JOB DESCRIPTION
ASSISTANT PRINCIPAL
SECONDARY SCHOOLS INSTRUCTION AND EQUITY

POSITION GROUP: Certified Administrator

POSITION TITLE: Assistant Principal of Culture and Climate – High School

DEPARTMENT: Secondary Schools Instruction and Equity

REPORTS TO: Building Principal

SUPERVISES: Teachers & Support Staff

POSITION GOAL(S):

The Assistant Principal relentlessly pursues excellence, models a consistent communication and interpersonal behavior to foster positive student and adult relationships, develops and leads multi-tiered systems of support in alignment with the District and school goals, rules, and regulations. The Assistant Principal works collaboratively with students, parents, and staff toward improved academic and social emotional growth as well as student/family engagement. This position also oversees and supports the successful implementation of College and Career Academies. Quality candidates will be visionary leaders with a positive, forward-thinking attitude and embrace equity as a moral imperative and work to ensure high achievement and growth for all students.

JOB DUTIES / ACCOUNTABILITIES:

1. Support the development, implementation, and monitoring of the school improvement plan to ensure academic and social-emotional outcomes are met.

2. Provide a wide variety of coherent and aligned learning opportunities for teachers focused on analyzing student work, effective planning, targeted and differentiated instruction, as well as high expectations for classroom culture and behavior.

3. Serve on the Leadership Team; collaborate with inter-departmental teams to determine school-wide professional development, curriculum and assessment needs to meet all school goals.

4. Meet with teachers regularly to discuss data trends; problem solve with teachers to prioritize the teacher actions that will most impact student performance and be able to communicate trends to all staff.

5. Develop, implement and support a system to ensure a positive school climate for students and adults.

6. Interview, supervise, and evaluate all staff, both certified and non-certified in a complete and timely fashion, ensuring best practices in the related programs.

7. Promote the use of the behavioral components of Restorative Practice inquiry techniques and conferences, Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) Universal and Secondary Teams, to effectively provide intervention. Must ensure the provisions of PA 456 are followed and that multiple interventions are attempted before a student is excluded from the classroom.

8. Supervise daily student attendance and monitor the procedures of the attendance office to ensure compliance of mandatory attendance laws and increase student attendance patterns, particularly in decreasing the percent of students who are chronically absent.

9. Organize and communicate the discipline process with building staff and offer feedback to staff, parents and students for discipline events.

10. Provide the supervision necessary for participants and spectators during after-school and evening extracurricular activities.

11. Lead and/or assist in the organization of before/after school and weekend family and community engagement activities with staff, students and community.
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12. Consult with parents, staff, district personnel, community, and individual students to ensure that each student is placed in an individualized program that best meets his/her identified needs.
13. Coordinate the day-to-day supervision and operation of the school with the principal, or in the principal’s absence, to ensure the efficient operations of the building and educational programs.
14. As requested by building administration, participate in building IEP Meetings for students currently enrolled.
15. Schedule the instructional programs, students, staff, and classrooms, including coordination efforts to streamline the registration process.
16. Assist in the development and maintenance of student and staff schedules.
17. Willingness to lead, support, and facilitate the transition to College and Career Academies and educational pathways, including participation on curriculum writing committees and supporting the work-based learning plan implementation.
18. Eagerness to collaborate with district staff and to grow professionally by participating in ongoing leadership development opportunities.
19. Participation on various district committees is required. Working hours may extend into the evenings and weekends.
20. Some travel required.
21. Other duties as assigned.

ASSISTANT PRINCIPAL FOCUS AREA: CULTURE AND CLIMATE

1. Develop, implement and monitor a plan to ensure a positive school culture and climate for all students, staff, and parents.
2. Directly oversees the team of Deans, providing leadership and support to ensure a common language and messaging to all school stakeholders as well as leads the team in weekly before or after schools meetings to review appropriate data and determine action steps to address it.
3. Support teachers in developing social and emotional strategies that promote positive classroom behaviors.
4. Develop interventions for students who need additional support in tandem with parents, counselors, and teachers.
5. Enforce school policies after teacher’s discipline measures have been exhausted and ensure that the feedback loop is closed between teachers and deans.
6. Promote attitudes, behaviors, and skills for improved learning.
7. Encourage parental involvement in the pursuit of student achievement and a positive school culture.
8. Work collaboratively with counseling team, Deans, and Assistant Principals to plan individual school and/or system-wide programs to promote a positive and caring school culture for students and teachers.
9. Assist in the orientation of new students, parents, and faculty.
10. Evaluate school-wide events that focus on student development, school culture, parent/community involvement, etc.
11. Monitor and evaluate the effectiveness of existing behavior management strategies and programs; make recommendations for improvement, as necessary to Principal.
12. Work with Principal and Deans to provide data to train and support teachers in areas such as classroom management, behavior prevention programs, teacher-parent communication, etc.; present to faculty as determined by Principal.
13. Serve as administrative point person in cases of severe discipline and communicate directly to Principal.
14. Act in accordance with federal, state, and local laws, statutes, and/or policies that relate to students and families, and consult with school personnel to ensure compliance in those areas.
15. Creates and communicates school culture support systems and routines that support positive school culture to all stakeholders.
16. Manages the implementation of positive and negative aspects of the discipline systems.
17. Works collaboratively with social worker, Deans, and other academic personnel to implement restorative discipline practices, including facilitating of restorative conferences with teachers and students and coaching of teachers in leading restorative conferences.
18. Provides structure and organization in the oversight of Tier 1, 2, and 3 Interventions and teams.
19. Serves as a co-chair of the Universal/Tier 1 team and facilitates Problem Solving Team with MTSS
20. Serves as the school’s liaison to the Dream Academy and Ombudsman

EXPERIENCE / KNOWLEDGE:
1. A minimum of three (3) years experience as an administrator preferred
2. Three (3) years of successful teaching experience, preferably in high school
3. Knowledge and experience building the capacity of teacher teams
4. Experience using data to develop priorities and action planning
5. Experience leading adults toward a common goal

EDUCATION:
1. Appropriate License - Professional Educator License (PEL) with General Administrative or Principal Endorsement
2. PERA module designations required (Teachers)
3. Bilingual Spanish/English (verbal & written) preferred
4. Training in Cultural Competency, Equity, and/or Implicit Bias preferred

PHYSICAL DEMANDS:
1. Ability to lift up to 30 lbs. with proper technique.

TERMS OF EMPLOYMENT:
This is a 10 Month/229 Day Work Year position. Salary and benefits as established by the Board of Education.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of support service personnel.

JOB DESCRIPTION CREATION / REVISION DATE:
11/12/2019

Employee Signature: ________________________________ Date: ________________

Supervisor Signature: ________________________________ Date: ________________