

SECTION I: GENERAL INFORMATION

Classification Title: Assistant Principal	Department:	Unit: Principals
Immediate Supervisor: Principal	Grade Placement:	FLSA Status: Exempt
<p>Job Summary:</p> <p>Under the direction of the Principal, the Assistant Principal is responsible for assisting in the implementation, supervision and administrative support of building educational programs, staff and initiatives to include participation in the observation, evaluation, interviewing and selection of instructional staff and support staff; implementation of district and building discipline and behavioral policies; and providing support to the Principal in general building issues, problems and concerns in his/her absence.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

<ol style="list-style-type: none"> 1. Assists in the implementation of school improvement and instructional leadership in accordance with various local, state and federal rules, standards and guidelines. Implements and incorporates school leadership model and concepts within the building in accordance with District philosophy. <ul style="list-style-type: none"> • Assists in the establishment of school goals and objectives. • Collaborates with building administration and staff in planning, evaluating and implementing instructional programs. • Represents building administration and team on various school district committees. • Manages and coordinates specific academic programs/departments as assigned by Principal. 2. Assists in supervising, directing and evaluating instructional and support staff within the building. <ul style="list-style-type: none"> • Observes, directs, coordinates and evaluates a portion of instructional staff within the building. Conducts and prepares evaluation reports on certified staff in accordance with District guidelines and requirements. • Assists in staff development activities of building personnel. • Assists in identifying staff needs. • Assists in coordinating revisions to teacher handbooks and teacher mentoring. • Assists and participates in recruiting, screening, interviewing and selecting building level and administrative support staff. 3. Participates in and assists in the formulation and implementation of curriculum programs. <ul style="list-style-type: none"> • Assists in the direction, supervision, and evaluation of instructional programs. • Assists in the maintenance and improvement of the quality of instructional programming. • Monitors teacher to ensure they are following Graded Course of Study. • Coordinates, organizes and publishes course selection handbook. 4. Coordinates and directs the student registration process. Coordinates and facilitates the development and implementation of the master schedule. 5. Assists in the coordination, implementation and monitoring of building health, safety and building policies and procedures.
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- Interprets and enforces District and building policies, procedures and district-wide behavior management and support.
 - Oversees student conduct, determines behavioral consequences and enforces disciplinary measures.
 - Communicates with parents, teachers, and students concerning behavioral issues.
 - Supervises extra and co-curricular activities.
 - Establish attendance procedures.
 - Supervises counseling and health programs.
 - Determines procedures for the transition of students entering and leaving the school.
6. Performs public relation activities. Assists the Principal in providing a liaison between the school and the community. Assists in the preparation of materials and information for parents and parent conferences, as assigned.
7. Assists and provides support to the Principal in managing building resources.
- Assists in the preparation of the building budget.
 - Monitors the maintenance of school facilities and coordinates issues with Building & Grounds personnel.
 - Coordinates computer needs and services within the building including the coordination of building reporting (i.e. grading, academic history, GPA, master scheduling, attendance preparation, etc.).
8. Performs other duties of a comparable level or type, as required.
- Keeps abreast of changing developments, trends, and technologies within the field.
 - Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge
 - Participates in staff development and professional development activities.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS:		
	Titles of Positions Directly Supervised	# of Employees
1	Teacher (1/3)	38
2	Counselors	4
TOTAL		42
INDIRECT SUPERVISION:		
Number of employees indirectly supervised: Educational Assistants, office personnel (1/3)		Total: approx. 12
LICENSE/ CERTIFICATION	Identify licenses/certification required: Valid MN driver's license. Teaching License and Secondary Principal Licensure (Administrative Licensure).	

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)				DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
		less than high school diploma		Master's Degree	
		High school diploma or GED.		Major field of study or degree emphasis: Educational administration or educational leadership	
1 year college		2 years college			
3 years college		4 years college			
		1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
x		2nd year graduate level			
<ul style="list-style-type: none"> • Current curriculum, instruction, and learning principles, concepts, theories, approaches, techniques and trends as well as State, federal and local requirements and standards. • Management theory, principles and techniques. • District administrative policies, procedures and standards. • Budget and financial operations, processes and procedures. • School laws, rules and regulations, including special education and due process. • Human relation concepts, principles and techniques. • Principles, techniques and best practices as it pertains to staff evaluation, coaching and staff development of certified and non-certified staff. • Fundamentals of curriculum development, research and evaluation principles. • School leadership model, concepts and principles. 					

Required Work Experience in Addition to Formal Education/Training:

Requires 3-5 years of teaching experience.

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK

Skilled in:

- Providing leadership, purpose and direction for groups and individuals, facilitating the development of a shared vision for the school, and formulating goals and planning changes with the staff by setting priorities in terms of the community, the district, staff, and students in accordance with the school leadership model.
- Information collection, including gathering facts and data, seeking knowledge of policies, rules, laws, precedents and practices, managing data flow, and classifying and organizing information for decision making and monitoring of outcomes.
- Observing, evaluating, mentoring and supervising instructional personnel.
- Problem analysis and solving skills including analyzing information, framing issues and identifying causes, seeking additional information, framing and reframing possible solutions, demonstrating conceptual flexibility and assisting others in forming opinions.
- Organizational oversight, including scheduling work, using resources appropriately to meet goals, scheduling activity flow, monitoring procedures to regulate activities, as well as project deadlines.
- Planning, formulating and implementing building levels programs, activities and services consistent with District directives and policies.
- Delegation of authority, including assigning tasks so that they can be accomplished in a timely and appropriate manner, utilizing subordinates appropriately, and follows up on work tasks.
- Ability to accommodate cognition and achievement differences.
- Public relation and communication functions, activities and programs.
- Excellent large and small group presentation skills.

PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			x		Up to 10 lbs				x
Walk		x			Up to 25 lbs		x		
Sit		x			Up to 50 lbs	x			
Use hands to finger, handle or feel				x	Up to 100 lbs	x			
Reach with hands and arms		x			Over 100 lbs.	x			
Climb or balance	x								
Stoop, kneel, crouch or crawl		x							
Talk or hear				x					
Taste or smell	x								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:

Exerting up to 25 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Majority of time is spent walking and/or standing.

HAZARDOUS WORKING CONDITIONS

Unusual or hazardous working conditions related to performance of duties:

Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

SECTION IV: DISTRICT MISSION AND CORE VALUES

<p>OUR MISSION</p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head’s Signature
Date

Classification History:
 Created classification description 5/2016 BCC

