



TITLE: PRINCIPAL, MIDDLE SCHOOL

WORK YEAR: 217 Days

REPORTS TO: Superintendent

EDUCATION AND EXPERIENCE:

- Valid California Credential with English Learners Certification
- Valid California Administrative Services Credential
- Master's Degree
- Minimum of 3 years of administrative experience preferred (site experience preferred as well)
- Minimum five years successful teaching experience working with a diverse socio-economic and multi-ethnic school population
- Bilingual preferred

PRIMARY FUNCTION:

Under the direction of the Superintendent, oversee the operations of an assigned school according to the established philosophy, policies, goals and priorities of the Board of Education; oversee and participate in personnel management activities and functions, work with the community, manage the school and oversee the overall operations and activities of the District. The principal will provide leadership in the development, implementation and facilitation of the strategic support structure necessary to ensure student achievement.

REPRESENTATIVE DUTIES

Instructional Leadership & Curriculum

- Develop and implement an instructional program according to the District- adopted Courses of study and curriculums that meet the needs of students with consideration given to various races, creeds and socio-economic backgrounds.
- Ensure programs meet the needs of students across various races, creeds, and socio-economic statuses.
- Utilize data and state indicators to improve student learning outcomes and refine instructional methods.
- Design, plan, and allocate resources (time, space, and expertise) to enhance student learning.
- Lead the design and implementation of a school master schedule that prioritizes equitable access to high-level coursework, support services, and diverse learning opportunities for all student populations.

- Conduct periodic self-evaluations and district-led monitoring to determine the effectiveness of school programs.
- Regularly assessing the instructional program using both district standards and self-evaluation methods.
- Ensuring the goals and priorities of the school support the district goals, initiatives and the board priorities.
- Focus on increasing student learning outcomes and improving state indicators.
- Support a culture designed to meet the needs of all students
- Utilize available resources of time, space, personal expertise, community expertise, and staff expertise to improve the instructional program
- Incorporate auxiliary services of the psychologist, speech-language hearing specialist, library clerks, resource specialist, nurse, and other district personnel improve the instructional program
- Work with staff to schedule parent conferences and other visitations and school functions

Title IX Compliance & Legal Responsibility

- Title IX Investigator - Responsible for conducting interviews with all relevant parties, gathering and preserving evidence, and preparing a comprehensive written investigative report. Impartiality, confidentiality, and adherence to the district's Title IX grievance procedures are ensured throughout the investigative process. Does not make findings of responsibility but ensures a thorough and equitable record is compiled for review.
- Title IX Decision-Maker - Responsible for reviewing the complete investigative record and evaluation evidence, applying the district's standard of evidence, and issuing a written determination regarding responsibility for the alleged conduct. Operates independently from the investigation to ensure a fair, unbiased, and compliant adjudication process.

Staff Management & Personnel

- Supervise and evaluate the performance of assigned certificated and classified staff.
- Coordinate staff selection, implement new personnel policies, and interpret these policies for the team.
- Assist staff in understanding their individual rights and professional responsibilities.
- Act as a liaison representing staff interests to the Superintendent and the Board of Education.

School Culture & Student Support

- Support and lead a school culture designed to meet the holistic needs of all students.
- Develop, monitor, and support a school-wide Positive Behavior Support (PBS) program.
- Integrate guidance, health, psychology, and speech therapy services into the instructional program to support student well-being.

Community & Parent Engagement

- Maintain open channels of communication with staff, students, parents, and the community
- Work with parents and citizens in educational planning and facilitate parent-teacher conferences and school visitations.
- Maintain a current understanding of the community's socio-economic structure and encourage staff participation in community activities.
- Partner with parents and students to develop procedures that alleviate local or district-wide problem areas.

Operations & Administrative Leadership

- Focus on district-wide goals and initiatives, providing leadership in implementing Board policies.
- Coordinate school organization, develop the school budget, and create flexible schedules for routine operations.
- Work with staff to ensure an effective school plant (facility) operation.
- Work cooperatively with District administrators and perform other related functions as assigned.

KNOWLEDGE AND ABILITIES:

- Current trends in educational materials
- Current principles and practices of instructional and training methodologies for a broad variety of student learning aptitudes
- Budget planning, development and administration practices
- Research and report preparation techniques
- Analyze problems, identify potential solutions and make appropriate and effective decisions
- Communicate effectively both orally and in writing
- Interpret, apply and explain rules, regulations, policies and procedures
- Work in a diverse socio-economic and multicultural community
- Operate a computer and job-related equipment
- Maintain consistent, punctual and regular attendance.
- Work independently with little direction
- Meet schedules and timelines.
- Establish and maintain cooperative and effective working relationships
- Ability to commute to various locations

WORKING CONDITIONS:

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions):

Physical Requirements

- Ability to frequently bend, twist, stoop, reach, and operate a computer or other job-related equipment.
- Capability to push, pull, and transport instructional or presentation materials as needed for site visits or board meetings.
- Ability to perceive and articulate speech clearly in standard conversation levels and across various acoustic environments.
- Ability to commute to various locations to conduct district business and school site visits.

Mental & Cognitive Demands

- Ability to organize complex schedules and manage multiple conflicting priorities simultaneously.
- Proficiency in reading, interpreting, and analyzing complex data sets, printed matter, and digital reports to inform decision-making.
- Ability to identify systemic challenges and develop effective, logical solutions.
- Ability to compose professional correspondence and deliver presentations so that the intended message is clearly understood by diverse audiences.
- Ability to maintain focus and accuracy while working at a desk or participating in meetings of various configurations for extended periods.

Work Environment

- Primarily an indoor office or classroom environment
- Occasionally outdoor exposure.
- Ability to work effectively in a high-demand environment, navigating various meeting configurations and traveling frequently between district elementary sites.
- Must maintain the highest level of professional discretion and confidentiality regarding sensitive student and personnel information.