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JOB TITLE: Principal  
CLASSIFICATION: Administrative  
SUPERVISOR: Director of Elementary or **Secondary Education**  
CONTRACT: 210 - **220 Days**

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#### **GENERAL STATEMENT OF AUTHORITY AND RESPONSIBILITY**

The Principal is the key administrative officer of his/her school. He/she is responsible for providing effective educational leadership, for supervision of personnel assigned to his/her school, for efficient school management and wholesome community relations.

#### **SUPERVISION RECEIVED**

The Elementary Principal is responsible to the Director of Elementary Education. **The Secondary Principal is responsible to the Director of Secondary Education.**

#### **SUPERVISION GIVEN**

The Principal is a line administrative officer. He/she has supervisory responsibility for personnel assigned to the school(s). He/she works cooperatively with the Educational, Personnel, and Business Services Divisions.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

1. Instructional Leadership
  - a. Develops and maintains a building philosophy consistent with the district philosophy.
  - b. Implements effective methods of communicating the philosophy of the district to the staff.
  - c. Participates in the development of district-wide curriculum.
  - d. Keeps informed and up-to-date regarding new developments in curriculum and instruction.
  - e. Assists staff members in selecting appropriate and significant objectives for instructional improvement.
  - f. Provides, when possible, the materials and facilities necessary for the teacher to accomplish instructional objectives.
  - g. Establishes management techniques that utilize staff personnel in the best interests of students.
  - h. Provides leadership in developing and implementing instructional strategies.

- i. Provides leadership in developing and implementing curriculum.

2. Administration (Management)

- a. Deploys personnel, materials and equipment to maintain and improve the learning environment.
- b. Maintains accurate record keeping procedures and submits accurate reports.
- c. Designs and implements plans of long range significance to student learning.
- d. Makes recommendations for facility needs.
- e. Develops procedures to assure student and staff safety.
- f. Prepares building budget requests consistent with district guidelines.
- g. Coordinates all ancillary operations with educational program.
- h. Determines selection, placement and utilization of building staff.
- i. Recognizes limits of responsibility and authority.

3. Pupil Relations

- a. Establishes rules and regulations to control student conduct.
- b. Shows concern for the individual student.
- c. Maintains necessary and desirable individual student records including confidentiality.
- d. Creates an atmosphere which reflects a sound approach toward social behavior, school rules and positive self-conduct.
- e. Involves staff members in the study of student needs and learning activities emphasizing developmental and preventive guidance.
- f. Uses available sources of data for making major decisions affecting students.

4. Staff Relations

- a. Provides leadership and direction for others by appropriate example.
- b. Offers constructive criticism when necessary.
- c. Accommodates reasonable requests of staff members.

- d. Demonstrates effective human interpersonal relations skills.
- e. Demonstrates self confidence and self sufficiency in exercising authority.
- f. Encourages staff members to participate in professional growth activities.
- g. Promotes cooperation between non-teaching employees and certificated staff members.
- h. Recognizes needs, strengths, weaknesses of staff members.
- i. Delegates responsibilities.
- j. Cooperates with colleagues in administrative positions.
- k. Responsible for evaluation process/procedures for all building staff.

5. Community Relations

- a. Establishes procedures for explaining the school program and direction to the community.
- b. Encourages faculty and students to involve themselves in some community project.
- c. Seeks to establish friendly, informative and cooperative relationships with the community.
- d. Recognizes the role and function of community agencies and groups as they relate to schools.

6. Professional and Personal Responsibilities

- a. Participates in group undertakings for professional growth of administrators and supervisors such as (1) workshops conferences; (2) study groups, (3) planning and research projects, (4) pilot programs, (5) appraisal and evaluation activities.
- b. Identifies and assigns priorities to significant professional growth activities related to his/her role as a principal.
- c. Maintains membership in professional organizations.
- d. Adheres to and enforces school laws, state board regulations, school board policies, established administrative procedures and standards of competent and ethical professional performance.

7. Member of the Management Team

- a. Participates actively in Management Team meetings via the initiation of agenda items and reaction to agenda topics.

- b. Serves as a member of ad. hoc. committees by volunteering or upon appointment by the Superintendent.
- c. Serves as a resource person and an advisor to other members of the Management Team.
- d. Administers labor contracts at the school level.

#### **OTHER FUNCTIONS**

1. Meets and works effectively with diverse individuals and groups of people
2. Performs any other duties as may be assigned by supervisor.

#### **QUALIFICATION REQUIREMENTS**

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

##### **Knowledge:**

1. Of child development and behavior.
2. Of teaching, learning, classroom management and discipline.
3. Of elementary, secondary and post secondary curriculums and the relationship of these curriculums.
4. Of instructional materials and media.
5. Of current educational trends, organizational patterns and management techniques.
6. Of philosophy and techniques of supervision.
7. Of counseling and guidance techniques with students and adults.
8. Of evaluation of instruction and pupil growth and progress.
9. Of the role and utilization of auxiliary services,
10. Of school rules and regulations.
11. Of state laws and safety procedures which apply to students.
12. Of school and district procedures for dealing with students, staff and others.
13. Of school district procedures for resolving conflicts and supervising students.

##### **Skills:**

1. Ability to make a decision.
2. Ability to evaluate.
3. Ability to provide leadership.
4. Ability to communicate.
5. Ability to delegate responsibility.
6. Ability to write and speak fluently.
7. Ability to develop alternate solutions to problems.
8. Ability to coordinate and plan.
9. Ability to direct activities of subordinates.
10. Ability to work effectively with people.
11. Ability to work effectively with data.

12. Ability to work as a member of the team.
13. Ability to interpret school district policy and make appropriate decisions.
14. Ability to solicit honest staff reactions to proposals.
15. Ability to establish rapport and empathy with employees at all levels.
16. Ability to understand and carry out oral and written instructions.
17. Ability to maintain cooperative working relationships with students, fellow employees and the public.

#### **Attitudes:**

1. Demonstrated ability to show a positive attitude toward all aspects of work.
2. Demonstrated ability to demonstrate interest and enthusiasm for work and community.
3. Demonstrated ability to display a sense of humor and humility.
4. Demonstrated ability to listen, cooperate and criticize in a constructive, friendly manner.
5. Demonstrated ability to encourage interest, growth, and initiative in others.
6. Demonstrated ability to show respect for the individual, his/her abilities and potentialities.
7. Demonstrated ability to initiate effective change.
8. Demonstrated ability to accept responsibility.
9. Demonstrated ability to delegate responsibility.
10. Demonstrated ability to accept the principles of honesty, integrity, and accuracy in all matters pertaining to district operations.
11. Demonstrated ability to work cooperatively with staff and public.
12. Demonstrated ability to accept direction and supervision.
13. Demonstrated ability to adjust to new conditions and situations.
14. Demonstrated ability to resolve difficult problems.
15. Demonstrated ability to ask for and accept suggestions from staff.
16. Demonstrated ability to engage in a continuous inservice training program.

#### **Education and Experience:**

1. Baccalaureate Degree from an accredited teacher training college or university.
2. Master's Degree or equivalent.
3. Valid and appropriate Oregon administrative certificate as determined by the school board.
4. Successful teaching experience.
5. Successful administrative or supervisory experience desirable.
6. Successful curriculum study and development experience desirable.

#### **PHYSICAL DEMANDS AND WORKING CONDITIONS**

The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to

enable individuals with disabilities to perform the essential functions.

Activity	N/A	Rarely	Occasionally	Often	Continuously
Climbing		x			
Stooping			x		
Kneeling			x		
Reaching			x		
Standing				x	
Sitting				x	
Walking				x	
Pushing		x			
Pulling		x			
Sweeping		x			
Talking					x
Seeing					x
Hearing					x
Driving: Yes <u>  x  </u> No <u>          </u> Comments:					
Other Conditions:					

**Lifting Requirements:**

x	Light (20 pounds maximum)
	Medium (50 pounds maximum)
	Heavy (100 pounds maximum)

Other Conditions:

**Environmental Conditions:**

x	Mainly indoors
	Both inside and outside
	Mainly outside

Other Conditions:

**Personal Protection Equipment/Training:**

1. Bloodborne pathogen training.
2. Blood spill training.
3. Location of first Aid kits.
4. Pre-employment fingerprint and illegal drug testing.
5. Have and keep a valid Oregon Driver's License.

<b>EMPLOYEE ACKNOWLEDGEMENT</b>	
This position description is intended to provide an overview of the requirements of the position. As such, it is not necessarily all inclusive, and the position may require other essential and/or non-essential functions, tasks, duties, or responsibilities not listed herein.	
Employee Signature:	Date:
Board Adopted: Revision Dates: 12/73; 7/82; 8/87; 2/95	
<b>MEDFORD SCHOOL DISTRICT 549C</b>	