

Position Title: **Secondary Assistant Principal**
Department: **Hampton High School**
Reports to: **Principal**



Summary

The assistant high school principal works closely with the building principal to develop and support cohesive plans to educate and prepare all students for successful lives. The assistant high school principal works collaboratively with the building principal and other assistant principals to maintain a safe and productive learning environment through ongoing oversight of all activities within the school.

Essential Duties and Responsibilities

1. Supports the principal in communicating the school's mission and goals to various constituent groups.
2. In consultation with the principal, supervises, observes, evaluates, motivates, and disciplines professional and classified personnel.
3. Supports the principal with supervision of in-service programs and other activities designed to monitor, evaluate, and improve instruction.
4. Assists the principals with implementation of school regulations and disciplinary procedures, safety/security programs, and provides general supervision of the students and enforces the student Code of Conduct during school and school-sponsored events and activities.
5. At the direction of the principal, monitors department meetings and other professional work activity.
6. Assists the principal to create and foster a safe, respectful, learning culture, which maximizes student achievement and performance, promotes professional development, ensures equity and integrity and fosters positive morale throughout the building.
7. Assists the principal with interviewing and recommendations for professional and classified candidates for hire.
8. Assists the principal with coordinating the sections, scheduling and staffing of the instructional program.
9. Works collaboratively with the principal to maintain positive relations with staff, students, parents, volunteers, and outside agencies.
10. In consultation with the principal, monitors and oversees the curriculum and instruction process.
11. In the absence of the principal, assumes primary responsibility for the day-to-day operation of the building and the supervision of staff and students.
12. Serves as the Local Education Agency (LEA) representative for special education services, working collaboratively with the Director of Special Education to ensure appropriate implementation of special education programs, procedures, and legal requirements.
13. Other duties as assigned by the Superintendent or designee.

Supervisory Responsibilities

The assistant principal, in consultation with the principal, supervises the professional staff, classified staff, and substitutes for the aforementioned positions. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

Education And/Or Experience

Master's Degree in Education required
Five (5) years teaching experience

Certificates, Licenses, Registrations

Valid PA Administrative Educational Certificate
Act 34 Clearance/Act 151/FBI

Qualification Requirements

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

Knowledge and Abilities

Knowledge of management and leadership principles and ability to apply that knowledge in order to positively impact instructional services. The ability to apply policy and rules to specific problems to produce answers that make sense. Ability to think critically and problem solve, especially as it relates to human behavior. Knowledge of federal and state special education law, regulations, and procedural safeguards, with the ability to apply that knowledge when supervising staff, supporting students, collaborating with families, and ensuring district compliance.

Academic Skills - Knowledge of discipline policies and associated laws and legal codes. Knowledge of human resources laws, due process, teacher observation/supervision models. Knowledge of curriculum writing, assessment, principles and methods of curriculum and instruction, strategic planning, leadership skills and abilities.

Language Skills – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Must possess the ability to use the language in both oral and written form. Be able to listen to and understand information and ideas presented through spoken words and sentences. Be able to communicate information and ideas in speaking so others will understand. Ability to read, analyze and interpret professional journals, legal documents and governmental regulations. Ability to write reports, handbooks, policies and procedural manuals. Ability to effectively present information and respond to questions from the Board of School Directors, managers, clients and the general public.

Math Skills – Knowledge of arithmetic, algebra, geometry, statistics and their applications. Possess the ability to analyze and interpret data, particularly test scores.

Technology Skills - Be able to utilize the District grading and attendance packages. Must have general working knowledge of typical office software programs, including word processing, spreadsheets, databases, as well as accounting software programs. Be able to access, generate and analyze assessment /student data. Utilize email, the Internet, Intranet and Website design. Utilize Smart Boards and coordinating technologies. Be able to generate electronic lesson plans and templates to gather data for Excel reports. Implement the use of technology throughout the curriculum development process.

Reasoning Ability – Ability to understand and interpret state and national standards and to integrate those standards effectively throughout the curriculum of a high performing school district. Ability to conceptualize all aspects of a K-12 curriculum, its horizontal and vertical articulation and the significance it has on teaching and learning. Ability to define problems, collect data, establish facts and draw valid conclusions.

Other Skills and Abilities

The employee must possess the ability to maintain a high emotional energy and display enthusiasm for the school teaching and learning environment. Must develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in staff development, teacher supervision, student activities, and overall management of the school facility. Must be able to react quickly in volatile situations and maintain composure even under stressful conditions. Must be able to lead professional educators and advocate for students to create a positive learning environment.

Possess imagination, patience, creativity, sound judgment, logical reasoning and analytical and problem-solving capabilities. Ability to make equitable decisions with sound emotional judgment. Must be able to concentrate with numerous interruptions. Demonstrated leadership ability and general knowledge of issues and problems in all areas of curriculum development. Ability to establish and maintain effective working relationships with School Board members, staff and the community. Ability to understand and facilitate needs of various personality types. Ability to perform duties with awareness of all District, local, state, federal laws and regulations, and Board of Education policies.

Physical Demands

Must be able to travel between school buildings, districts and various external locations in order to attend meetings and share with other professionals. While performing the duties of the job, the employee is frequently required to sit, walk and stand and must be able to sit and concentrate for extended periods of time. Must possess the manual dexterity necessary to effectively utilize keyboards, other technology, equipment and materials. Must be able to work on a computer for extended periods of time.

Must be able to exert up to 30 pounds of force occasionally and/or up to 20 pounds of force as frequently as needed to move objects (textbooks and materials). Positions may vary from standing, sitting, walking, etc. Must be able to see and hear on a continuous basis as well as speak frequently. Specific vision abilities required by this job include close, far and peripheral vision, and the ability to adjust focus. The employee must possess the ability to see, hear, and talk in order to ascertain personnel effectiveness. The position requires meeting deadlines with severe time constraints, and interacting with the public and staff. This job requires the ability to effectively and simultaneously balance multiple 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. This position is considered to be a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupation Title, Fourth edition published by the US Department of Labor. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment

The work environment will vary from a quiet office environment to potentially very loud situations such as the cafeteria, gymnasium or large group professional settings. The employee must be able to work in air-conditioned buildings under florescent lighting. The majority of time will be spent indoors with consideration for adaptability to all weather conditions related to travel and attendance at outdoor events.

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