computer monitor display and regularly works inside a typical interior office environment, classroom, or library, which includes wireless access points, climate control, and typical office/school lighting. The noise level in the work environment is usually moderate and involves unscheduled interruptions. The employee frequently is interacting with the public and staff. The employee frequently will be required to meet multiple demands from several people and occasionally be required to meet deadlines with severe time constraints.

Mental Functions: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, coordinate, synthesize, use interpersonal skills, compile, compute, evaluate, and negotiate. The employee is occasionally required to instruct and copy.

EVALUATION: Performance of this job will be evaluated annually by an approved evaluator in accordance with the Performance Evaluation Reform Act.

The statements in this job posting are intended to describe the general nature and level of the work to be performed by an individual assigned to this position. The statements are not an exhaustive list of all duties and responsibilities related to the position. A more detailed job description, with specific duties listed across the Key Functions of the role is attached to this job posting for convenience purposes only and not designed to be a fully inclusive list. The job description will be reviewed periodically as duties and responsibilities change with necessity and school board policy and procedures. Essential and marginal job functions are subject to modification.

JOB DESCRIPTION - PRINCIPAL

KEY FUNCTIONS - PRINCIPAL

Mission, Vision, and Core Values: Effective principals develop, advocate for, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Specific efforts related to this key function:

- Develops an educational mission for the school to promote the academic success and well-being of each student.
- In collaboration with members of the school and the community and using relevant data, develops, and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- Articulates, advocates, and cultivates core values that define the school's culture and stresses the imperative of child-centered education; high expectations and student supports; equity, inclusiveness, openness, caring and trust; and continuous improvement.
- Strategically develops, implements, and evaluates actions to achieve the vision for the school.
- Reviews the school's mission and vision and adjusts them to changing expectations and opportunities for the school, and changing needs and situations of students
- Develops shared understanding of and commitment to mission, vision, and core values within the school and community.
- Models and pursues the school's mission, vision, and core values in all aspects of leadership.

Ethics and Professional Norms: Effective principals act ethically and according to professional norms to promote each student's academic success and well-being.

Specific efforts related to this key function:

- Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- Places children at the center of education and accepts responsibility for each student's academic success and well-being.
- Safeguards and promotes the values of individual freedom and responsibility, equity, community, and diversity.
- Leads with interpersonal and communication skills, social-emotional insight and understanding of all students' and staff members' backgrounds and cultures.
- Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.

Equity and Cultural Responsiveness: Effective principals strive for equity and educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Specific efforts related to this key function:

- Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.
- Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develops student policies and addresses student misconduct in a positive, fair, and unbiased manner.

- Confronts and alters any bias of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation and disability or special status.
- Promotes the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- Acts with cultural competence and responsiveness in their interactions, decision- making, and practice.
- Addresses matters of equity and cultural responsiveness in all aspects of leadership.
- Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

Curriculum, Instruction, and Assessment: Effective principals develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Specific efforts related to this key function:

- Collaborates with curriculum and instruction specialists.
- Implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embodies high expectations for student learning, aligns with academic standards, and are culturally responsive.
- Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensures instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Promotes the effective use of technology in the service of teaching and learning.
- Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Community of Care and Support for Students: An effective principal cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Specific efforts related to this key function:

- Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Creates and sustains 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.
- Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promotes adult-student, student-peer, and school community relationships that value and support academic learning and positive social and emotional development.
- Cultivates and reinforces student engagement in school and positive student conduct.
- Infuses the school's learning environment with the cultures and languages of the school's community.
- Assists teachers and support staff in behavior management techniques in classrooms and for individual students.
- Cultivates and reinforces student engagement in school and positive student conduct including when working with students with disabilities and students receiving gifted education.

Professional Capacity of School Personnel: An effective principal develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Specific efforts related to this key function:

- Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.
- Plans and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.
- Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Professional Community for Teachers and Staff: An effective principal fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Specific efforts related to this key function:

- Develops workplace conditions for teachers and other professional staff that promotes effective professional development, practice, and student learning.
- Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Establishes and sustains 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.
- Promotes mutual accountability among teachers and other professional staff for each student's success and effectiveness of the school as a whole.
- Develops and expects open, productive, caring, and trusting work relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Encourages faculty-initiated improvement of programs and practices.

Gower School District 62 has reviewed this position description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills, and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and Gower School District 62 reserves the right to change this position description and/or assigned tasks for the employee to perform as Gower School District 62 may deem appropriate.