

HIGHLINE PUBLIC SCHOOLS Job Description

JOB TITLE: PRINCIPAL - ELEMENTARY SCHOOL

GROUP: Building Administrators

LEVEL: Elementary Principal

FLSA STATUS: Exempt

WORKDAYS PER FISCAL YEAR: 246

HOLIDAYS: 14

SUMMARY: The position of Elementary Principal requires a forward thinking, achievement oriented, equity minded instructional leader who has a strong vision and philosophy for teaching and learning to lead within our schools. Candidates must have successful instructional leadership experience, a passionate commitment to student-centered education, a very strong background in high quality instructional frameworks and classroom practices, and the confidence and expertise to lead a dynamic, talented faculty and staff.

As a reflective, equity-driven, achievement-based district, we recognize that a culture of learning focused upon academic success for every student is critical. We believe principals in our district are a driving motivator for both teacher professional development and student academic achievement. Highline School District principals contribute greatly to building a collaborative and positive school-based learning community.

Because Highline School District values schools that are centered on the importance of preparing students for the future -- college and beyond -- we seek to recruit principals who value teacher and student learning experiences based on real life skills such as evaluating and selecting pertinent information, organizing and reorganizing this information in logical and novel ways, generating new information or new interpretations of existing information and presenting one's interpretations of existing information and presenting them in a clear, logical and compelling manner; and being able to defend and amend one's interpretation based on substantive feedback.

Highline School District principals enjoy the ideal opportunity to establish instructional programs that foster collaboration and shared leadership among staff, students, and school community. Highline School District affords principals the opportunity to create and maintain results-focused learning environments of continuous improvement. Our district principals are actively involved with vision, mission, and culture building; improving instructional practice; strategically allocating resources in support of high quality teaching and learning; and managing people and processes in ways that support learning, growth, and development.

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.

As Instructional Leader of the School:

Builds Vision, Mission, and Culture

- Fosters collaborative and shared leadership among faculty and staff
- Creates and sustains a reflective, equity-driven, achievement-based culture of learning focused upon academic success for every student
- Works toward clear goals focused on student learning. Establishes a school environment that is culturally responsive and communicates high expectations for every student and every adult.

Improves Instructional Practice

- Is focused on the results of learning and strives for continuous improvement responsive to students' diverse needs
- Uses data, evidence, and inquiry to analyze student learning as well as to assess both teacher and leadership practice
- Gives clear and compelling feedback based on knowledge of staff member goals and practice
- Uses research-based instructional frameworks to observe teacher practice, engage in cycles of inquiry, and plan individual and collective professional development and coaching needs
- Understands the importance of using data and evidence of student learning and teacher practice to inform feedback to teachers on instruction

Allocates Resources

- Strategically apportions resources – finances, time, facilities, technology, and partnerships – to accomplish the goal of powerful teaching and learning for all students
- Makes equitable decisions about the distribution of resources based on data and evidence of student achievement

Manages People and Processes

- Clearly articulates processes and procedures for instructional support
- Recruits, hires, retains and supports qualified faculty and staff
- Plans, implements, advocates, supports, communicates, and monitors all curricular, instructional, and school improvement planning leadership responsibilities
- Creates a supportive working environment which includes professional development opportunities, time and space for collaboration, and access to ongoing professional learning communities

As Key Administrator of the Building:

- Administers instructional programs and support services, including classroom teaching, office administration, special programs and services, maintenance service, food service, volunteers and others.
- Plans use of district/community resources to support student and program needs.
- Seeks staff, student and community input in planning for district goals; develop process for planning and implementation.
- Maintains accurate personnel, pupil and fiscal records; monitor budget and expenditures.
- Follows legal codes, district policies and practices.

JOB DESCRIPTION: PRINCIPAL - ELEMENTARY SCHOOL

- Implements problem solving and conflict resolution.
- Be responsible for maintenance, security, safety and health standards.
- Maintains accurate inventory of equipment and materials.

As Facilitator of School/Community Interpersonal Climate:

- Encourages a positive self-image among staff and students, promoting high morale.
- Deals constructively with interpersonal problems, respecting individual judgments.
- Maintains discipline through open communication among parents, staff and students.
- Supervises reporting of student progress to parents.
- Supports and interpret building and district policy to public.
- Works with parent/community organizations; coordinate as necessary with police, child protective services and other agencies.
- Serves as a member of district management team.

As an Educational Administrator Committed to Professional Growth:

- Monitors own performance; encourage feedback from others.
- Formulates and achieve appropriate personal goals for professional improvement.
- Continues short-term and long-term professional study and activity; maintains cutting edge knowledge on educational matters.
- Develops objectives annually in compliance with Board policy and procedures.

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:

Successful administrative experience (principal, assistant principal, administrative intern, district-level administrator or equivalent)

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 WA State driver's license and proof of insurance

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:

Current educational research and implementation of effective instructional practices

JOB DESCRIPTION: PRINCIPAL - ELEMENTARY SCHOOL

Budget planning, administration and monitoring of allocated resources
How to give feedback to staff that improves effective instruction and practice
Staff and administrative evaluation expectations
School board policies and procedures

ABILITY TO:

Communicate effectively and work effectively with administrative colleagues, staff, students, and parents
Excellent listening, speaking and writing skills
Model excellence, provide leadership and change within the school
Develop community partnerships and parent support for school programs
Motivate staff in the development and achievement of objectives and goals
Establish and maintain effective and influential working relationships with students, parents, staff, and the public and outside agencies in a multi-ethnic and multi-cultural environment
Demonstrate abilities in transformational leadership
Manage staff, facilities, programs and budgets effectively and independently
Comply with school board policies and follow administrative procedures

REPORTING RELATIONSHIP: Instructional Leadership Executive Director (ILED)

EVALUATION: The Elementary School Principal will be evaluated periodically by the Instructional Leadership Executive Director (ILED) pursuant to the currently established district procedures and evaluative criteria for certificated administrators. 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 Instructional Leadership Executive Director (ILED) and the Elementary School 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.

Employee is regularly required to sit, stand and transfer between office or work locations. Employee is often required to sit or stand for prolonged periods of time. Employee is frequently required to use fingers, hands, and arms in the course of employment and requires the ability to listen carefully while filtering out normal office noise. Ability to listen effectively, speak clearly and visually observe staff and students on a routine basis is required. Employee must be able to lift 25 pounds or more and perform occasional bending, stooping, twisting and reaching above the shoulders.

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 the essential functions.

Work is typically performed in an office or school environment. Some travel to and between school sites is necessary. Attendance at extra-hours meetings is required along with the ability to deal effectively with distraught, angry or hostile individuals while representing the District on potentially sensitive or controversial matters. The employee must adjust to frequent interruptions in their work schedule. Exposure to normal levels of office dust, VDT screens, and office machines and associated chemicals are frequently encountered. The noise

JOB DESCRIPTION: PRINCIPAL - ELEMENTARY SCHOOL

level in the work environment is usually moderate.

*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

Revised Education and Experience and Preferred Qualification sections, 2022.02.14

Updated to remove hyperlink to FEMA training per direction of Exec. Dir. H.R., 2022.01.11

Revised Condition of Employment section, 2021.12.07

Revised Context and Mission statement, 2018.03.09

Added Teachscape and FEMA requirements and revise Superintendent's statement, 2014.09.29

Transferred to newest format by Human Resources, 2014.01.22 Created by Human Resources, 2013.12.06

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