JOB DESCRIPTION

ASSISTANT PRINCIPAL
SECONDARY SCHOOLS INSTRUCTION AND EQUITY

POSITION GROUP: Certified Administrator

POSITION TITLE: Assistant Principal of Humanities – High School

DEPARTMENT: Secondary Schools Instruction and Equity

REPORTS TO: Building Principal

SUPERVISES: Teachers & Support Staff

POSITION GOAL(S):
The Assistant Principal works collaboratively with students, parents, and staff toward improved academic and social emotional growth as well as student/family engagement. The Assistant Principal relentlessly pursues excellence, models a consistent communication and interpersonal behavior to foster student and adult relationships, develops and leads multi-tiered systems of support in alignment with the District and school goals, rules, and regulations. This position oversees and supports the successful implementation of College and Career Academies. Participation on various district committees is required. Working hours may extend into the evenings and weekends. Some travel required. Quality candidates will be visionary leaders with a positive, forward-thinking attitude. They will 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.

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: HUMANITIES

1. Collaborate with teachers and provide specific strategies for improved instructional delivery.

2. Serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve student achievement for students in grades 9-12 Language Arts, Dual Language, Fine Arts, Library, Family and Consumer Sciences, Education, and Culinary Arts courses.

3. Support and oversee the implementation of the Dual Language program, ensuring all teachers have attended ongoing professional learning and leading the charge with various school and community stakeholders to support student progress and achievement in the program.

4. Support teachers by providing feedback on lessons and assessments.

5. Provide professional development and materials to support teachers.

6. Serve as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units based on ongoing analysis. This will include, but is not limited to: Understanding the U-46 curricula, observing classroom instruction and offering comprehensive analysis and feedback, conducting demonstrations and modeling lessons for classroom teachers.

7. Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
8. Cultivate a standards-based, data and results-oriented culture.
9. Make recommendations on best practices for supporting curricular integration across all content areas
10. Collaborate with SIP team, Assistant Principals, and Principal in determining appropriate resources and support for teachers
11. Lead professional learning communities of teachers to increase content and pedagogical knowledge of humanities instruction and to engage in cycles of continuous improvement within and across departments
12. Collaborate with Humanities instructional teams and counselors to develop and implement plans designed to assist struggling students

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. Dual Language program experience preferred
5. Training in Cultural Competency, Equity, and/or Implicit Bias preferred

PHYSICAL DEMANDS:
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:
3/2/2020

Employee Signature: ________________________________    Date: _____________
Supervisor Signature: ________________________________    Date: _____________