



SECTION 1210  
CATEGORY Administration  
SUB-CATEGORY Principal

**QUALIFICATIONS:**

1. New Jersey State Certification as a Principal.
2. Minimum of five years' teaching or other certificated education position experience preferred.
3. Minimum of three years' experience in an administrative/supervisory capacity preferred.
4. Exceptional writing, oral, interpersonal, and analytical skills.
5. Knowledge of applicable laws, regulations, and procedures.
6. Required criminal history check and proof of US citizenship or legal alien status.
7. Such alternative or additional qualifications as the Superintendent or Board of Education may deem appropriate.

**REPORTING RESPONSIBILITIES**

The Principal reports to the Assistant Superintendents and the Superintendent of Schools. He or she works in collaboration with Supervisors, Directors, and other building administrators, as appropriate.

**SUPERVISORY RESPONSIBILITY AND AUTHORITY**

The Principal shall maintain line and staff authority in accordance with the Board of Education approved District Organizational Chart.

**JOB GOAL**

The Principal, in accordance with Board policy and New Jersey Statute and guided by the administrative rules of the Superintendent, the Assistant Superintendents, and the Director of Curriculum is a building leader. He or she provides vision, leadership, and administrative oversight to his or her students, staff, and greater school community.

**TERMS OF EMPLOYMENT**

Contract consistent with the agreement negotiated with the applicable bargaining unit.

**PERSONAL EVALUATION**

The Principal shall be evaluated in writing in line with state requirements and Board of Education policy and regulation by any of the following or combination of the following: the Director of Curriculum, the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Personnel, the Assistant Superintendent for Special Services, and/or the Superintendent, at least once each year. The



evaluation shall be based in part on the performance of the responsibilities indicated in this position description.

## PERFORMANCE RESPONSIBILITIES

### I. Relationship with the Superintendent

1. Works with the Superintendent of Schools, keeping him or her informed on issues, strengths, and needs related to the instructional program of the building.
2. Offers professional advice to the Superintendent of Schools on items requiring Board action with appropriate recommendations and supporting data based on thorough study and analysis.
3. Informs the Superintendent of Schools on the status of job- or building-specific projects or actions.
4. Supports all official decisions on district matters by the Superintendent of Schools, once an official decision has been reached.

### II. Educational Leadership

1. Implements the district's goals, objectives, and policies, and the state's goals and requirements.
2. Creates and implements building goals.
3. Recommends to the Superintendent of Schools changes in policies and/or procedure relating to the implementation of the educational program in the school.
4. Creates a positive image of the school and promotes the best learning and teaching climate possible.
5. Encourages research and creativity among building staff.
6. Makes recommendations to district-level administrators regarding professional development needs of building-level staff.
7. Assesses student progress through the utilization and interpretation of district and state test data and makes suggestions to modify the instructional program accordingly.
8. Assists district-level administrators in the monitoring of special programs within the school (*i.e.*, pilot programs, special education, accelerated programs, remedial programs).

### III. Financial Planning/Management

1. Assists the Superintendent of Schools and Business Administrator in the preparation of the annual school-level budget with accurate and complete information and analysis in the area of instructional services, supplies, and equipment.
2. Develops a budget-planning schedule to direct the building staff in preparation of budgetary requests.
3. Evaluates financial needs and makes recommendations for adequate financing to accommodate short and long-range budget planning related to the instructional program.
4. Approves all purchase orders and countersigns all pay orders from school activity fund accounts.
5. Assumes responsibility for the monitoring of budget orders in accordance with approved appropriations for the various accounts.

### IV. Staff Development

1. Accepts and carries out responsibilities for maintaining liaison between the Superintendent of Schools and building-level staff.
2. Evaluates staff using an evaluation approach that identifies specific areas of strengths and needs.
3. Recommends and plans with staff specific alternative approaches for improvement in performance, including an array of strategies consistent with effective counseling, consultation, and special instruction.



4. In cooperation with other district and building-level administrators, plans for the annual assignment of instructional personnel.
5. In conjunction with other district and building-level administrators, plans and administers procedures for the evaluation of all members of the instructional staff in the school district.
6. Assists in the supervision and evaluation of teaching personnel.
7. Works collaboratively with the Athletic Director to plan for and implement athletic schedules and facilities use by season, as appropriate.
8. Works collaboratively with the Supervisor of Guidance to ensure students are meeting graduation requirements, as appropriate.
9. Works collaboratively with district-wide subject area supervisors to provide a comprehensive program of curriculum development and evaluation.
10. Works collaboratively with department supervisors to ensure students are meeting requirements for participation in various competitions, performances, and awards programs.
11. Schedules and conducts meetings of the faculty and the building-based administrative team.
12. Interviews and recommends staff members for building-level positions.
13. Provides instructional leadership within the school and emphasizes the K-12 coordination of programs, as appropriate.
14. Creates the opportunity for articulation between the primary, intermediate, middle, and high school programs.
15. Articulates with post-secondary institutions and businesses.
16. Works cooperatively with the Superintendent and Business Administrator/Board Secretary in projecting school-age population in the district, as appropriate.

#### V. Building Management

1. Establishes, monitors, and encourages teachers to conduct extra help sessions.
2. Assists with a maintenance schedule of building equipment and alerts the appropriate administrator of needed repairs following the district-established process.
3. Assists with the development and implementation of school safety plans for the school.
4. Ensures guidelines are followed for school trips and other functions off school grounds.
5. Designs and implements the master schedule for all courses and staff.
6. Develops and maintains a master schedule for extra-curricular programs.
7. Attends special events held to recognize student achievement, and school-sponsored activities, functions, and athletic events.
8. Attends school activities and special events outside of the school day.
9. Provides for efficient and effective use of the physical space and facilities.
10. Manages summer programs housed in the building or as assigned by the Superintendent of Schools or designee.
11. Supervises custodial staff, secretarial staff, teacher assistants, and parents/community volunteers, as appropriate.
12. Inspects the physical plant and makes recommendations to improve, modify, or recommend repairs.
13. Works collaboratively with the Business Administrator to schedule facilities use for the building(s) and grounds.

#### VI. Communication

1. Maintains parental contact and monitors teacher/parent communication.
2. Organizes and attends meetings at the department, school, and district levels.
3. Works closely with department administrators and guidance department staff regarding student scheduling problems, changes, and student progress.
4. Develops and implements a plan for the use of community personnel and/or activities to enhance



the instructional process.

5. Disseminates and monitors the implementation of goals (Strategic, Board, District, Building, and Department).
6. Creates and implements programs for students and parents entering school for the first time, as appropriate.
7. Plays an active role in the Parent-Teacher Organization, assisting with planning and participating in meetings and activities.
8. Communicates to building staff administrative directives.
9. Compiles reports, data, and information as necessary.
10. Processes the first level of the grievance procedures.
11. Communicates building concerns to the appropriate central office administrator.
12. Maintains communication with the building, department, and central office administrators.
13. Prepares monthly and/or yearly reports regarding building programs, budgets, concerns, and supervision.
14. Prepares and submits news releases to designated individuals when appropriate.

#### VII. Other Duties

1. Maintains confidentiality in all areas of the assignment.
2. Assumes other duties and responsibilities incidental to the office or as assigned by the Superintendent of Schools.
3. Adheres to all district policies and regulations, including but not limited to:
  - a. Teaching Staff Member/School District Reporting Responsibilities – 3159
  - b. Physical Examination – 3160
  - c. Substance Abuse – 3218
  - d. Electronic Communications between Teaching Staff Members and Students – 3283
  - e. Sexual Harassment – 3362

#### **PHYSICAL DEMANDS**

The physical demands 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.

#### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Adopted: 2018 December 18