



COMPTON UNIFIED SCHOOL DISTRICT

501 S. Santa Fe Ave. Compton, CA 90221

TITLE: High School Principal, Compton Early College High School
REPORT TO: Assistant Superintendent
DEPARTMENT: Educational Services
CLASSIFICATION: Non-management
FLSA: Non-Exempt
WORK YEAR: 12 months (223 work days)
SALARY: Salary Schedule P, Range 10

I. DESCRIPTION OF POSITION

Under the direction of the Senior Director or Curriculum and Instruction the principal of instruction manages the programs and facilities at the Compton Early College High School (CECHS) site; serves as the instructional leader and chief executive of the school by developing and maintaining a sound instructional program; manages the operation of security of the school plant; serves as a community leader; develops a climate of positive human relations and an attitude of respect for the individual; is responsible for the interpretation and enforcement of the policies of the Board of Education.

II. MAJOR DUTIES AND RESPONSIBILITIES

- A. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations
- B. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development
- C. Develop and maintain an instruction; program that will prepare every student for successful matriculation into a four-year college or university and the academic skill and resiliency necessary to graduate college
- D. Establish and maintain a relationship with El Camino Community College, universities and community organizations
- E. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals
- F. Assume responsibility for enrollment of all students in the school; prepares and submits a monthly attendance report
- G. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior
- H. Establish a professional rapport with students and with staff that has their respect
- I. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters
- J. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations
- K. Develop plans for the most effective use of curricular materials, instructional supplies, equipment, building facilities, and school grounds

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- L. Develop, coordinate, and review school plans and organizational procedures for the health, safety, discipline, and conduct of students as established in district procedures
- M. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings
- N. Develop clearly understood procedures and provide regular drills for emergencies and disasters
- O. Establish schedules and procedures for the supervision of students in classroom and non-classroom areas (including before and after school)
- P. Maintain visibility with students, teachers, parents and the community
- Q. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same
- R. Use excellent written and oral English skills when communicating with students, parents and teachers
- S. Attend required committee meetings (e.g.: fund-raising, curriculum, etc.) and extra school sponsored functions
- T. Fulfill other duties as assigned

III. EDUCATION AND EXPERIENCE

- A. Possession of a valid California clear multiple or single subject teaching credential or pupil personnel services credential (PPS)
- B. Possession of a valid California administrative credential
- C. Master's Degree from an accredited institution of higher learning, preferably in secondary education, administration or a closely related field
- D. Secondary principal experience desirable
- E. Two years assistant principal experience at the secondary level
- F. Experience in curriculum development and instructional leadership
- G. 3-5 years of developing instructional expertise in the classroom (required)
- H. Three years of successful full time certificated service in a public school at the secondary level
- I. Bilingual ability desirable

IV. KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- A. Administration of Middle and High schools.
- B. State and local curriculum requirements.
- C. Budget preparation and control.
- D. District organization, operations, policies and objectives.
- E. Current applicable laws, regulations, codes, policies and procedures.
- F. Interpersonal skills, conflict resolution strategies and procedures and team management building methods and techniques.
- G. Excellent organizational, communication and facilitation skills

Ability to:

- A. Plan, organize and direct the operations, plant and personnel of an assigned school.
- B. Demonstrate integrity and an ability to impact and influence multiple types of stakeholders rooted in the priorities of what is best for students
- C. Set high expectations and goals, get results, demonstrate tenacity, and initiative despite tremendous obstacles or challenging situations
- D. Strong ability to strategize, prioritize, plan, and execute with a team of teachers
- E. Interpret, apply and explain rules, regulations, policies and procedures.
- F. Analyze situations accurately and adopt an effective course of action.
- G. Work cooperatively and effectively with counselors, teachers and administrators.

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- H. Prepare comprehensive narrative and statistical reports.
- I. Help students achieve academic success, primarily with minority and low-income students
- J. Use data to lead others to improve student outcomes
- K. Build coalitions with multiple types of stakeholders, including parents, teachers, students and community
- L. Supervise the performance of assigned staff.
- M. Meet schedules and timelines.
- N. Work independently with minimal direction.
- O. Plan and organize work.
- P. Demonstrate effective communication skills both orally and in writing.
- Q. Use a computer.

V. WORKING CONDITIONS

Environment:

School site.

Physical abilities:

Hearing and speaking to exchange information and make presentations

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