

SECONDARY ASSISTANT PRINCIPAL

Classification: Administrator

Location: Assigned Building

Reports to: Principal

FLSA Status: Exempt

Employee Group: NCAA

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

Serves as a school and educational leader responsible for contributing to the development, implementation, supervision, and evaluation of a comprehensive program of educational and student services. Carries out duties and responsibilities in accordance with board policies, statutory requirements, administrative rules and regulations, collective bargaining agreements, and under direction of the school principal. Advocates for the staff, school, and school community as appropriate.

Part II: Supervision and Controls over the Work:

Works under the general supervision of the School Principal, who is responsible for carrying out the guidance and direction of the Superintendent and the Board of Directors.

Part III: Major Duties and Responsibilities:

The assistant principal supports and shares fully with the principal in:

1. Student Learning and Achievement: Supporting, communicating, and implementing a shared vision for all students to achieve or exceed standards. Implementing action plans and budget plans that are aligned with the Strategic Plan and school improvement plan and that maintain focus on the vision, goals and priorities for student, school and community success. Assisting in preparing reports on specific goals and actions designed to advance student achievement.
2. Use of Data: Providing leadership to teachers in the development and utilization of multiple assessment tools and strategies to support the achievement of the performance standards by every student. Implementing the school's performance measurement system (e.g., Dashboard) to provide indicators that measure the school's success in meeting the expectations of students. Participating in developing action plans for gaps and shortfalls in performance.

3. Curriculum, Instruction, and Assessment:

- a. Supporting the development and implementation of the District and school framework for curriculum, instruction and assessment that is research-based and aligned to standards. Ensuring that the approved curriculum is being effectively delivered in assigned classrooms.
- b. Providing leadership to teachers in the development of classroom-based assessments of student learning and the use of assessments to inform instruction and improve learning. Regularly adjusting goals and action plans for gaps and shortfalls in performance.
- c. Implementing curriculum, instruction, and assessment framework evaluation tools so that annual progress is measured and effectively communicated to stakeholder groups.

4. Student Support Services: Implementing and sustaining a comprehensive support system in areas of counseling and student management; family involvement and outreach; co-curricular and extra-curricular programs; and student services and support programs.

5. Leadership and Governance:

- a. Leading by example with a level of professional conduct that is above reproach. Consistently demonstrating high moral, ethical, and professional standards of performance and personal integrity, which includes addressing problems and issues in an open, honest, and timely manner. Ensuring proper conduct goes beyond the practice of avoiding what is wrong and instead focusing on choosing to do what is right.
- b. Creating a professional environment by ensuring that personal and staff interactions with others in the school, community, and Board are conducted with utmost respect and professionalism. Honoring the ideas of others even when in disagreement with those ideas. Working collaboratively to resolve disagreements and seek mutually respectful solutions.
- c. Actively participating in meetings, workshops and conferences that involve decisions affecting the district and/or the school. Advocating for the school's needs by providing input to the decision making process of the district. Respecting, supporting, and implementing decisions once made, and taking action to ensure that staff are equally supportive.
- d. Advocating and supporting the academic and social emotional learning of each student regardless of their race, gender, socio-economic background, sexual orientation, or physical ability.
- e. Participating in school academic, athletic, and co-curricular activities to supervise and advocate for the school.

- f. Demonstrating a leadership commitment to, and requiring all staff members to embrace and support, statutes, laws, school and Board policies, collective bargaining agreements, as well as the values of the school and the district.
- g. Providing leadership in creating and leveraging community partnerships to improve the school, enhance its resources, and improve student achievement.

6. Communications and Information Sharing:

- a. Actively contributing to and possibly leading faculty and staff meetings that allow for timely sharing and dissemination of information as well as meaningful input to and discussion of needs and actions for effective delivery of the educational program and operation of the school.
- b. Maintaining effective communications with the principal and, as appropriate, district staff and keeping them informed of school progress; advocating for the needs of the school; and ensuring timely and substantive notification of issues and concerns that could have a significant impact on achieving the vision and goals.
- c. Contributing to a school-community information program that creates support and enthusiasm for the school and District vision and mission, and keeps parents and community members informed of the school's challenges, accomplishments and involved in school activities.
- d. Modeling and promoting trust, enthusiasm, rapport, respect and openness among faculty, staff, students, and members of the community. Celebrating successes and recognizing the achievements of others.

7. Human Resource Management:

- a. Developing the competencies required for each assigned subordinate staff member in order to fully meet job expectations and contribute effectively to achievement of the vision. Screening and recommending selection of staff members consistent with job and qualification requirements, Board policies, legal requirements, and provisions of the collective bargaining agreement(s).
- b. Assisting in the induction of staff members ensuring that new members understand the vision and goals of the school, duties and responsibilities of the position, performance requirements and expectations, school and corporate policies and procedures, and available support and assistance.
- c. Assisting in the professional development of staff members based on personal, professional, and organizational needs. Collaborating with staff members on identification of needs, opportunities, resources, and methods of providing professional development. Monitoring and assessing the results of professional development to ensure the desired outcome.

- d. Fostering self-reflection of each staff member and administrator for which assigned supervisory and evaluation responsibility. Monitoring individual performance, and providing feedback and coaching to support success and continuous growth. Evaluating assigned staff members consistent with the approved evaluation process. Taking timely action to address performance concerns and deficiencies and providing plans of improvement and necessary support to correct performance concerns.
- e. Monitoring behavior and addressing incidents or allegations of misconduct through timely and effective investigation and corrective disciplinary action consistent with legal requirements, corporate policy, and provisions of the collective bargaining agreement(s).

8. Organization and Operations:

- a. Ensuring school compliance with applicable statutes, federal laws, regulations, contractual provisions, and other governance parameters.
- b. Supporting a safe and healthy environment for students by effectively managing physical security, facilities maintenance, health services, food service operations, and custodial services. Maintaining effective student discipline and positive behavior support systems to foster an effective learning environment.
- c. Promoting a positive climate for learning and an atmosphere of caring and respect for all students and members of the school community.

9. Financial Management:

- a. Assisting in developing the school financial program consistent with the approved budget.
- b. Ensuring an effective and legally compliant accounting for financial resources. Ensuring adequate documentation and document retention in support of all financial transactions. Ensuring compliance with purchasing and expenditure requirements.

10. Student Activities and Athletics:

- a. Assisting principal in planning, developing, and implementing student extra and co-curricular activities.
- b. Providing supervision of student activities and athletics during and after school.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

1. Incumbents must have successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity and strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Possess or ability to obtain Oregon administrative license.
3. Three to five (3-5) years of successful years teaching experience.
4. Demonstrated leadership skills through prior leadership experience. Experience may have been in administrative or teacher leader capacities.
5. Ability to create a safe, orderly, positive school climate for students and staff.
6. Ability to foster growth, creativity, and flexibility using a variety of techniques.
7. Ability to facilitate resolution of complex interpersonal issues.
8. Demonstrated successful experience in shared decision making, program development, staff supervision and evaluation.
9. Knowledge and skill in fiscal management, staff development, and human relations.
10. Ability to work with the State of Oregon's educational and assessment programs.
11. Knowledge and demonstrative skills in the use of technology for teaching and learning.
12. Managerial skill in planning, organizing, delegating, and listening.
13. Ability to gain and demonstrate knowledge of District and state laws that govern budget procedures and expenditures.
14. Knowledge about laws, rules and regulations governing the operation of public schools, including school reform legislation.
15. Knowledge of innovations in education; alternative instructional strategies, alternative assessment methods; blended instructional support; in-class support for special needs students, instruction based on student performance and decision making, peer tutoring, cooperative learning.
16. Qualified (or be willing to qualify) to operate personal or district-owned vehicles to transport students when necessary.
17. Ability to react in emergency situations to include intervening and, as necessary consistent with District policy, restraining students.

18. Valid state driver's license.

Part V: Desired Qualifications:

Bilingual skills in languages appropriate to the district's demographics.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

The noise level in the work environment is usually moderate but can be loud on occasion.