

**Chittenden Central Supervisory Union
Job Description**

JOB TITLE:	School Principal - K-8
FLSA STATUS:	Exempt
UPDATED:	April 5, 2002

POSITION OBJECTIVES: Creates and maintains an educational atmosphere that provides an opportunity for all students to achieve to the optimum of their ability and all staff to function efficiently toward the fulfillment of that end. Assumes instructional and curricular leadership and administrative responsibility for all aspects of the school consistent with state and federal laws, and CCSU and local school district policy.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Leadership

- Identifies the need for systemic change and serves as an agent for that change.
- Builds, with others, a shared vision of standards-based learning and teaching, and helps define and articulate the vision to the school community to promote community support.
- Develops and plans implementation of a comprehensive school action plan designed to improve student learning and assess student performance within the school. Effectively uses individual and school-wide student assessment data to support continuous program and action plan improvements.
- Develops and implements an effective, interactive public relations program in order to further the community's understanding of and support for educational programs; to promote partnerships, collaboration and positive relationships among staff, students and community (i.e. parent conferences, annual report, media reports, open house, parents' night, hosting special events, reports student performance, attending school board meetings at the Superintendent's discretion, and the like).
- Develops and monitors long range plans for school and district technology and information systems in collaboration with the district's technology director.
- Manifests, promotes, and models effective communication skills, professional ethics and values, collaboration, and respect for all people. Maintains a professional relationship with faculty and staff, peers, supervisors and other CCSU personnel.
- Advocates for local, regional, and state educational policy for the advancement of all Vermont learners.

Management

- Performs all duties specifically assigned by law or by the superintendent of the school district including the administration of policies adopted by the school board and managing formal labor agreements at the school level.
- Performs administrative functions necessary to ensure the smooth and efficient daily operation of the school in compliance with all state and federal laws, CCSU and local district policies, applicable master agreements, and regulations of the Superintendent.
- Recruits quality teachers and support staff by overseeing the screening, interviewing, reference checking and selection of new teachers and support staff. Makes hire recommendations to the Superintendent. Collaborates with other administrators to provide effective orientation for new employees. Oversees the interviewing and placement of student teachers.
- Maintains quality staff through effective supervision and evaluation of teachers and support staff assigned to the building. Identifies, supports and recommends staff development programs based on current educational research, school action plan, board goals and professional development needs of the employee. Make annual recommendations to the Superintendent regarding employee contract renewal.

- Assure a coordinated effort in support of student learning through effective communication including developing student and faculty handbooks, conducting faculty meetings, individual teacher conferences, student assemblies, liaison with other administrators in the district, attending school board meetings at the Superintendent's discretion, etc.
- Oversees school safety and security matters to provide a safe school environment and to promote student health and welfare; develops and maintains an effective emergency evacuation plan; establishes and administers a code of student conduct that is fair, firm, and consistent; assists with monitoring student behavior outside the classroom; creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness; confers with teachers, students, and parents concerning educational and behavioral problems in school.
- Plans and coordinates maintenance needs with the Property Services Director and/or Building Maintenance Director.
- Prepares, develops and/or manages the development of timely, accurate and meaningful reports, surveys, statistical data and the like as required by law, CCSU and local district policy, and/or as requested from the Superintendent.
- Directs, manages, prepares, and/or oversees the preparation of class schedules, cumulative records, student placement and transition, progress reports, student reports, attendance reports, and the like, to ensure accuracy of reports and proper student placement.

Curriculum, Instruction and Assessment

- Coordinates the planning, implementation, and evaluation of school programs for the improvement of student learning.
- Develops and implements a multi-year, comprehensive school action plan to improve student performance within the school in keeping with district, school and program philosophy and objectives.
- Coordinates, oversees and monitors the implementation of standards-based curriculum efforts within and among schools to improve student learning.
- Develops a comprehensive system of education that will foster success for students, of all abilities.
- Plans and carries out a standards-based comprehensive assessment program that includes the effective use of assessment results to improve student learning.
- Effectively reports and uses assessment results to inform the school community, develop school action plans, and modify school programs to improve student learning.
- Uses technology, telecommunications, and information systems to enrich curriculum and instruction.
- Oversees and coordinates the development and maintenance of all education, co-curricular, and extracurricular programs and activities within the school.
- Collaborates with the Special Education Director to develop and administer effective educational programs for students with mental or physical disabilities in compliance with special education laws and regulations to foster success of all students; oversees transition processes; ensures compliance with all I.E.P's; identifies deficiencies in the program and initiates staff development; ensure proper communication between the special educators and classroom teachers.
- Plans, implements and coordinates with the central office effective professional/development programs designed to improve instructional strategies.

Fiscal Planning and Budget Management

- Plans and manages the development of the school budget in accordance with the school/district vision and action plans; recommends the annual budget to the Superintendent.
- Manages the approved budget; monitors expenditures and initiates and approves purchase orders for materials, supplies and equipment as approved by budget; assures accurate accounting of expenditures.
- Maintains a current and complete inventory of all school property, and coordinates an efficient distribution system of equipment and materials to maximize school resources and student learning.

SUPERVISION RECEIVED: Reports to and evaluated by the Superintendent of Schools. Receives very limited administrative direction, planning and implementing the activities of the school and related programs. Has regular meetings with supervisor on a monthly or quarterly basis regarding overall progress, direction, objectives of the program, with more frequent consultations regarding special problems or specific activities as necessary.

SUPERVISORY RESPONSIBILITIES: Directly supervises all faculty and staff of the assigned school. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring (or recommending for hire), orienting and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints/grievances and resolving problems.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Master's Degree in School Administration or other appropriate discipline plus 10 years of proven success as a classroom teacher and educational leader (with a minimum of 7 years of relevant teaching experience) or a combination of education and experience from which comparable knowledge and skills are acquired. Knowledge of contemporary instructional theory and practice.

Commitment to standards-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance.

- **Certifications and Licenses.** Valid Vermont Professional Educator's License (Level II preferred) with a 91 Preparation Endorsement Code within the appropriate Instructional Level, plus meet all the basic competencies and qualifications under section 5440-91 of the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.ⁱ Valid Vermont driver's license also required.
- **Language Skills.** Ability to read, analyze, and interpret the complex scientific, educational and technical journals, financial reports, and legal documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to faculty and staff, top management, public groups, and/or school board members.
- **Mathematical Skills/Reasoning Ability.** Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- **Computer Skills and Experience.** Experience and proficient computer skills in word processing, spreadsheet, and database programs required. Experience with Microsoft Office preferred.
- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical, oral, written or diagram form and deal with several abstract and concrete variables.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively, collaboratively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to effectively handle stressful situations and resolve conflicts.

PHYSICAL EFFORT AND STRESS. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; stoop, kneel, crouch, or crawl. The employee must occasionally lift (or assist with lifting); restrain and/or move school-aged students with a weight range of up to 100 lbs. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth

perception, and ability to adjust focus. Physical ability to drive also required. The employee is regularly required to talk or hear and regularly required to handle stressful situations and resolve conflict.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate to loud.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ⁱ May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>