

# Job Description

School Year 2012-2013

<b>Position Title</b>	<b>Assistant 7-12 Principal</b>		
<b>Building</b>	GSL High School/Lincoln Junior High School	<b>Department</b>	Administration
<b>Hours</b>	Salaried	<b>Supervisor</b>	Superintendent of Schools and 7-12 Principal
<b>Band and Grade</b>	D-63	<b>Tools and Equipment</b>	Computer, laptop, iPad, applicable software, phone, copy machine

<b>Primary Function</b>	Under general direction of the 7-12 principal, interprets and applies District policies, conducts staff and teacher evaluations as directed; and leads professional teams in identifying appropriate educational and behavioral interventions. and Serves as District Assessment Coordinator (DAC) and is responsible for coordination of District-wide assessments. Responsible for handling discipline and attendance for grades 7-12 and assists counselor with student scheduling.
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<b>Essential Duties</b>	
<b>1</b>	Interprets and applies the discipline policy in a wide variety of circumstances. Based on professional experience and knowledge of individual students, determines appropriate organizational response to disciplinary issues, and presents consequences as necessary.
<b>2</b>	Interprets and applies the attendance policy in a wide variety of circumstances. Determines validity of excuses and ability to receive credit for missed work. Refers chronic absenteeism to the police department.
<b>3</b>	Conducts staff and teacher evaluations as assigned by the building principal. Observes teaching techniques and provides appropriate formal and informal constructive feedback.
<b>4</b>	Leads and coordinates the activities of the Student Assistance Team. Identifies teachers to serve on the team, leads the process of identifying interventions to improve the success of students, and the evaluation of the interventions. Represents the Student Assistance Team to the Special Education Team and provides information regarding interventions and their impact.
<b>5</b>	Creates a master schedule of all courses based on results of the registration process, and schedules individual students into requested courses.
<b>6</b>	Supervises after school activities, ensuring District policies and procedures are followed and enforces student discipline and crowd control.
<b>7</b>	Works with building-level teams to facilitate staff development.
<b>8</b>	Administrative support – Provides building management/crisis intervention, registration and scheduling, teacher observations and evaluations; organizes and implements building supervision schedule; assists with special event planning; coordinates programs between the high school and junior high; effectively communicates with parents; assists counselor with testing (BSTs, MCAs, MAP); Discipline Data Digs (past five years); helps

	with the organization and implementation of a three-year strategic plan; helps with alternative education discipline; monitors academic progress and attendance for all 7-12 participants of athletic teams and activity groups; supervises high school and junior high events including fine arts/academics, i.e., Knowledge Bowl, concerts, musical, spring play, one act; works with foreign exchange students, i.e., transfer; scheduling and details; responsible for Homecoming pepfests/parade/game; oversees eligibility, i.e., academic, other (chemical); schedules changes; oversees 9 <sup>th</sup> grade study halls and teachers; following issuance of midterms each semester, assistant principal and counselor advise recipients of multiple midterms and coordinate arrangement of: academic enhancement time management, tutoring, after-school program, and monitoring of progress to check on student compliance with; organizes and facilitates the conflict resolution program; co-chairs the SAT Team with counselor; is a SERG committee member; attends SPED meetings; and spends time every day in classrooms.
<b>9</b>	Discipline and attendance – Responsible for handling discipline problems for the student body; implements the intervention program; investigates any and all harassment complaints as necessary and makes a report to the building principal; mediates any and all student-to-student conflict; oversees attendance: tardies, absence notices, unexcused absence notices, etc.
<b>10</b>	Building support – Assists with student managements at events, including dances, band and choir concerts, etc.; in charge of supervision in the halls and in the lunchroom; attends the following: parent-teacher conferences, open houses, workshops, inservice training days, scholastic awards, and commencement; manages lunchroom supervisors and lunch schedule for the building; and coordinates drug education program with health office for students with chemical violations or concerns.
<b>11</b>	Assessment coordinator – Oversees District-wide student assessment.
<b>12</b>	Responsible for keeping his or her portion of the website updated.
<b>13</b>	Performs other duties of a similar nature and/or level.

<b>Minimum Qualifications</b>	Master's Degree in Education and a valid Minnesota teaching and Administrator's license and three or more years of experience, or an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.
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<b>Knowledge Required</b>	<ul style="list-style-type: none"> <li>• Knowledge of current educational and instructional trends, methods, techniques, and practices.</li> <li>• Knowledge of child development and learning theory principles and procedures.</li> <li>• Knowledge of management, organizational and leadership theories, approaches, and techniques.</li> <li>• Knowledge of policies, procedures, rules and guidelines pertaining to school financing and budgeting.</li> <li>• Knowledge of approaches and methods to parent involvement and public relation techniques and methods.</li> <li>• Knowledge of supervisory techniques, approaches, and procedures.</li> </ul>
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<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Skill in evaluating, delegating, assessing, supervising, and counseling instructional staff.</li> <li>• Skill in planning, developing, and implementing educational programs and initiatives.</li> <li>• Skill in resolving conflicts, and in communicating complex ideas and concepts to the general public and school personnel.</li> <li>• Skill in conducting public relation activities both inside and outside of the organization.</li> <li>• Skill in organizing and supervising administrative functions of the District and for handling the fiscal functions and activities of the building.</li> <li>• Skill in communication, interpersonal skills as applied to interaction with coworkers and the general public, etc., sufficient to exchange or convey information and to provide and receive work direction.</li> </ul>
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<b>Physical Activities/ Requirements</b>	<p>Reaching, fingering, grasping, feeling, talking, hearing, seeing.</p> <p>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. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</p>
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