

CENTRAL UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position: Principal, High School

Classification: Certificated
Management

Reports to: Assistant Superintendent of Educational Services

Range: Certificated
Management Salary Schedule

EDUCATION AND EXPERIENCE

- A minimum of three years of successful classroom teaching experience, five years preferred
- A minimum of three years of successful site-level administrative experience
- Demonstrated achievement as an educational leader with vision and strong interpersonal skills, including specific evidence of student academic improvement in a school setting as a result of the candidate's leadership
- California Administrative Service Credential, required
- Master's Degree, preferred

SUMMARY

Under the direction of the Superintendent, serves as the educational leader and is responsible for planning, organizing, and overseeing instructional programs and services and co- and extra-curricular activities; maintains high standards for student and staff conduct to promote a safe environment for learning and working; implements local, state, and federal policies and regulations; promotes effective relationships among all staff, students, parents, and community members; supervises and evaluates staff; actively participates as a facilitator or member on committees; and manages human and fiscal resources.

SPECIFIC RESPONSIBILITIES

- Plan, organize, control and direct instructional activities, extracurricular events, special programs and plan operations at a District High School or school of comparable size and complexity; confer with District Office personnel regarding staff, programs, students, finances and legal requirements; implement and modify the school's mission, goals, objectives and programs as needed.
- Establish, coordinate and maintain communication with community and parent groups, city officials and law enforcement officials.
- Prepare and write correspondence, bulletins and other communications on behalf of the school; arrange for school-level public relation and publicity for special events and achievements as appropriate.
- Conduct articulation activities with feeder schools; develop and direct an orientation program of new students.
- Coordinate the maintenance operations of the school plant; assure proper management, maintenance and inventory of materials, equipment, buildings and grounds
- Supervise, direct or attend a variety of student activities during the day or in the evening.

- Direct the implementation of staff development and in-service training; update staff or revised policies and procedures and implement changes.
- Engages others in sustaining the focus on the District's mission and shared vision; collaborates with others to develop a site vision for 21st Century teaching and learning that is academically rigorous.
- Provides administrative leadership to staff in determining short-term objectives and long-range goals.
- Facilitates collaborative processes that promote students' academic and behavioral improvements.
- Leads in the development, implementation, and evaluation of a data-driven plan for increasing student achievement and behavioral outcomes; utilizes multiple data sources.
- Supervises and evaluates the implementation of regular and supplemental instructional programs, including summer school.
- Works in conjunction with Educational Services to facilitate the use of standards-based curriculum, instructional strategies, and assessments to ensure alignment with, and attainment of, local and state goals.
- Promotes a culture of individual and collective professional learning for all staff that results in continuous academic improvement for students.
- Evaluates effective instructional strategies and assessment practices that meet the needs of all students.
- Identifies potential barriers to student achievement; works in conjunction with teachers to implement research-based strategies to close achievement gaps among student populations.
- Supervises the development of, and revisions to, the Master Schedule.
- Participates in vertical articulation with middle school and alternative education administrators.
- Leads the faculty and students in continual improvement and change based on District initiatives, legislation, and accreditation through the Western Association of Schools and Colleges (WASC).
- Works in conjunction with faculty, the Director, Curriculum and Instruction, and the Assistant Superintendent, Educational Services, to determine professional learning needs; provides for the faculty's professional learning through site-based training and attendance at conferences and workshops.
- Models and promotes positive, responsive public relations at all times in the school and community, including responding to student, parent, community, and faculty concerns/complaints in a prompt and effective manner.
- Creates a professional environment by assuring that all staff members' interactions with each other, students, parents, and community members are conducted with respect and professionalism.
- Establishes and maintains a safe, positive, and cooperative environment where students, staff, and families flourish in a culture of respectful discourse, learning, service, and support.
- Establishes and maintains procedures for conflict resolution for all stakeholders.
- Works in conjunction with Student Services to provide oversight to all areas of campus safety, including but not limited to, student discipline, visitors on campus, the School Safety Plan, crisis

prevention and intervention plans, directing the work of Campus Safety Assistants, Campus Security Officers, and School Resource Officers, and the maintenance of grounds and facilities.

- Manages fiscal and human resources.
- Works in conjunction with the Business Department to develop and manage relevant site budgets.
- Works in conjunction with Human Resources, to make employment recommendations, including hiring, promotions, and terminations.
- Conducts informal and formal classroom observations.
- Supervises the completion of all contractual obligations for evaluations including notifications, timelines, pre/post evaluation conferences, and submission/storage of evaluation documents; observes all staff in the performance of their duties; evaluates assigned classified, certificated, and management personnel.
- Conducts employee disciplinary investigations; utilizes a progressive discipline practice for employees, as needed, and in conjunction with Board policy and collective bargaining agreements; maintains appropriate and legal documentation in all disciplinary matters.
- Works continuously with individual parents, parent groups, and community members to assist, support, and recognize students.
- Promotes and enhances parent and family engagement opportunities and community partnerships.
- Promotes a variety of two-way communications between staff members and parents/community members.
- Interacts regularly with students, faculty, parents, and community members through attendance and participation in a variety of forums including, but not limited to, individual meetings, participation in Parents' Club, active membership in the School Site Council (SSC) and English Learners Advisory Council (ELAC), Individual Education Plan (IEP) meetings, faculty and department meetings, School Committee for Problem Resolution (SCPR), Board meetings, student recognition ceremonies, and co- and extra-curricular activities.
- Communicates District policies, procedures, rules, and regulations to parents and community members.
- Creates and maintains student/parent and staff handbooks; ensures pertinent, current information and alignment with Board policies and regulations.
- Prepares site-relevant Board agenda items; makes presentations and provides reports to the Board of Trustees, as requested; attends Board meetings, as required.

QUALIFICATION REQUIREMENTS

To perform this job successfully an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Should possess personal qualifications recognized as essential for good public employees including integrity initiative, dependability, courtesy, good judgment, maintain confidentiality and ability to work cooperatively with others.

Knowledge of:

- Adult Learning Theory and best practices for instructing adults
- Collaborative, effective processes to build consensus
- Research-based instructional strategies that meet the needs of all students
- Assessment tools and accountability systems
- The California Standards of the Teaching Profession (CSTP) and the California Professional Standards for Education Leaders (CPSEL)
- Evaluation practices to promote improvement and efficacy of all employees.
- Strategies to improve parent engagement
- Community resources available to students and families
- Ethical decision making
- Current local, state, and federal policies, regulations, and laws

Ability to:

- Assume leadership responsibilities
- Develop a shared vision through a collaborative, inclusive process
- Motivate others towards common goals of achievement, improvement, and efficacy
- Be the instructional leader on the campus
- Manage human and fiscal resources
- Build relationships across a diverse group of stakeholders.
- Create an effective, productive, respectful, and safe school climate
- Engage parents, families, and community members in the comprehensive educational system
- Communicate effectively, orally and in writing, with all stakeholders and in a variety of settings, including public speaking
Maintain cooperative and effective relationships with those contacted in the course of work
- Reflect on continual professional learning and self-improvement
- Make ethical decisions, operate with integrity, and build trust in all situations
- Work both independently or collaboratively, as needed
- Lead change initiatives in relation to district initiatives, legislation, and data analysis.
- Lead interactions with local, county, state, and federal agencies

WORKING CONDITIONS

Work Environment:

- Office Environment
- School Site Environment

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard
- Seeing to read a variety of materials
- Hearing and speaking to exchange information
- Sitting and walking for extended periods of time
- Driving a vehicle to conduct work
- Evening and variable hours

While performing the duties of this job, the employee is regularly required to speak, stand, talk, walk, see, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

Hazards:

- Occasional contact with dissatisfied individuals
- Exposure to potentially volatile situations by students and/or parents.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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