

CLASSIFICATION

PRINCIPAL

SUMMARY

Provides leadership and management of a school that is focused on student learning, achievement, relationships and communication, and efficient operations. Promotes the success of students by facilitating the development, articulation, implementation and stewardship of a 21st Century vision of learning that is shared and supported by the school community.

MINIMUM REQUIREMENTS

Master's Degree in Educational Administration, or closely related field

Arizona IVP fingerprint clearance card.

Arizona Principal Certificate with Structured English Immersion (SEI) endorsement (Arizona Department of Education (ADE) may allow one (1) year from date of certificate issuance for out-of-state applicants to complete their SEI requirements.)

Three years teaching experience

PREFERRED QUALIFICATIONS

Experience as a Principal/Assistant Principal

English/Spanish Bilingual

Demonstrated background/experience in school leadership including supervision/management and/or team work.

Experience using technology as an instructional tool and technology applications

Experience or knowledge of 21st Century Learning

Experience in public speaking

Experience developing and managing budgets

Experience developing student specific interventions, curriculum and instruction, special education and language acquisition programs.

Experience working in a diverse setting.

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED

The role of Instructional Leader includes:

Working within the TUSD, State of Arizona (AZ Learns) and No Child Left Behind accountability models and requires:

- Responsibility for student achievement
- Focused conversations with teachers
- Daily classroom visits
- Shares and models effective teaching strategies
- Confronts classroom mediocrity

Provides direction on curriculum and instruction

- Enforces grade level standards
- Provides opportunity for enrichment and intervention
- Encourages differentiated instruction for all learners and commitment to learner objectives
- Collaborates with the Exceptional Education Department
- Creates and supports learning communities
- Sets high expectations

Uses and promotes use of assessment data

- Frequently monitors student progress
- Conducts and uses quarterly and other assessment data to guide instruction
- Develops a pyramid of intervention for all students
- Uses academic support systems

Personally models and supports professional growth for all

- Develops personal growth plans for self and all staff
- Ensures quality staff development at school site
- Creates and supports learning communities
- Uses and models use of technology
- Models behaviors of a life long learner

As the chief school officer, responsibilities include:

Acts as a public advocate for school, district and public education

- Responsive to parents and community
- Creates a welcoming climate and culture
- Markets school programs

Communicates school accountability plan

- In partnership with school councils/leaders creates vision, values and goals
- Creates benchmarks, measures progress
- Communicates results
- Provides guidance and information to school councils

As the manager, a principal is responsible for smooth and orderly operations

- Hires, evaluates and leads staff in developing their professional growth plan
- Ensures school facilities are safe, secure and clean
- Supports and attends extracurricular activities
- Monitors transportation services provided to students
- Knowledge of campus budgets

MENTAL TASKS

Communicates. Comprehends. Develops plans and evaluates school programs and curriculum. Collaborates with staff to coordinate school events. Determines student disciplinary action. Performs functions from written and oral instructions and from observing and listening to others. Utilizes problem-solving techniques.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is required only to supplement normal sedentary work. Assistance is available in the event heavy physical exertion is required. Work may involve occasional lifting and carrying weights up to 25 pounds. Moderate walking, stooping, bending, reaching and sitting for extended periods may be required as a normal part of the job. Employees may be required to obtain a driver's license. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes standard office equipment and computers as needed to increase effectiveness.

WORKING CONDITIONS

Indoors. Office and classroom environment. Outdoor. Campus environment. Contact with employees, students, parents and the public. Exposure to all weather conditions/temperatures, noise.

CONTROL, SUPERVISION

Supervision of school staff. Supervision of students during the school day and during extracurricular activities.