



**POSITION DESCRIPTION
ST. ANTHONY-NEW BRIGHTON PUBLIC SCHOOLS**

SECTION I: GENERAL INFORMATION

Position Title: Middle School Principal	Department: Teaching & Learning	Bargaining Unit: Principal
Immediate Supervisor: Superintendent	Comparable Worth Rank:	FLSA Status: Exempt

Job Summary:

Under the direction of the Superintendent, the Middle School Principal is responsible for providing educational leadership by implementing educational and district initiatives at the building level and for directing, supervising and overseeing all school improvement programs, safety and building operations, personnel and instructional activities within the building. The Middle School Principal is also responsible for performing various public relation activities and functions involving the community and families participating in the middle school.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Oversees the implementation of curriculum, instruction and oversees the academic success of students.
 - a) Directs and monitors the development of the building’s instructional program(s).
 - b) Establishes clear learning standards consistent with district educational standards, goals and objectives.
 - c) Monitors and assures proper safety nets are in place for students struggling to learn the essential standards as well as the development of enrichment educational programs.
 - d) Creates and meets with teacher leadership groups (i.e. Department Chairs and Authentic Learning Team) to assure student learning, effective instruction and preparation of assessments.
 - e) Creates and monitors teacher leadership groups (i.e. Site Team and Caring Environment Team) to create and maintain a proper learning environment within the building.

- Coordinates and works with central administration personnel regarding school needs and problems. Prepares and/or supervises the preparation of reports, lists and all other required informational data required of the district. Supervises the maintenance of all building records and attendance.

- Serves as the educational leader and administrator within the building. Directs and supervises building level supervisors, instructional staff and administrative support personnel within the building. Administers and oversees all staffing issues, concerns and personnel actions within the building.
 - a) Observes, directs, coordinates and evaluates instructional staff within the building. Conducts and prepares evaluation reports on certified staff in accordance with District guidelines and requirements.
 - b) Oversees staff development activities of building personnel.
 - c) Interprets and implements School Board policies and guidelines for building personnel.
 - d) Oversees and/or participates in the development of the scheduling, staffing requirements and assignments.
 - e) Recruits, screens, interviews and hires all building level and administrative support staff.
 - f) Facilitates and leads a variety of building level staff meetings, team meetings or related site based meetings to work with staff, formulate staff developmental needs, and to promote professional development and the delivery of

instructional programming.

g) Conducts classroom observations and teacher evaluations.

- Prepares and administers the budget for the middle school and works closely with the Superintendent and Director of Business Services.
- Manages and coordinates the District's testing and assessment data. Oversees the activities of three assessment coordinators and testing monitors. Facilitates and leads district testing meetings. Creates and analyzes district assessment data for principals, Superintendent and School Board.
- Chairs and leads the District's Technology Committee. Provides input regarding the replacement of current technologies and systems to better utilize technology within the District. Assists in leading the Curriculum and Technology Capital Levy. Assists in formulating and recommending technology use policies and procedures. Manages school-based technology leaders within the three buildings.
- Facilitates the curriculum review cycle for K-12 English Language Arts and Social Studies. Collaborates and works with department leaders in establishing the scope and sequence of K-12 English Language Arts and Social Studies curriculum development standards. Recommends the adoption of new curriculum purchases to support the teaching of established curriculum.
- Performs other duties of a comparable level or type, as required.
 - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - b) Keeps abreast of changing developments, trends, and technologies within the field.
 - c) Attends special events held to recognize student achievement or school sponsored activities, functions or events.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS :		
	Titles of Positions Directly Supervised	# of Employees
1	Licensed Teachers	30
2	Paraprofessionals	5
3	Principal Secretary	1
TOTAL		36
INDIRECT SUPERVISION:		
Number of employees indirectly supervised:		Total:



EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
	less than high school diploma	Master's Degree	
	High school diploma or GED.	Major field of study or degree emphasis: Educational Administration, Educational Leadership or related area.	
	1 year college		2 years college
	3 years college		4 years college
	1st year graduate level	Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Curriculum, instruction, and learning principles, concepts, theories, approaches, techniques, and trends as well as State, federal and local requirements and standards. • Management theory, principles and techniques. • District discipline policies and administrative policies, procedures and standards. • Budget and financial operations, processes and procedures. • Understanding of school laws, rules and regulations, including special education and due process. • Human relation concepts, principles and techniques. • Principles, techniques and best practices pertaining to staff evaluation, coaching and staff development of certified and non-certified staff. • Fundamentals of curriculum development, research and evaluation principles. • School leadership models, concepts and principles. • Knowledge of instructional technology. • Understanding of testing, statistical analysis and assessment procedures, processes and techniques. 	
x	2nd year graduate level		
Required Work Experience in Addition to Formal Education/Training: Minimum of 3 years administrative experience supervising instructional programming and staff.			
LICENSE/ CERTIFICATION		Identify licenses/certification required: Requires a valid driver's license in the State of MN. Teaching License and Principal Licensure.	
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK		Skilled in: <ul style="list-style-type: none"> • Providing leadership, purpose and direction for groups and individuals, facilitating the development, formulation, planning and implementation of educational plans, organizational changes and building programs. • Managing, supervising, evaluating, mentoring and handling personnel actions and concerns within the building. • Information collection, including gathering facts and data, seeking knowledge of policies, rules, laws, precedents and practices, managing data flow, and classifying and organizing 	



- information for decision making and monitoring of outcomes.
- Observing, evaluating, mentoring and supervising instructional personnel.
- Problem analysis and solving skills including analyzing information, framing issues and identifying causes, seeking additional information, framing and reframing possible solutions, demonstrating conceptual flexibility and assisting others in forming opinions.
- Organizational oversight, including scheduling work, using resources appropriately to meet goals, scheduling activity flow, monitoring procedures to regulate activities, as well as project deadlines.
- Planning, formulating and implementing building level programs, activities and services consistent with District directives and policies.
- Delegation of authority, including assigning tasks so that they can be accomplished in a timely and appropriate manner, utilizing subordinates appropriately, and following up on work tasks.
- Public relations and communication functions, activities and programs.
- Excellent communication, writing and presentational skills.
- Overseeing and managing the accumulation of testing and assessment data.
- Statistical and analytical tools and procedures in evaluating assessment data.
- Planning and coordinating technology use and needs across the District.

HAZARDOUS WORKING CONDITIONS

Unusual or hazardous working conditions related to performance of duties:
 Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

Physical Activities	Amount of Time Spent				Lifting/Forcing Exerting	Amount of Time Spent			
	None	1/3 Less	1/3 to 2/3	Over 2/3		None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X			Up to 10 lbs		X		
Walk		X	X		Up to 25 lbs	X			
Sit				X	Up to 50 lbs	X			
Use hands to finger, handle or feel				X	Up to 100 lbs	X			
Reach with hands and arms	X				Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl	X								
Talk or hear				X					
Taste or smell	X								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Sedentary Work:
 Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History:

Prepared 4/2015 by BCC. Updated 6/2015