

HIGHLINE PUBLIC SCHOOLS Job Description

JOB TITLE: GUEST ADMINISTRATOR

GROUP: Hourly/On-call/As needed

FLSA STATUS: Exempt

LEVEL: Elementary Principal Step 1, prorated based on 221 day calendar

SUMMARY: The position of Guest Administrator may serve in administrator vacancies equivalent to Assistant Principal or Principal, in any school setting. Guest Administrators may specify willingness to serve in daily absences, short-term vacancies (one to four weeks), long-term vacancies (more than one month) or may be converted to a Leave Replacement Contract for longer vacancies. Guest Administrators are expected to be fully certificated administrators in the state of Washington, who are capable of all responsibilities of a contracted/permanent administrator, to a high degree; and serve to support leadership capacity within the building for the term of their assignment.

School administrators in Highline are forward thinking, achievement oriented, equity minded instructional leaders who have a strong vision and philosophy for teaching and learning to lead within our schools.

CONTEXT AND MISSION: Highline Public Schools serves approximately 18,000 students in the communities of Burien, Des Moines, Normandy Park, SeaTac, and White Center in Washington State. In 2013, parents, students, community members, and staff at all levels of the district came together to develop a strategic plan that reflects our goals and dreams for our students. The plan was updated in 2018 to guide our work through 2023. The plan's promise is that *every student in Highline Public Schools is known by name, strength, and need, and graduates prepared for the future they choose.*

The strategic plan is centered on Our Promise. It includes five big goals for Highline students, supported by Our Foundation.

- *Equity. We will disrupt institutional biases and end inequitable practices so all students have an equal chance at success.*
- *Instruction. We will reduce achievement and opportunity gaps by using culturally responsive, inclusive, standards-based instruction.*
- *Relationships. We will know our students by name, strength and need and have open, two-way communication with students, families and community partners.*
- *Support. We will increase student success by supporting their social-emotional and academic needs.*

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

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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.
- 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.

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- 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 in educational administration or related field

REQUIRED LICENSES AND CERTIFICATIONS:

Washington State Principal Certification

Washington State Teaching Certificate

PREFERRED QUALIFICATIONS:

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

Bilingual in one of the district's target languages

Experience with the development and implementation of high quality instruction

Working knowledge and expertise of district instructional framework

Knowledge and application of best practices and effective learning theories and strategies

Experience with administrative supervision and evaluation that focuses on instructional growth of personnel and student learning

Commitment to lifelong professional learning and growth

Working knowledge of the use of technology in the classroom for purposes of high quality student learning and professional management systems

Working knowledge of the use of assessment data to inform ongoing instructional improvement decisions

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

Trained on 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

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

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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: Human Resources, Substitute Office

EVALUATION: Guest Administrators are not evaluated, however feedback should be received from Building Principals and/or Principal Supervisors (ILEDs) to maintain a high quality Guest Administrator pool.

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 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

Created by Executive Director of Human Resources, 2023.09.14

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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. 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: Executive Director of Student Support and Family Engagement, 206.631.3100, civilrightscordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Health and Social Services, 206.631.3011, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166

This job description is pending updates to the Highline EEOC Statement (above).