



Position Description
Elementary Principal

Salary Level: Based on Act 93 Agreement

Prepared Date: November 12, 2019

Contract/Benefits: Based on Act 93 Agreement

Prepared by: Scott Cole, Executive Director of Elementary Education

Department or Area: Elementary/Secondary Schools

Reports To: Executive Director of Elementary Education

Approved by: Anthony Pidgeon, Executive Director Human Resources

Qualifications:

1. Master's degree with a major in educational leadership, educational supervision, or a related field.
2. Valid and active PA Certification as an Elementary Principal;
3. Five (5) or more years experience in public education, including secondary or elementary school instruction.
4. Skillfully utilize technology and software programs typically used in school administration.
5. Demonstrated success in turning around low performing schools and/or underperforming students. Experience in urban schools preferred.
6. Demonstrated knowledge of a standards-based curriculum required in the Commonwealth of Pennsylvania.
7. Experience in Urban Administration preferred.
8. Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151).
9. 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.
10. Such additional or alternatives to the above qualifications as the board or superintendent may determine appropriate and acceptable.

Summary

Principals provide a clear vision for learning for all students; ensure a safe, secure and orderly learning environment; and cultivate strong relationships with, and acts in service to, diverse stakeholders, including families and communities.

Essential Duties and Responsibilities

Data-driven decision-making – Identifies, analyzes, and uses key human capital metrics to make updates and changes in support of teacher quality. Shares data with key stakeholders.

- Assists in establishing clear approaches to measuring student growth and measures it by individual student with the intention of ensuring that every student has an opportunity to go to college or post-secondary schooling.
- Lead in implementing a *comprehensive instructional improvement system*.
- Regularly reviews pertinent student performance data to assess the effectiveness of interventions in helping at-risk students and to devise new action plans to for newly identified and previously identified at-risk student

People Management – Actively devotes time to identify and develop top talent. Provides clarity and evaluations about roles, responsibilities, and performance goals and offers direct feedback on how to improve performance. Creates an inclusive environment in which diverse perspectives are valued. Uses relevant data to ensure appropriate staffing of the school.

- Provides supervision, leadership, and evaluation of each professional employee as designated by the Superintendent of Schools.

Effective Influencer – Effectively inspires others to work towards common goals to meet the needs of urban school students, despite obstacles. Emphasizes and advocates the importance of human capital's role serving schools and especially students in communications with internal and external stakeholders.

- Embodies the school's goals, mission and visions articulated in its school improvement plan and use data to assess whether the school is on track to achieving the goals.
- Works collaboratively with the all appropriate departments of Central Administration to ensure alignment between district and school programming for the benefit of all stakeholders in the school community.

Strong Collaboration & Cross-Functional Skills – Proactively works in partnership with others to achieve a common goal or necessary objective. Builds rapport and cooperative relationships with others. Provides liaison with students, parents, staff, parent groups, community agencies and promotes positive public and school-community relations.

- Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.
- Supervises extracurricular programs and evaluates these programs by regular attendance at these events.
- Establishes and maintains strong relationship with employee associations and relevant stakeholders. Places high priority on team and organizational goals.

Customer Service Orientation – Makes customers and their needs a primary focus. Takes appropriate immediate action to meet customer needs and concerns and continually assesses feedback from customers to make improvements.

- Creating and Sustaining a Culture of High Expectations: establishes and regularly works to maintain a strong, restorative school culture that promotes a culture of high aspirations and achievement for every student and requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission and successfully develops the full range of students’ learning capacities – academic, creative, social-emotional, behavioral, and physical
- Supervises building discipline, student, faculty, and staff attendance, and class schedules, cumulative records, and grade reporting ensuring that all are consistent with district policies and regulations.
- Administers educational programs for students with special needs.
- Reads, analyzes, and interprets professional journals, studies of best practices, and federal, state, and local regulations.
- 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 fingers 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