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| **Job Title:** Elementary Principal –   Accelerating Campus Excellence (ACE) | **Exemption Status/Test:** Exempt administrator in an educational establishment |
| **Reports to:** Executive Director of School Improvement | **Contract Period:** 11 Months/219 Days |
| **Dept./School:** Forest Lane Academy | **Date Revised:** March 2018 |

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| **Primary Purpose:** Direct and manage the instructional program and supervise operations at the campus level; provide instructional leadership to ensure high standards of instructional service; direct the implementation of district policies and instructional programs and manage the operations of all campus activities. | |
| **Qualifications**: |  |
| **Education/Certification:** |  |
| Master’s degree  Current or eligible to receive Texas Principal or other appropriate Texas certificate | |
| **Special Knowledge/Skills:** | |
| Demonstrated leadership on districtwide committees and/or districtwide activities  Exceptional interpersonal and communication (written and oral) skills  Leadership, management, and organizational skills  Bilingual fluency (English/Spanish) preferred in some settings preferred  Experience with diverse population preferred | |
| **Experience:** | |
| Minimum of three years’ teaching experience  Minimum of three years as an assistant principal preferred | |
| **Major Responsibilities and Duties:**  **Professional Learning Community (PLC’s)**   1. Lead, implement and monitor Professional Learning Communities (PLC’s) that create positive relationships with teachers and administrators while fostering a team culture of open sharing, risk taking and shared leadership, to work effectively as a team. 2. Promote use of technology in teaching/learning process.   **Data Informed Actions**   1. Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator. 2. Identify data informed actions that support teachers in analyzing data and developing action plans to improve teaching and learning. 3. Disaggregation and interpret of data in order to assist in developing appropriate next steps. 4. Support teachers in analyzing data and developing action plans to improve teaching and learning.   **Tier 1 Instruction**   1. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions. 2. Provide instructional resources and materials to support teaching staff in accomplishing instructional goals. 3. Participate in development and evaluation of educational programs. 4. Monitor instructional processes and resources to support campus staff in accomplishing instructional goals. 5. Support development of instructional programs, helping teachers implement district initiatives. 6. Assist with monitoring instructional processes and resources to support campus staff in accomplishing instructional goals   **Effective Feedback**   1. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate. 2. Support and evaluate teachers with regular classrooms visits and providing timely formative and summative feedback to teachers. 3. Provide instructional feedback to teachers and administration based on classroom observations and walk-throughs.   **Human Resources**   1. Observe employee performance, record observations, and conduct evaluation conferences 2. Assist in interviewing, selecting, and orienting new staff.   **Executive Leadership**   1. Participate in professional development to improve skills related to job assignment. 2. Assist in campus directed professional development as directed by the principal. 3. Foster collegiality and team building among staff members. 4. Provide for two-way communication with staff, students, parents, and community. 5. Develop professional skills appropriate to job assignment. 6. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff. 7. Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision-making committee. 8. Adequate knowledge of curriculum, assessment and accountability system in accordance with House Bill 5 9. Lead the development of campus improvement plan with staff, parents and community members. 10. Develop and implement campus safety nets.   **School Culture**   1. Ensure that students are adequately supervised during non-instructional periods. 2. Lead the development and implementation of a student discipline management system that results in positive student behavior. 3. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable. 4. Conduct conferences on student and school issues with parents, students, and teachers. 5. Articulate the district and school mission to community and solicit its support in realizing mission. 6. Demonstrate awareness of school-community needs and initiate activities to meet those needs. 7. Utilize appropriate and effective techniques to encourage community and parent involvement. 8. Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement. 9. Communicate and promote expectations for high-level performance to staff and students. 10. Recognize excellence and achievement. 11. Ensure the effective and quick resolution of conflicts. Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate. 12. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook. 13. Conduct conferences about student and school issues with parents, students, and teachers. 14. Articulate the school’s mission to the community and solicit its support in realizing the mission. 15. Use appropriate and effective techniques to encourage community and parent involvement. 16. Develop a sense of community and responsibility between students and adults. 17. Enhance students' social, emotional, behavioral, and academic achievement.   **Strategic Operations**   1. Supervise operations in principal’s absence. 2. Plan daily school activities by leading the development of class schedules, teacher assignments, and extracurricular activity schedules. 3. Supervise reporting and monitoring of student grading and attendance and work with the attendance clerk on follow-up investigations. 4. Work with grade level chairs and faculty to compile annual budget requests based on documented program needs 5. Requisition supplies, textbooks, and equipment; check inventory; maintain records; and verify receipts for materials. 6. Lead safety inspections and drills. 7. Coordinate transportation, custodial, cafeteria, and other support services as assigned. 8. Comply with federal and state laws, State Board of Education rules, and board policy.   **Supervisory Responsibilities**  Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.  **Special Knowledge/Skills**   1. Thorough knowledge of current teaching methods and educational pedagogy, as well as differentiates instruction based upon student learning styles. 2. Thorough knowledge and understanding of literacy instruction 3. Working knowledge of elementary and/or secondary school curriculum and concepts. 4. Working knowledge of best practices in administration, program evaluation and staff supervision. 5. Working knowledge of data information systems, data analysis and the formulation of action plans. 6. Working knowledge of applicable federal and state laws regarding education, as well as district policies and procedures. 7. Ability to use computer network system and software applications as needed. 8. Ability to differentiate instructional support for experienced and new teachers. 9. Ability to develop and implement plans in all areas of the instructional program. 10. Ability to develop and implement projects. 11. Ability to communicate effectively with students, parents, staff, community, and stakeholders. 12. Ability to organize multiple tasks and implement effective time management techniques. 13. Ability to engage in self-evaluation with regard to leadership, performance and professional growth. 14. Ability to establish and maintain cooperative working relationships with others contacted in the course of work 15. Ability to use qualitative and quantitative data to make decisions about teaching and learning including student and teacher assessment. | |
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| **Mental Demands/Physical Demands/Environmental Factors:**  Work with continuous interruptions, maintaining emotional control under stress, reading, supporting instruction, demonstrating computer skills appropriate for assignment, effective communication and interpersonal skills, ability to work well with students, concentration (detailed work), interpretive skills (policy, procedure, dates), reasoning skills, understanding verbal instructions, analyzing, differentiating, memorizing, coordinating, compiling, computing | |
| **Tools/Equipment Used:** Standard office equipment including personal computer and peripherals | |
| **Physical Demands:** Lifting and carrying of books, boxes, and audiovisual equipment, light (15-20 pounds), climbing, stretching, visual acuity, walking, pulling, bending, stooping, climbing stairs, reaching, pushing, sitting, kneeling, standing, and twisting, may be required to control behavior through physical restraint, driving car, travel | |
| **Environment:** Inside, outside, works alone, prolonged and irregular hours, chemical exposure (fumes, vapors, gases, dusts, smoke, etc.), biological exposure (insects, mold, fungi, bacteria, animals, plants, etc.) | |
| Mental Demands: Work with frequent interruptions; maintain emotional control under stress | |

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by Date

Received by Date