

JOB DESCRIPTION: ASSISTANT PRINCIPAL K-5



Reports To: *Principal K-5 & Superintendent*

- Valid Pennsylvania Administrative I Principal PK–12 certificate (area code 1115), appropriate legacy elementary principal certification within its authorized grade span, or other PDE-authorized principal credential permitting assignment to this position; provisional certification may be considered only as permitted by PDE and District requirements.
- Graduate-level preparation in educational leadership, school administration, curriculum and instruction, or a related field preferred; successful completion of the certification preparation pathway required for the credential held.
- Minimum of three (3) years of qualifying satisfactory instructional or student support experience consistent with Pennsylvania principal certification requirements; five (5) or more years of successful elementary educational experience preferred.
- Experience in an elementary school setting, instructional leadership, supervision, student support, school improvement, or building-level administration preferred.
- Demonstrated understanding of Pennsylvania academic standards, early literacy and numeracy, developmentally appropriate K–5 instruction, assessment, data-informed instruction, and multi-tiered systems of support (MTSS).
- Knowledge of Pennsylvania School Code, Chapters 4, 12, 14, 15, and 16 as applicable; IDEA, Section 504, ADA, FERPA, mandated reporting, student attendance, discipline, and school safety requirements.
- Ability to collaborate effectively with teachers, families, students, support staff, school counselors, special education staff, District administrators, and community agencies.
- Strong communication, leadership, conflict-resolution, organizational, technological, decision-making, and confidentiality skills.
- Ability to maintain required employment clearances and meet all applicable school employee requirements.

Purpose of the Position

The Assistant Principal K–5 is a full-time position serving as a split assignment between Southmoreland Elementary School (SES) and Southmoreland Primary Center (SPC). The Assistant Principal supports the Building Principals in the instructional leadership, administration, supervision, and daily operation of the District’s elementary educational program serving students in kindergarten through grade five.

The Assistant Principal promotes academic achievement, early literacy and numeracy, positive student behavior, school safety, equitable access to learning, and a welcoming, developmentally appropriate school climate.

Working under the direction of the Building Principals, this position assists in implementing District curriculum, policies, and procedures; supervising and evaluating assigned staff as authorized; supporting student attendance, discipline, and intervention systems; responding to student and family concerns; and coordinating building operations. The Assistant Principal collaborates with District leadership to ensure appropriate support and legally compliant services for students.

The Assistant Principal exercises sound judgment, maintains confidentiality, communicates professionally, and may act as the administrator in charge when designated by a Building Principal or the Superintendent.

Required Technical Skills

- Knowledge of effective K–5 instructional practices, structured literacy, mathematics instruction, Pennsylvania Core/Academic Standards, student assessment, and school improvement planning.
- Ability to use universal screening, diagnostic assessments, progress monitoring, attendance information, behavior data, and other measures to guide interventions and improvement efforts.
- Working understanding of MTSS, positive behavioral interventions and supports (PBIS), restorative and age-appropriate approaches to discipline, and trauma-informed practices.
- Ability to support teacher observation, professional feedback, and personnel evaluation in accordance with applicable Pennsylvania requirements, District procedures, and assigned authority.
- Working knowledge of IDEA, Chapter 14, Chapter 16, Chapter 15/Section 504, student accommodations, IEPs, GIEPs, and behavior support processes, in collaboration with designated program administrators.

- Knowledge of school emergency operations, threat assessment and reporting processes, mandated child abuse reporting, bullying prevention, and student supervision protocols.
 - Competence with student information, attendance, discipline, assessment, communications, and evaluation systems; office applications and educational technology.
 - Ability to prepare accurate communications, reports, meeting documentation, data summaries, schedules, and recommendations.
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Primary Essential Functions/Duties

- Maintain composure, discretion, professional judgment, and respectful communication with students, staff, families, District leaders, the public, and outside agencies, including in difficult or urgent situations.
- Assist the Building Principal in directing daily K–5 school operations and implementing the District’s mission, goals, strategic priorities, policies, and procedures.
- Provide instructional leadership through classroom visits, collaborative planning, curriculum implementation, analysis of student outcomes, and support for research-based elementary teaching practices.
- Observe, supervise, support, and evaluate assigned employees when authorized; provide timely feedback and assist with professional growth plans in accordance with applicable law, agreements, and District practices.
- Coordinate with teachers, interventionists, counselors, and administrators to support early literacy, numeracy, MTSS, academic interventions, enrichment, and transition between grade levels.
- Monitor student achievement, attendance, behavior, school-climate, and intervention data; recommend and help implement measurable improvement strategies.
- Administer or assist with student discipline consistently and fairly, including investigation and documentation of incidents, parent communication, and due process requirements; coordinate disability-related discipline with appropriate personnel.
- Support positive school climate, PBIS, social-emotional learning, bullying prevention, conflict resolution, and student well-being.
- Assist with student attendance interventions, chronic absenteeism reduction, family outreach, and referrals consistent with District policy and law.
- Collaborate with special education and student services personnel regarding Child Find referrals, evaluations, IEPs, GIEPs, Section 504 plans, accommodations, behavioral supports, and inclusive instructional practices without replacing designated compliance oversight.
- Participate in parent conferences, student support meetings, IEP/504 meetings when appropriate, crisis response, and other interdisciplinary meetings.
- Assist in development and coordination of student and staff schedules, arrival and dismissal, transportation concerns, lunch and recess coverage, assemblies, testing, field trips, and building events.

- Support implementation and drills related to building emergency plans, student safety, supervision, visitor procedures, and threat assessment protocols in coordination with designated District personnel.
 - Assist with onboarding, orientation, mentoring, professional development, staff coverage, and recommendations regarding staffing needs.
 - Communicate consistently with families and build positive relationships with parents/guardians and community partners; help resolve concerns at the appropriate level.
 - Assist in coordinating state and local assessments, accommodations, data security, and required reporting as assigned.
 - Assist with instructional materials, facilities needs, educational technology, supply requests, budget planning, and prudent use of building resources.
 - Attend administrative, faculty, Board, parent, and community meetings and professional learning activities as directed.
 - Assume administrative leadership of the building in the Principal's absence when designated by the Superintendent or Principal.
 - Protect student and personnel records and maintain confidentiality under FERPA and applicable laws and District policies.
 - Perform other duties as assigned by the Building Principal or Superintendent.
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Essential Functions

- Promote a safe, respectful, inclusive, and academically rigorous K–5 learning environment focused on the whole child.
- Help ensure consistent delivery of District curriculum, instructional programs, assessments, and interventions across assigned elementary grades.
- Provide regular instructional support, coaching, supervision, and legally compliant evaluation of personnel within assigned authority.
- Address student behavioral, attendance, wellness, and safety issues promptly using documented and developmentally appropriate practices.
- Ensure coordinated support for students with disabilities, gifted learners, English learners, and students requiring additional academic or behavioral assistance, in partnership with responsible program personnel.
- Maintain effective daily building operations and support emergency preparedness and safe student supervision.
- Use data and stakeholder feedback to identify needs, evaluate initiatives, and contribute to continuous school improvement.
- Provide responsive, confidential, respectful, and timely communication with families, staff, and District leadership.
- Prepare accurate records and reports, implement Board policies and administrative directives, and meet relevant deadlines.
- Serve as a collaborative member of the administrative team and carry out additional assigned responsibilities consistent with certification and law.

This description summarizes the essential responsibilities of the position and is not an exhaustive list of all possible assignments. Duties may be adjusted to meet student, building, and District needs consistent with applicable law, certification, Board policy, and collective bargaining or Act 93 terms. Staff evaluation and other personnel actions are exercised only as authorized by the District.

Certification note: The Pennsylvania Principal PK–12 certificate permits elementary school administrative assignments. The District should verify each candidate’s credential and specific assignment eligibility through PDE/TIMS before appointment.