

JOB TITLE: ASSISTANT PRINCIPAL POOL – All grade levels

GROUP: Building Administrators

LEVEL: TBD

FLSA STATUS: Exempt

WORK DAYS PER FISCAL YEAR: 246

HOLIDAYS: 14

SUMMARY: The position of Assistant Principal assists in providing a school environment that promotes the development of each student by fulfilling all duties and responsibilities that have been assigned by the principal. The Assistant Principal should demonstrate a strong commitment to the vision and mission of the Highline School District to prepare all students for college, career, and citizenship through a rigorous course of study and a belief that it is possible to simultaneously prepare students for the rigors of college work *and* the performance demands of a high-tech, global workplace. This position should have a commitment and ability to support the instructional staff in facilitating the learning goals: develop students' understanding of methods of inquiry and how the big ideas of each discipline are applied in real-world endeavor; build the necessary foundation of reasoning and communication ability learners need to succeed in college courses and an independent-study senior project; and prepare students to take part in and shape our modern democracy, global community, and 21st-Century workplace.

CONTEXT AND WHO WE ARE: Highline Public Schools serves students and families in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington state.

OUR PROMISE: *Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.*

In 2013, families, students, staff and community members across Highline came together to develop a strategic plan that reflects our goals and dreams for students. Our strategic plan is our equity plan and is guided by Our Promise. In 2023, the strategic plan was updated to guide our work, identifying four bold goals:

- **Culture of Belonging:** *A culture where all are welcome, valued, and safe.*
- **Innovative Learning:** *Academic experiences that engage, empower, and challenge every student.*
- **Bilingual & Biliterate:** *Multicultural skills that enable students to live, work, and communicate across cultures.*
- **Future Ready:** *Students explore possibilities and develop mindsets that prepare them for a changing future.*

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Assist the principal in the general administration of the school and serve as acting principal when the principal is absent.
- Supervise student discipline and welfare and maintain records of individual disciplinary actions.
- Coordinate matters of student discipline and welfare with parent/guardian, teacher and support personnel.
- Supervise attendance and truancy matters.
- Assist in coordinating student activities with the instructional goals of the school.
- Assist counselors and teachers in promoting and maintaining appropriate classroom management.
- Assist in the development of school policy.
- Counsel students.
- Act as liaison with community agencies, such as the police department, in connection with student problems.

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- Supervise systems for registering and programming students and maintaining permanent academic records for every student.
- Assist in the planning and developing of an annual master schedule.
- Assist in developing and maintaining good community relations.
- Assist in student orientation.
- Assist in orientation of new staff members.
- Assist in conducting safety inspections and safety drill activities.
- Assist in planning of and participation in faculty meetings.
- Assist in selection, supervision and evaluation of certificated and classified staff.
- Assist in the preparation of the student and teacher handbooks.
- Assist in the procurement of substitute teachers.
- Assist in coordinating transportation, custodial, cafeteria and other support services.
- Assist in requisitioning of supplies and equipment, conducting inventories, maintaining records and checking receipts for such materials.
- Assist, as assigned, in the supervision of extra-curricular activities.
- Develop goals and objectives annually in consultation with the principal. These may include, but are not limited to the duties and responsibilities listed above.
- Assist in the supervision and coordination of all special programs, e.g., Special Education, English as a Second Language, etc.
- Assist in developing and maintaining all components of the middle school program.

Other Functions

- Perform such other related duties and assume such other related responsibilities as may be assigned by the principal.

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

Master's degree

REQUIRED LICENSES AND CERTIFICATIONS:

Washington State Principal Certification

Washington State Teaching Certificate or Educational Staff Associate Certificate

PREFERRED QUALIFICATIONS:

Master's degree in Educational Administration

Three years of successful teaching/counseling experience

Experience with master scheduling, student discipline, and facilitation of professional development

Experience with supervising and evaluating staff

Multilingual in a target language representative of Highline Community

CONDITION OF EMPLOYMENT:

Criminal background clearance

Valid Washington State Driver's License

All certificates, licenses, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

Certified proficient on Teachscape – Charlotte Danielson Instructional Frameworks within 90 days of hire

Complete online FEMA IS-100.C course within 90 days of hire

KNOWLEDGE OF:

Supervising, selecting, training, motivating, monitoring and evaluating certificated and classified staff

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Providing leadership and guidance to staff and to educational programs
Conflict management and problem resolution
Budget planning, monitoring and administration
Planning, organizing, prioritizing, scheduling and evaluating programs
Current educational research and application
Effective decision-making
Student behavior management and discipline
Assessing educational/instructional/curricular effectiveness and recommending improvements
Team building
Conflict management and problem resolution
Computer and related application programs
School board policies and procedures

ABILITY TO:

Communicate effectively verbally and in writing
Operate a microcomputer and related software
Demonstrate understanding of and experience with cultural competence
Remain flexible to changes in assignments or situations
Organize activities, set priorities, and follow instructions
Supervise, train, motivate, monitor and evaluate classified and certificated staff
Provide leadership and guidance to staff and to educational programs
Establish and maintain effective working relationships with students, parents, staff, the general public and outside agencies in a multi-ethnic and multi-cultural environment
Keep accurate budget, supply, attendance and other student and administrative records
Plan, organize, prioritize, schedule and evaluate programs
Make decisions
Set and meet goals and objectives
Assess educational / instructional / curricular effectiveness and recommend improvements
Comply with district board policies and follow administrative procedures

REPORTING RELATIONSHIP: Reports to the Building Administrator

EVALUATION: The Assistant Principal will be evaluated periodically by the Principal pursuant to the currently established District procedures and evaluative criteria. Such evaluations shall include an evaluation of the performance of the duties and responsibilities set forth above, together with such specific objectives as may be developed from time to time by the Principal and the Assistant Principal.

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 the essential functions.

While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an

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employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate. The employee must deal with angry and upset students, parents, and community members. The employee must adjust to frequent interruptions in their work schedule.

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

CLASSIFICATION HISTORY

Updated Context and Disclosures sections, 2024.02.28

Updated minimum qualifications and preferred qualifications, 2023.12.13

Updated to remove hyperlink to FEMA training, 2022.01.11

Revised Condition of Employment section, 2021.12.07

Updated minimum qualifications and preferred qualifications, 2021-06-17

Created by Human Resources; combined Elem, MS and HS job descriptions 2019.03.15

Highline Public Schools, District #401, complies with all federal rules and regulations and does not discriminate in admission, access, treatment, or employment in education programs or hiring practices on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation including gender expression or identity, marital status, honorably-discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular activities. Highline Public Schools also provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries should contact: Age Discrimination Act, Americans with Disabilities Act, Affirmative Action, Civil Rights Act (employees), and Title IX: Chief Talent Officer, 206.631.3121, titleixofficer@highlineschools.org; Civil Rights Act: District Ombudsman, 206.631.3104, civilrightscoordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166