



Job Description

Job Title: Principal Roosevelt

Department: Administration

FLSA Status: Exempt

General Definition of Work:

Performs difficult professional and administrative work developing and maintaining an effective educational program consistent with state and federal guidelines and the philosophy, policies and goals of the School Board, ensuring student safety, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the Superintendent. Building supervision is exercised over all personnel within the division.

Qualification Requirements:

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

Essential Functions:

Willing to and actively challenges the status quo. Uses a variety of data to identify necessary change initiatives. Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices. Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent. Communicates and operates from strong ideals and beliefs about school and learning. Possesses well-defined ideals and beliefs about schools and learning that align with district non-negotiable goals and creates demand for change through sharing beliefs about school, teaching, and learning with teachers and staff.

Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and learning throughout the community. Knowledgeable of curriculum, instruction and assessment. Articulates knowledge of curriculum, instruction, and assessment in a way that enables staff to understand and apply the knowledge. Provides guidance regarding curriculum, instruction and assessment in order to ensure effective practices in every classroom. Directly involved in helping faculty and staff design curricular activities and addresses assessment and instructional issues. Monitors the

effectiveness of school practices and their impact on student learning. Routinely works collaboratively with teachers and staff to assess the impact of research based programs and interventions on student learning and achievement.

Inspires and leads new and challenging innovations. Inspires teachers and staff to individually and collectively accomplish school goals. Establishes strong lines of communication with teachers and among students. Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school. Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture. Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities. Establishes clear goals and keeps those goals in the forefront of the school's attention. Understands the importance of setting high expectations for student learning and achievement. Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement. Provides faculty and staff with tools, materials, equipment and professional development necessary for the execution of their jobs. Ensures that all staff have professional development that enhances their skills and abilities.

Seeks out additional resources to maximize outcomes for all students. Fosters shared beliefs and a sense of community and cooperation. Demonstrates a belief through words and actions that faculty and staff can impact student learning and achievement. Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school. Involves faculty and staff in the design and implementation of important decisions. Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions. Makes quality contacts and interactions with faculty, staff and students. Develops a systematic and strategic plan for visibility that includes frequent visits to classrooms and work areas. Frequent interactions with all stakeholder groups.

Uses classroom visits and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school. Establishes a set of standard operating procedures and routines. Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly and enhances student, faculty and staff to engage in meaningful and productive work. Lead advocate and spokesperson of the school to all stakeholders. Uses community relationships as both tangible and intangible assets to engage all stakeholders in family and community involvement initiatives. Demonstrates awareness of the personal aspects of all faculty and staff. Implements strategies to ensure productive working relationships. Recognizes and rewards and celebrates school and individual accomplishments and acknowledges failures. Inspires all stakeholders to make significant contributions. Protects faculty and staff from issues and influences that would detract from their time or focus. Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment. Performs other duties as assigned.

Knowledge, Skills and Abilities:

Comprehensive knowledge of the policies, practices, methods and techniques used in the administration and supervision of a school; thorough knowledge of prescribed school board policies and procedures; thorough skill in oral and written communication; thorough skill in the use of personal computers and related software packages, hardware and peripheral equipment; thorough skills in outstanding leadership and personal characteristics; ability to motivate others to reach their fullest potential; ability to make arithmetic computations using whole numbers, fractions and decimals; ability to compute rates, ratios and percentages; ability to understand and apply governmental accounting practices in maintenance of financial records; ability to establish and maintain effective working relationships with associates, the School Board, parents, elected officials, students, staff, superintendent and the general public. Completes all federal and state title applications. Testing Coordinator for District.

Education and Experience:

Master's degree in education, or related field and moderate experience teaching, or equivalent combination of education and experience.

Physical Requirements:

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, frequently requires speaking or hearing and reaching with hands and arms and occasionally requires standing, walking, using hands to finger, handle or feel, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels and to receive detailed information through oral communications and/or to make fine distinctions in sound; work requires preparing and analyzing written or computer data, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

Special Requirements: Minnesota K-12 Principal License. Minnesota Education Administrator License.

Last Revised: 2/2017

