Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE:
Vice Principal (Elementary)

BARGAINING UNIT CLASSIFICATION:
School Administrators of Waterbury

DEPARTMENT:
Academics

REPORTS TO:
Receives administrative direction from the Building Principal or other District level administrator

INCUMBENT NAME:

FLSA DESIGNATION:
Exempt

PART I - SUMMARY OF CLASSIFICATION

This class is accountable for assisting in the planning, organizing, directing, and controlling of the educational programming and activities at one or more of the District's elementary schools.

PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES

A. EDUCATION AND EXPERIENCE:

General Experience:

1. Master's degree in education or closely-related field **plus** three (3) years of professional level experience working in an educational setting.

2. Evidence of leadership in an educational setting.

Special Requirement:

1. In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made prior to appointment.

B. CREDENTIALS:

C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:

1. Connecticut State Board of Education certification as an Intermediate Administrator/Supervisor (092) will be required at time of appointment.
2. Incumbents in this class may be required to possess a current Motor Vehicle Class D Operator License.

D. CONTINUING EDUCATION REQUIREMENTS:

Administrators in this job class must complete all State CEU requirements for re-certification.

E. KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of academic curriculum and pedagogical techniques that is effective across diverse populations;
- Knowledge of and ability to apply management principles and techniques and educational administration;
- Knowledge of and application of methods used in improving academic achievement;
- Knowledge of current educational theories and practices;
- Knowledge of educational assessment practices and techniques;
- Knowledge of effective intervention, academic and behavior techniques;
- Knowledge of effective supervision and discipline;
- Knowledge of evidence-based research and best practices in educational interventions;
- Knowledge of State Common Core standards;
- Knowledge of instructional technology;
- Knowledge of philosophy and methods of education and teaching; knowledge of the principles and practices of education for special needs population;
- Knowledge of procedures, methods and strategies pertaining to the administration of an elementary/secondary level program operation;
- Knowledge of relevant Federal and State statutes, guidelines and regulations;
- Knowledge of Response to Intervention (RtI) and how to improve core instruction while building a system of interventions;
- Knowledge of school curriculum and instruction;
- Knowledge of school safety procedures;
- Knowledge of Connecticut Code of Professional Responsibility for Educators and District policies and procedures governing teacher conduct;
- Knowledge of Every Student Succeeds (ESSA) requirements;
- Knowledge of the philosophy and methods of education and teaching;
- Knowledge of the principles and practices of education for special needs population;
- Knowledge of the school improvement and quality review processes;
- Knowledge of theory and research in education;
- Excellent verbal and written communication skills;
- Excellent technological skills;
- Considerable problem-solving skills;
- Administrative skills;
- Crisis management, handling emergencies and de-escalation techniques skills;
- Ability to apply leadership skills within a shared decision-making model;
- Ability to apply the principles of Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI);
- Ability to be part of an effective management team;
- Ability to communicate well both orally and in writing;
- Ability to demonstrate high moral and ethical standards;
- Ability to develop a strong school culture;
- Ability to develop and foster a professional learning community that supports student success;
- Ability to effectively evaluate curriculum and instructional programming;
- Ability to establish and maintain cooperative relationships;
- Ability to establish and maintain effective working relationships with students, staff and the community;
- Ability to evaluate and develop staff instructional skills and overall performance;
- Ability to facilitate high student achievement;

- Ability to interact successfully with staff, parents, board members and community;
- Ability to lead and supervise staff and students;
- Ability to maintain high student morale, attendance and general discipline;
- Ability to manage budgets with varying sources and levels of revenue;
- Ability to mentor and develop staff to become master teachers;
- Ability to multi-task complex issues;
- Ability to plan, organize and coordinate the activities of an educational program;
- Ability to prepare and present clear and concise written and oral reports;
- Ability to produce an effective school climate;
- Ability to remain flexible and develop alternative strategies to achieve established goals;
- Ability to understand the underlying philosophy for a middle school that matches the intellectual social, emotional, and physical needs of young adolescents;
- Ability to work well in a community with high expectations for its students and schools;
- Ability to work with individuals from diverse backgrounds.

PART III - POSITION SUPERVISES:

Supervises licensed staff including teachers, social workers, school psychologists, and other licensed and non-licensed staff as assigned.

PART IV - ESSENTIAL FUNCTIONS

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Advises, counsels, and assists instructional and support personnel in problem-solving activities pertaining to student performance and behavior to determine appropriate solutions;
- Assists in developing, implementing, and monitoring of program goals and objectives for the school;
- Assists in ensuring that students are assigned in such a way as to encourage their optimal growth and making periodic appraisals of their progress;
- Assists in ensuring that the educational program is in compliance with Federal and State mandates, Board policies and District procedures;
- Assists in ensuring the emotional and physical well-being of all students and staff at the school;
- Assists in ensuring the operational effectiveness of the school including planning, supervising and directing the business operation of the school in accordance with Board policy and District procedures;
- Assists in organizing staff schedules and school calendar to meet State guidelines and program needs;
- Assists in oversight of extra-curricular activities and demonstrations;
- Assists in the allocation of resources within the educational program in order to maximize efficiency and effectiveness of service;
- Assists in the coordination of all educational services provided by the school;
- Assists in the direction of the maintenance of educational records;
- Assists in the evaluation of staff performance;
- Assists in the evaluation of the effectiveness and efficiency of existing educational programs;
- Assists in the planning, organizing, directing and controlling of the operations and activities of the educational program at a District school;
- Assists in the preparation and administration of allocated budget;
- Assists in the recruitment, screening, and selection and facilitating the talent management of staff;
- Assists in the supervision of educational staff in academic and special education programs;

- Assists the in the overall planning and administration of the elementary school program;
- Attends team and Individual Educational Planning (IEP) meetings as appropriate;
- Conducts a variety of studies and prepares special reports as directed by the Principal;
- Conducts periodic and special inspections of the physical facilities of the school building for compliance with standards;
- Develops and prepares reports and paperwork relating to discipline, suspension, injury, and expulsion;
- Develops creative ways to deliver a successful curriculum to students;
- Facilitates team and professional meetings, professional learning, and other trainings and updates staff with pertinent information;
- Maintains effective community relations in an effort with outside organizations to foster mutual respect for and collaboration on joint educational initiatives;
- Makes compilation and studies of school supply and equipment needs and prepares the necessary requisitions for the signature of the Principal;
- Manages special assignments and initiatives as assigned;
- Mediates staff-staff, staff-student, and student-student issues as needed;
- Observes teachers in the classrooms and assists with performance management;
- Oversees the administration of aptitude, achievement and other tests;
- Oversees the completion of report cards and discusses problems encountered by teachers;
- Participates in staff selection, evaluation, and professional development;
- Plans and observes the supervision of playground activities;
- Presents information about the school to parents, students, and others;
- Promotes average daily attendance;
- Promotes continuous growth in student achievement;
- Promotes positive student behavior;
- Provides consultation to staff in curriculum development and program planning;
- Provides feedback, support and assistance to licensed instructional staff regarding Individualized Education Plans (IEPs), Behavioral Improvement Plans (BIPs), Three-Year Re-evaluations, Child Study documentation, and other related areas;
- Provides leadership to the professional staff in determining objectives and identifying program long- and short-range needs;
- Recommends policies and procedures that are consistent with the goals and objectives of the District and Federal and State mandates;
- Studies rules and regulations of the Board of Education, textbooks, teacher's manuals, instructional material, curriculum guides and financial reports;
- Teaches classes and conducts demonstration lessons in connection with the in-service training program for teachers;
- Teaches classes as needed;
- May create and maintain extra duty schedule;
- May manage building School Emergency and Crisis Response Plan;
- Performs related work as required.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Physical Requirements:

Individuals appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

NEVER (N)	**OCCASIONALLY (O)**			**FREQUENTLY (F)**	**CONSTANTLY (C)**			
0 % of Shift	1-33% of Shift			34-66% of Shift	67-100% of Shift			
Working Conditions	**N**	**O**	**F**	**C**	**Working Conditions**	**N**	**O**	**F**	**C**
Physical Demands					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving	X			
Lifting		X			**Physical Strength:**				
Carrying		X			Little Physical Effort (-10 lbs.)				
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)				
Climbing		X			Heavy Work (50-100 lbs.)				
Balancing		X			Very Heavy Work (100+ lbs.)				
Stooping		X			**Environmental Conditions**				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling	X				Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors	X			
Hearing				X	Exposure to bodily fluids	X			
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse	X			

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on: July 25, 2019