



## PRINCIPAL - ELEMENTARY SCHOOL

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### **POSITION SUMMARY**

Plans, directs and administers the operation of an elementary school within federal, state, and District guidelines. Provides leadership and administration resources to motivate instruction, teaching and learning and support staff towards optimum performance in achieving the best possible opportunities for students' growth and development. Responsibilities include, but are not limited to: staffing; staff supervision and evaluation; instructional leadership; curriculum oversight; student, parent and community relations; student discipline; school safety; and fiscal and facilities management of the elementary school building.

### **SUPERVISORY RELATIONSHIPS**

This position is supervised by the Director of Elementary Education. Incumbent directly supervises school staff and volunteers.

### **DISTINGUISHING CHARACTERISTICS**

This position requires subject matter expertise in educational programs and curriculum and instruction strategies. Hands-on administration is necessary to assure adequate management of school resources and success in an elementary school leadership role. The job requires the ability to analyze and offer alternative solutions to problems. Decisions are made by the incumbent that have a critical impact on the goals, organization and administration of educational programs and services of the District.

The position has supervisory responsibility for planning, assigning, reviewing, and evaluating the quality and quantity of work of licensed professionals, technical and clerical employees. Frequently meets with teachers, school psychologists and other educational personnel to lead, influence, motivate, and monitor the goals and objectives of the school operation. Ensures compliance with District and board goals.

### **PHYSICAL DEMANDS**

This is a sedentary position classification that performs light work, but does require walking and standing for extended periods. The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

### **ESSENTIAL FUNCTIONS**

Lead elementary school curriculum and curriculum planning, integration, and execution. Serves as the instructional leader and operational manager of an elementary school facility.



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Plans, designs, and conducts follow-through strategies pertaining to curriculum development, and the implementation of instructional programs and activities designed to meet the unique needs of students and the educational community.

Works closely with the school staff and school site council in identifying educational and instructional needs, and in developing long- and short-range plans to improve the instructional process.

Plans, develops, organizes, conducts, and maintains performance evaluation information systems designed to ensure that site goals and objectives are achieved, and that all levels of staff adhere to District, state, and national educational standards and goals.

Plans, develops, organizes, and administers support systems which provide optimal educational opportunities for elementary age pupils.

Reviews, evaluates, requisitions, purchases, and allocates instructional supplies, materials, and equipment.

Confers and consults with school and District personnel, parents, and students pertaining to educational and behavior management problems and alternative solutions.

Directs, supervises, observes, assesses, and evaluates site personnel performance; establishes and maintains a positive team building and team management system.

Confers with instructional and support personnel in developing alternative problem solutions to unusual or unforeseen problems.

Participates in budget planning activities, and develops expenditure review and control procedures to ensure a cost beneficial and cost effective operational mode.

Assumes a leadership role in the functions and activities of site and District advisory committees and groups.

Assists the educational community in understanding the site and District goals and objectives, and the strategies utilized for achieving them.

Participates in the planning, development, implementation, interpretation, and administration of policies, rules and regulations, and negotiated employee agreements.

Supervises, directs, and coordinates the assignment of instructional personnel and student classroom assignments.

Establishes administrative review procedures to ensure maximum utilization of monetary and human resources, and to ensure the implementation of result priorities.



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Coordinates student and family assistance programs with local social service and youth service agencies.

Plans, develops, and provides management reports pertaining to the functions, activities, and general educational climate of the school facility.

Confers with site personnel in resolving rights disputes which may include the conduct of formal hearings.

Assists in the conduct of effective and efficient personnel management systems, including the recruitment, selection, retention, and separation of personnel.

May be responsible for managing, monitoring, and evaluating specially funded programs to ensure compliance with funding agency standards and guidelines.

### **QUALIFICATIONS**

#### **Knowledge, Skills, and Abilities:**

##### Knowledge of:

The developmental milestones of elementary school aged students and the ability to inter-relate with elementary school aged students and parents.

Varied instructional strategies and the principles of education policy and management in public education.

Curriculum development, instructional program delivery strategies, and program supervision, assessment, and evaluation.

Result and performance evaluation techniques pertaining to program and personnel performance effectiveness.

Human relations strategies, conflict resolution strategies, and team building principles and techniques. Respond appropriately to people of diverse cultures and backgrounds.

Strategies to implement Board and organizational goals and objectives.

Philosophical, economic, and legal aspects of public education.

Good understanding of human behavior, motivation and behavioral management; ability to relate to, and demonstrate knowledge and experience in effectively managing student behavior.



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### Skill in:

Organization and recordkeeping.

Evaluating and developing effective organizational procedures and practices.

Always doing what is best for students.

Managing resources, budgeting and staffing.

Keeping the school environment safe for students, families, staff, and visitors.

Balancing multiple needs and priorities.

### Ability to:

Direct, lead, and coordinate the multifaceted functions and activities of an elementary school facility.

Effectively evaluate, supervise, coach, and discipline staff.

Demonstrate effective instructional, organizational, and administrative leadership.

Analyze problems, determine alternative solutions, and make appropriate and effective decisions.

Communicate effectively in oral and written form.

Plan, develop, and maintain effective organizational and diverse community relationships.

Lead diversity and equity efforts at a District and building level that are in line with local, state, federal, board, and District policies and goals.

### **Minimum Qualifications Summary:**

Any combination of experience and training that would likely provide the required knowledge and skill may be considered qualifying. A typical way to obtain the required knowledge and skill would be:



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### Experience:

Four (4) to five (5) years of successful teaching plus evidence of successful administrative level leadership experience.

### Education:

Masters Degree in Educational Leadership or a closely related field.

### Licensure Requirement:

Possession of a valid Oregon TSPC Administrative License authorizing service as an elementary school principal.

### Language:

Bilingual/Bicultural skills and abilities in a foreign language either a) offered by the District through its immersion schools; or b) needed to communicate with students' family members whose first language is not English is highly desirable.

### **ADDITIONAL INFORMATION**

Employee Group	4J Association (4JA)
Grade	12
Work Year	224 Days (10 Months)
Approved by	Dr. Celia Feres-Johnson – Director, HR
Last Revised	3/24/2011