

# STILLWATER AREA PUBLIC SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> <i>Assistant Elementary School Principal</i>	<b>Department / Building:</b> <i>Brookview and Lake Elmo Elementary Schools</i>
<b>Reports to:</b> <i>Building Principal</i>	<b>FLSA Status:</b> <i>Exempt</i>
<b>Band/Grade/Subgrade:</b> <i>TBD</i>	<b>Bargaining/Work Unit:</b> <i>Principals</i>
<b>Position Last Updated:</b> <i>5/15/25</i>	<b>Next Position Description Update:</b>

### SECTION II: JOB SUMMARY

The Elementary Assistant Principal supports the Principal in fostering a safe, inclusive, and academically enriching environment for students in grades K–5. This role involves collaborating with staff, students, and families to uphold the school's mission and ensure the effective implementation of educational programs and policies

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	1	<b>Statement of duty/responsibility:</b> Instructional Leadership
<b>Percent of Time:</b>	15%	

#### Tasks involved in fulfilling above duty/responsibility:

- Assist in developing and implementing curriculum aligned with district and state standards.
- Observe and evaluate instructional practices, providing feedback to enhance teaching effectiveness in alignment with the district teacher evaluation rubric.
- Support professional development initiatives to promote continuous learning among staff.
- Ensures district, department, and building level initiatives are implemented as directed by the Principal and Department Directors.
- Collaborate on development of building goals that align with district priorities; progress monitor, using data, successful implementation of programs to support building goal(s).

<b>Duty/Responsibility No:</b>	2	<b>Statement of duty/responsibility:</b> Staff Supervision and Development
<b>Percent of Time:</b>	30%	

#### Tasks involved in fulfilling above duty/responsibility:

- Participate in hiring, mentoring, and evaluating faculty and support staff.
- Foster a collaborative and supportive work environment.

- Lead staff meetings and contribute to the development of school improvement plans.

<b>Duty/Responsibility No:</b>	3	<b>Statement of duty/responsibility:</b> Student Support Services & Student Discipline
<b>Percent of Time:</b>	30%	

**Tasks involved in fulfilling above duty/responsibility:**

- Oversee student behavior management, ensuring consistent enforcement of school policies and the discipline matrix
- Collaborate with student support services staff and teachers to address student needs and promote positive behavior.
- Monitor attendance and implement strategies to improve student engagement.
- Provides assistance to the principal and special education administration in the implementation and monitoring of special education programs
- Serves as the administrative designee in IEP, child study and other due process meetings, as requested.

<b>Duty/Responsibility No:</b>	4	<b>Statement of duty/responsibility:</b> Administration
<b>Percent of Time:</b>	5%	

**Tasks involved in fulfilling above duty/responsibility:**

- Assists the principal in the creation of building-wide master schedules, class schedules, staff schedules, and preparation of class lists.
- Assist in developing and managing the school budget.
- Coordinate scheduling, facility use, and resource allocation.
- Ensure compliance with safety regulations and emergency procedures.
- Coordinates and provides oversight for state and district testing.

<b>Duty/Responsibility No:</b>	5	<b>Statement of duty/responsibility:</b> Family & Community Engagement
<b>Percent of Time:</b>	12.5%	

**Tasks involved in fulfilling above duty/responsibility:**

- Communicate effectively with parents and community stakeholders.
- Organize events and programs that promote family involvement in the educational process.
- Represent the school in community partnerships and initiatives.

Other duties as assigned.

## SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

### Knowledge

- Comprehensive understanding of elementary education principles, curriculum development, and brain-based instructional practices.
- Familiarity with child development theories and practices.
- Knowledge of state and federal education laws, regulations, and compliance requirements.
- Awareness of current educational trends and best practices in school administration

## Skills

- Strong leadership and team-building abilities to inspire and guide staff and students.
- Excellent communication skills, both verbal and written, for effective interaction with diverse stakeholders.
- Proficiency in data analysis to inform decision-making and improve student outcomes.
- Effective conflict resolution and problem-solving skills.
- Competence in using educational technology and administrative software

## Abilities

- Ability to plan, organize, and manage multiple tasks and priorities efficiently.
- Capacity to make informed decisions under pressure and in complex situations.
- Skill in fostering a positive school climate that supports student learning and staff development.
- Ability to build and maintain effective relationships with students, staff, parents, and the community.
- Commitment to continuous professional growth and development.

## SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Current Minnesota Principal- K-12 licensure.

### Additional Preferred Qualifications:

- Bi-lingual and/or knowledge of immersion programming
- Behavior Management expertise
- Responsive Classroom
- Restorative Practices

Note: Such alternatives to the above minimum qualifications as the School Board may find appropriate and acceptable.

## SECTION VI: EXPERIENCE REQUIREMENTS

- Demonstrated successful leadership experience collaborating with teachers on a building or district level.

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

## SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

## SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)				
Demands		Demands		Demands
Physical		Lifting/Carrying		Exposure to Environ. Conditions

Standing	F	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	O
Walking	F	Up to 25 pounds	O		
Sitting	O	Up to 50 pounds	O		
Talking in person/on the phone	F	Up to 75 pounds	O	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	O
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	O	<b>Noise Levels</b>		Explosives	N
Climbing, balancing	N	Quiet (i.e. private office)	O	Fumes	O
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	O			Extreme heat (non-weather)	N
Stretching/reaching with hands & arms	O	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	O	Varying weather conditions	F
Distinguishing smell	O			<b>Sight</b>	
Distinguishing temperature	O	Very loud noise (i.e. jack hammer, front row rock concert)	O	Vision for close work/ability to adjust focus	O
Traveling by automobile	O			Looking at computer monitor	F
				Color vision (identify & distinguish colors)	O
				Peripheral, depth perception	O