

ST. MARY'S COUNTY PUBLIC SCHOOLS
SUPERVISORS AND ADMINISTRATORS POSITION DESCRIPTION

ASSISTANT PRINCIPAL 12-MONTH

POSITION: Assistant Principal 12-Month

REPORTS TO: School Principal

LOCATION: Various Sites

ESSENTIAL FUNCTIONS:

Assists the Elementary/Middle/High School Principal with assigned responsibilities to implement and manage the policies, regulations, and procedures of the Board of Education to ensure that all students meet or exceed the Maryland Common Core State Standards, following the approved curricula and directives of SMCPS. Achieving academic excellence requires that the Assistant Principal work collaboratively to lead and nurture members of the school staff and to communicate effectively with parents and members of the community. Inherent in the position are the responsibilities for discipline of students, supervision of staff, curriculum development, program evaluation, supervision of extracurricular activities, and general operations of the school.

DUTIES AND RESPONSIBILITIES:

School Management

- Assume responsibility for the operation of the school in the absence of the Principal, in accordance with the Assistant Principal's job description and in compliance with all laws, administrative codes, and Board policies and regulations.
- Assist the Principal with administrative functions of the school as assigned.
- Conduct discipline meetings and suspension re-entry conferences in accordance with established school and district procedures, ensuring due process.
- Organize, manage, evaluate, and supervise effective and clear procedures for the functioning of the class assigned, consistent with operations of the total school, and consistent with the philosophy, mission, values and goals of the school and district, including instructional programs in the Maryland Common Core State Standards, program evaluation, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management for the class, personnel management, and community relations.
- Ensure compliance with all laws, administrative codes, board policies and regulations.
- 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 and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
- Assist the Principal in establishing a Master Schedule for the school.
- Check instructional materials and maintain inventories.
- Prepare all required reports regarding violence, vandalism, attendance, and discipline matters.
- Work closely with the Pupil Personnel Worker in monitoring and reporting of student attendance and in investigating truancy. Attend court proceedings when necessary.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- Supervise assigned non-classroom areas and non-instructional times, including arrival and

dismissal of students.

- Supervise activities of the class, including evening activities, and share in the supervision of school-wide activities as assigned on a rotating basis.
- Share in the supervision of school-wide and extra-curricular activities, including evening events.
- Immediately notify appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide, or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Coordinate school and community resources for assigned students who need specialized assistance, including the services of the guidance counselor, social worker, nurse, psychologist, IEP Chairperson, Pupil Personnel Worker, and others who may assist the student and family.
- Assist the Principal and the staff to create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments.
- Assume responsibility for the health, safety, and welfare of students, personnel, and visitors.
- Follow procedures for emergencies and disasters, following State, local, and district guidelines.
- Use excellent written and oral English skills when communicating with students, parents, and colleagues.
- Complete in a timely fashion all records and reports as required by law and regulation or requested by the Principal. Answer correspondence promptly.
- Ensure that personnel and student record keeping procedures comply with State and federal law and district policy. Follow procedures for safe storing and integrity of all public and confidential school records.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Observe strictly, to avoid the appearance of conflict, all requirements of the Ethics Regulations regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
- Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and not otherwise prohibited by law or regulation.
- Adhere to Maryland school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.
- Work closely with the Class Advisor to coordinate activities of the class and extra-curricular activities that support the Maryland Common Core State Standards.
- Maintain locker assignments with functioning combinations. Investigate reports of thefts from lockers and take actions to correct.
- Meet regularly with the administrative staff of the High School, to discuss the operation of the school, identify needs and report on successes.

School Culture

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Incorporate procedures for the early identification of potentially disruptive students and

the conditions that create or enhance unacceptable behavior (e.g., bullying), and implement programs to address such conditions.

- Counsel students and work closely with parents to help students to assume responsibility for behavior and understand the consequences of their decisions.
- Establish a professional rapport with students and with staff that earns their respect.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- 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.
- Assist instructional staff and substitutes with motivating and disciplining students and classroom management strategies to encourage students to accept responsibility for behavior and learning.
- Meet regularly with the administrative team of the school to discuss the operations of the school, identify needs, and report on success.
- Assist the Principal in supervising and evaluating the non-certificated staff of the school.
- Work closely with the nurse to assist students injured in accidents.
- Keep the staff informed and seek ideas for the improvement of the school.
- Conduct meetings, as necessary.
- Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
- Attend required staff meetings and serve, as appropriate, on staff committees.
- Assure due process in carrying out the discipline code.

Instructional Practices

- Supervise the instructional programs assigned by the Principal, evaluating lesson plans and observing classes 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.
- Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem-solving, and creativity, that they address the range of skills and developmental needs found in the classroom, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and achievement.
- Assist the Principal in organizing and implementing a system for the evaluation and selection of equipment and instructional materials that are free of prejudice and stereotyping and designed to meet the Maryland Common Core State Standards, using staff identified criteria reflecting the needs of the program.
- Regularly review student work to ensure that it is rigorous, purposeful, and engaging.
- Assist the Principal to ensure that Professional Learning Communities collaboratively develop common assessments for their student cohorts.
- Supervise personnel as assigned by the Principal to ensure that all job responsibilities are met and exceeded.
- Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth, and excellence, in accordance with law, Board policy, and contractual requirements.

- Evaluate and monitor assigned programs and services to ensure that they are free of prejudice and stereotyping and meet Affirmative Action mandates.

Data Driven Instruction

- Work with school-based leadership and the School Improvement Team to develop a comprehensive plan with annual student achievement targets, supported by parents, staff, and community members.
- Analyze student attendance, discipline, and achievement data to identify and eliminate disproportionality.
- Support the Principal in leading school-level planning processes to ensure the development, implementation, and evaluation of all school programs and activities.
- Support the Principal in scheduling regular meetings of Professional Learning Communities to analyze student work/data to make data-based instructional decisions.
- Support the Principal in analyzing data obtained through observing teaching and learning to make recommendations for improvement for individual teachers and in the instructional program.
- Support the Principal to ensure that appropriate intervention/enrichment for individual students are provided, based on results of assessments.

Technology

- Use technology to accomplish daily tasks.
- Demonstrate proficient use of student data management systems to analyze individual student data, teacher data and the effectiveness of the instructional program.
- Use technology for on-going root cause analysis of student performance to drive instructional decision making.
- Demonstrate proficient use of technology resources for scheduling building use, ordering materials, managing staff absences, communicating with the school community, video camera monitoring, interview/hiring process, etc.
- Demonstrate proficient use of technology resources to observe and evaluate staff.
- Demonstrate proficient use of technology resources developed by MSDE for school improvement.
- Use technology to gather and analyze school attendance, discipline, and achievement data to identify and eliminate disproportionality.

Professional Development

- Recommend opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies.
- Support the Principal in evaluating and monitoring assigned programs and services to ensure that they are free of prejudice and stereotyping and meet Affirmative Action mandates.
- Continue to grow professionally through collaboration with colleagues and professional growth experiences.
- Summarize, interpret, and disseminate current developments in discipline strategies, effective student motivation, learning theory and research, instructional strategies, and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.

Engage the Community

- Maintain visibility with students, staff, parents, and the community by attending school and community functions regularly to demonstrate a genuine interest in the students and staff.
- Follow established procedures for providing information to staff, students, and parents, and the media.
- Notify the Principal immediately of any unusual circumstances.
- Provide regular opportunities for students to celebrate success in instructional programs and extracurricular activities and inform parents and the community of the accomplishments of students, staff, and the school.
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- Represent the school and district at community, State, and professional meetings.
- Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
- Maintain effective communications with agencies and resources outside of the school.
- Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community.
- As directed by the Principal, represent the school and district at community, State, and professional meetings.

QUALIFICATIONS:

- Hold a Master's degree from an accredited college or university.
- Hold a Maryland Advanced Professional Certificate.
- Hold a Maryland Administrator I or II endorsement.
- Have at least four (4) years excellent experience in teaching and working at the appropriate level.
- Have a minimum of three (3) years of successful experience in a leadership role at the school or system level.
- Demonstrate excellent leadership and organizational skills and the ability to motivate people.
- Have excellent integrity and demonstrate good moral character and initiative.
- Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
- Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
- Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
- Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
- Meet such alternates to the above qualifications, as the Superintendent may deem appropriate.

TERM OF EMPLOYMENT:

Full-time twelve-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on SMASA salary schedule for eleven and twelve-month employees – Range C.

BARGAINING UNIT ELIGIBILITY: SMASA

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