



GENERAL INFORMATION

<i>TITLE</i>	Assistant Principal
<i>DEPARTMENT</i>	Administration
<i>LICENSURE</i>	Professional Educator License (PEL)
<i>ENDORSEMENT</i>	General Administrative
<i>CLASSIFICATION</i>	Certified
<i>FLSA STATUS</i>	Exempt
<i>REPORTS TO</i>	Building Principal
<i>SUPERVISORY RESPONSIBILITIES</i>	Building Certified and Non-Certified Staff
<i>PRIOR EXPERIENCE</i>	Full/part-time experience as a teacher or certified employment in an educational setting
<i>EVALUATION</i>	Evaluated by the Assistant Superintendent for Human Resources and/or other certified evaluators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures, and other sources of data. The evaluation cycle for the Assistant Principal shall be one school year.

JOB GOAL

Under general supervision, the employee assists the Principal in the administration, organization, safety, supervision and educational leadership of the school. The Assistant Principal assumes the administrative leadership of the school in the absence of the Principal. The primary responsibility of the assistant principal is to improve instruction and spend a majority of time on curriculum and staff development (105 ILCS 5/10-21.4a).

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

In coordination with the Building Principal, the Assistant Principal:

- Possesses knowledge of District policies and regulations relating to areas of responsibilities.
- Has experience and knowledge of best curriculum practices for respective grade levels in the school.
- Supports progressive education ideals and practices in conjunction with 21st Century learning principles.
- Demonstrates commitment to student achievement, school improvement, and professional development.
- Has the ability to use and has an understanding of the role of data in a progressive school setting.
- Develops and implements activities that encourage students to be life-long learners.
- Assures the efficient, effective operation of the school by directing the staff development and evaluation of employees; developing and administering the school budget; and implementing and interpreting policies, procedures, and regulations for effective day-to-day and long term operations.
- Ensures effective community-staff-student relations by promoting communication and participation, by identifying needs and planning, implementing, monitoring, and evaluating the school-community relations activities in a manner which is visible to the public. Promotes parental and community involvement in school and District activities.
- Provides a positive learning climate in the school by establishing, enforcing and maintaining appropriate student behavior standards and guidelines.
- Contributes to an effective, comprehensive, District-wide integrated educational and student development program by directing the development and effective implementation of applicable program elements and ensuring a fluid experience for students and parents throughout their varied transitions.
- Ensures that District instructional and management programs are implemented in initiating, monitoring, and evaluating District activities. Provides planning leadership and direction to staff committees actively involved in contributing to curriculum and school improvement plans and decisions. Serves as a resource and assures effective development and operation of committees and the active participation of program staff.
- Ensures the systematic improvement and evaluation of instructional and management programs that respond to student, school, community, and District needs.
- Coordinates with building principal and case managers to determine who will serve as the district LEA representative at IEP meetings. Serves as the Section 504 coordinator for the school. Coordinates with special education case managers on successful implementation of special services programming.

- Serve as a resource for principals on all federal and state regulations regarding student records and Special Education rights
- Ensure that scheduling, facilitating and maintaining all necessary documents of meetings at the building level occurs, including, but not limited to, such activities as Child Find and implementation of required services
- Oversee the maintenance, scheduling and completion of paperwork of all evaluations, MDCs, IEPs and 504 Plans according to mandated time lines
- Identify needs and provide appropriate in-services at the building level to assistants and staff
- Promote and facilitate positive problem solving skills in staff and parental meetings
- Maintain accurate service delivery records and submit reports in a timely manner
- Attend meetings of home school students in programs outside of the District as deemed necessary
- Supports the systematic implementation of program planning, budgeting, evaluation, record keeping, and internal controls for financial and property accounting by being informed and directing others in the system's procedures. Prepares the school's budget by monitoring the expenditure of funds allocated to the school and making decisions regarding the reallocation of school funds within District guidelines.
- Ensures a safe and secure environment for staff and students by developing, implementing, and monitoring effective safety and security programs and procedures for buildings, grounds, and transportation routes to school.
- Ensures that school grounds meet health and safety standards by monitoring staff, community and student use; plans, budgets, monitors, and evaluates plant and ground maintenance and improvement work performed at the school site.
- Ensures that all State and Federal laws, negotiated contracts, Board policy and District administrative and school regulations are adhered to by students, staff, parents, and the community by communicating, interpreting, and implementing laws, policies, and rules to all involved.
- Ensures efficient and effective performance of assigned staff within District human resources policies and procedures by assigning, supervising, and scheduling the work of assigned staff.
- Advises, assists, and trains employees as necessary. Participates in the selection of new employees and makes recommendations regarding the hiring, discipline, transfer and termination of employees.
- Provides for the staff development, training and motivation of all employees.
- Contributes to effective school programs by participating in professional conferences, additional training and professional reading.
- Ensures properly coordinated and appropriately supervised extra-curricular activities.
- Completes compliance trainings as required by the District.
- Other duties as assigned.

MENTAL DEMANDS

Knowledge

The employee must have foundational knowledge of district curricular standards and targets; State of Illinois leadership standards; State of Illinois learning standards; best practices in teaching; differentiated instruction; successful behavior management strategies; and other related curriculum objectives.

Ability

The employee shall lead, plan, develop, implement, deliver, and evaluate the district's curriculum and address identified deficiencies; engage in the collaborative dialogue with peers; maintain records and prepare reports; communicate effectively both orally and in writing; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and time lines; take professional initiative; plan and organize work independently; develop effective staff development; read a variety of materials; efficiently employ differentiated leadership methods; learn new methods of leadership through ongoing professional development; implement a student centered approach to discipline, problem-solving and conflict-resolution; ability to work cooperatively and effectively with other certified and non-certified personnel, parents, and community members.

Education/Preparation

The employee shall possess the equivalent of a Master's Degree; completion of a leadership preparation program through an accredited university or college; successful completion of State proficiency exams; and possess/maintain appropriate licensure through the State of Illinois.

Reasoning

The employee must have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials. The employee is occasionally required to sit; climb or

balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

The employee shall possess personal computing skills with the following types of software; web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved resources, technology, and assistive technology. While performing the duties of this job, the employee works in a building setting with children, works in outdoor weather conditions, and is subject to noises associated with both an educational environment and other setting such as the gymnasium, lunchroom, LMC, busses, and traffic coordination both before and after school.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

REVIEWED/REVISED

- March 24, 2014