



Position Description

Assistant Principal: Elementary

Salary Level: Based on Act 93 Agreement

Prepared Date: August 2, 2017

Contract/Benefits: Based on Act 93 Agreement

Prepared by: Elizabeth Kelly, Interim Executive Director of Human Resources

Department or Area: Elementary Schools

Approved by: David M. Wildonger, Acting Deputy Superintendent

Reports To: Principal

Qualifications:

1. Masters degree with a major in educational leadership, educational supervision, or a related field with additional coursework required for Principal Certification.
2. Pennsylvania Certification as a K-12 or Elementary Principal.
3. Five (5) or more years of satisfactory experience in elementary public school instruction, preferably in an urban, turnaround, and/or high-needs environment.
4. Knowledge and experience in the use of computers and software programs typically used in school administration.
5. Demonstrated knowledge of a standards-based curriculum required in the Commonwealth of Pennsylvania.
6. Experience in administration preferred.
7. Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151).
8. 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.
9. Such additional or alternatives to the above qualifications as the board or superintendents may determine appropriate and acceptable.

Summary

Assists the building principal in directing and coordinating the educational, administrative and counseling activities consistent with the charge of improving student achievement by performing the following duties as requested by the principal:

Essential Duties and Responsibilities

1. Assists the principal in establishing clear approaches to measuring student growth and measures it by **individual** student with the intentions of ensuring that **every** student is prepared for academic transitions and ultimately college or post-secondary schooling.
2. Implements a rigorous, transparent, and fair evaluation system for the professional staff that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) provide timely and constructive feedback.
3. Uses data-driven decision making to improve school and student outcomes and will ensure that all education stakeholders, especially teachers, have timely access to actionable information.

4. Assists in implementing a *comprehensive instructional improvement system* that includes the expansion and integration of real-time school and district data into the *Standards Aligned Systems* (SAS) online tool (e.g., diagnostic assessments, voluntary model curriculum) with an interface that provides easy-to-access and interpret information, customized (e.g., teacher, parent) password-protected feature and additional applications and tools.
5. Helps in evaluating the educational program by building in early warning systems to ensure compliance with state and school board standards.
6. Works with the principal to assess the effectiveness of interventions for at-risk students and to devise new action plans for newly identified and previously identified at-risk students.
7. Assists in providing supervision, leadership, and evaluation of each professional employee as designated by the academic principal.
8. Helps parents/guardians/students in resolving student/parent/staff complaints and safety concerns.
9. Works collaboratively with the principal in establishing safety net programs that will maximize opportunity for students to meet grade level expectations and State and ASD standards.
10. Presents information and responds to questions from professional staff, and the general public.
11. Confers with teachers, students, and parents concerning educational and behavioral concerns in school.
12. Ensures proper placement of students within the overall educational program.
13. Oversees before and after school activities.
14. Helps in the coordination of the design, development, implementation, and evaluation of curricula with the assistance of appropriate district facilitators and administrators.
15. Reads, analyzes, and interprets professional journals, studies of best practices, and federal, state, and local regulations.
16. Performs such other tasks and assumes such other responsibilities as may be assigned or delegated by the Superintendent of Schools, or designee.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition;

Leadership Skills

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism; Develops workable implementation plans; Communicates changes effectively; Prepares and supports those affected by change; Monitors transition and evaluates results;

Provides recognition for results; Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Includes faculty and staff in planning and decision-making; Takes responsibility for the performance of faculty and staff; Makes self accessible to faculty, staff, and students; Provides regular performance feedback to faculty and staff; Develops the skills of faculty and staff and encourages growth; Continually works to improve supervisory skills; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others; Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines; Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions;

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands

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

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to finger or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____ Date: _____
Individual serving in this position