

**SAYREVILLE PUBLIC SCHOOLS  
JOB DESCRIPTION  
HIGH SCHOOL PRINCIPAL**

- I. Qualifications: Holds the appropriate New Jersey Administrative Certificate.
- II. Primary Functions: As principal, serves as the school and educational leader responsible for development, implementation, supervision, and evaluation of a comprehensive program of educational and student services. Administers the program in accordance with board policies, statutory requirements, administrative rules and regulations, and consistent with collective bargaining agreements. Serves as an advocate for the staff, school, and school community as appropriate.
- III. Reports to: Works under the general supervision of the Superintendent and/or Superintendent Designee, who is responsible for carrying out the guidance and direction of the Board of Education. Utilizes the strategic plan, district goals, district policy, and the approved school strategic action plan to guide both personal leadership and the work of the school staff. Annual evaluation will be based upon this job description, goals and objectives specific to the school or the position, student achievement data, and the performance of the Principal.
- IV. Supervises: Pupils, certificated and non-certificated personnel assigned to the building in all areas and in accordance with established Board of Education policies.
- V. Major Duties and Responsibilities:
  - 1 Remains abreast of and continues to develop a knowledge of current developments, new trends, and contemporary interpretations of general school administration; elementary, secondary and/or vocational administration, school law, school finance, school plant planning and design.
  - 2 Remains abreast of current developments, new trends, and contemporary interpretations of educational supervision, curriculum development, the learner and the learning process.
  - 3 Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals: Provides leadership that ensures fidelity to the prescribed curricula that is in alignment to state and local district learning goals. Ensures alignment and implementation of best instructional practices to state and district learning goals. Provides that assessment practices are aligned with both curriculum and instruction.
  - 4 Monitoring, assisting, and evaluating effective instruction and assessment practices: An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues. Develops a working knowledge and ability to lead district and building initiatives. Participates in professional development regarding district and building initiatives. Monitors instruction and assessment practices ensuring alignment with the School Improvement Plan. Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence to effectiveness. Assists staff

- in implementing effective instruction and assessment practices. Reliably and validly evaluates staff in effective instruction and assessment practices.
- 5 Supervises and evaluates non-professional personnel assigned to the school as directed by the Superintendent of Schools and in accordance with established Board of Education policies.
  - 6 Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff: Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Engages stakeholders in the essential conversations for ongoing improvement. Facilitates collaborative processes with stakeholders leading toward continuous improvement. Creates opportunities for shared leadership within the school.
  - 7 Confers with and counsels colleagues, other professionals, pupils and/or parents on a regular basis and creates/develops harmonious relations with colleagues, other professionals, pupils, and the members of the community.
  - 8 Demonstrating commitment to closing the achievement gap: Uses evidence to support student improvement. Identifies barriers to achievement and knows how to close resulting gaps. Demonstrates a commitment to close the achievement gap. Provides evidence of growth in student learning.
  - 9 Managing both staff and fiscal resources to support student achievement and legal responsibilities: Manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grow. The management of hiring, assignments, evaluations, ongoing professional development and the fulfillment of legal responsibilities is required. Decisions are made about resources that result in improved teaching and learning.
  - 10 Providing for school safety: Develops reasonable school rules/procedures and directs the maintenance of order in a fair and just manner. Effectively engages the entire community to develop a more nuanced/expanded understanding of what it means to be safe. Provides for the physical, intellectual, and emotional safety in order for effective teaching and learning to take place.
  - 11 Leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements: Recognizes and seeks out multiple data sources. Analyzes and interprets multiple data sources to inform school-level improvement efforts. Implements data driven plan for improved teaching and learning. Assists staff in using data to guide, modify and improve classroom teaching and learning.
  - 12 Performs other duties which may be within the scope of his/her employment and certification(s) as may be assigned by the Superintendent of Schools under authority of the Board of Education.
  - 13 This job description does not constitute an employment agreement between the employer and the employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

VI. Leadership and Governance:

- 1 Consistently demonstrates high moral, ethical, and professional standards of performance and personal integrity, which includes addressing problems and issues in an open, honest, and timely manner. Ensures proper conduct which

goes beyond the practice of avoiding what is wrong and instead focusing on choosing to do what is right. Serves as a champion for the school and the district, avoiding actual or perceived behavior personally or among the staff which may cast a negative impression on the school, the District, or the Board.

- 2 Models and promotes trust, enthusiasm, rapport, respect and openness among faculty, staff, students, and members of the community. Celebrates successes and recognizes the achievements of others.
- 3 Creates a professional environment by assuring that personal and staff interactions with others in the school, community, and board are conducted with utmost respect and professionalism.
- 4 Honors the ideas of others even when in disagreement with those ideas. Works collaboratively to resolve disagreements and seek mutually respectful solutions.
- 5 Actively participates in meetings, workshops and conferences that involve decisions affecting the district and/or the school. Advocates for the school needs by providing input to the decision making process of the district. Respects, supports, and implements decisions once made, and acts to ensure that staff are equally supportive.
- 6 Participates in school academic, athletic, and co-curricular activities to supervise and advocate for the school.

VII. Minimum Qualifications:

- 1 Valid New Jersey School Principal/ Administrative credentials.
- 2 Five (5) successful years of teaching experience preferred.
- 3 Prior experience as secondary administrator preferred.
- 4 Ability to create a safe, orderly, positive school climate for students and staff.
- 5 Ability to foster growth, creativity, and flexibility using a variety of techniques.
- 6 Ability to facilitate resolution of complex interpersonal issues.
- 7 Demonstrates successful experience in shared decision making, program development, staff supervision and evaluation.
- 8 Knowledge and skill in fiscal management, staff development, and human relations.
- 9 Ability to evaluate teachers using the Danielson Framework for Teaching preferred.
- 10 Knowledge and demonstrative skills in the use of technology for teaching and learning.
- 11 Managerial skills in planning, organizing, delegating, and listening.
- 12 Ability to gain and demonstrate knowledge of District policy and State laws that govern budget procedures and expenditures.
- 13 Knowledge about laws, rules and regulations governing the operation of public schools, including school reform legislation.
- 14 Knowledge of innovations in education; alternative instructional strategies, alternative assessment methods; blended instructional support; in-class support for special needs students, instruction based on student performance and decision making, peer tutoring, cooperative learning.