

### **Job Description**

**Position Title:** Assistant High School Principal

**Location:** Horace High School

**Department:** Instruction

**Reports To:** High School Principal

**Term:** Renewing 230-day contract beginning with 2025-26 school year

**Schedule:** Mon-Fri Full-time following school hours of operation

**Salary:** Positions follows the [Admin Salary Schedule 2024-2025](#) at Grade 24

**Date of last review:** April 2025

**SUMMARY:** Under the direction of the High School Principal, the Assistant High School Principal focuses on providing innovative, personalized, competency-based learning opportunities designed for all learners, regardless of background or identity.

The Assistant High School Principal is responsible for providing educational leadership within the High School; creating a culture of empowerment that supports a growth mindset, self-efficacy, and learner agency; and for directing, supervising, and overseeing all school operations, personnel, and activities.

The Assistant High School Principal prioritizes building and nurturing strong teams, supporting the implementation of personalized, competency-based learning; and continuous improvement among all educators. Portfolios are distributed among Assistant Principal positions in each High School.

**To Apply:** Please complete the application and provide a letter of interest, a resume, and three letters of recommendation. Please also include your transcripts and a copy of your licensure through ESPB, if available.

**QUALIFICATION REQUIREMENTS:** *To perform this job successfully, an individual must be able to perform each essential duty and requirement satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required for the role. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *(Other duties may be assigned)*

**Collaboration:**

- Assists in providing instructional leadership, supervision, and management of personnel.
- Assists with, and participates in, staff development activities.
- Assists with supervision and performance evaluation of designated certified and classified personnel, assigns duties to staff as appropriate to school objectives, and conducts and prepares evaluation reports in accordance with District guidelines and requirements.
- Observes and evaluates an assigned group of educators within the building.



- Collaborates and works with other district administrators (e.g., Superintendent, Director of Human Resources, Assistant Superintendent, Coordinators, other district principals, etc.) to coordinate building-level programs and activities with district goals, objectives, policies, and procedures.
- Serves as a liaison between educators and district administration interpreting district policies and procedures.
- Develops collaborative relationships between the school and the community.
- Develops parent/guardian involvement/partnerships.
- Collaborates and works closely with PTA/ PTO, after school childcare programs, and parenting programs.
- Partners with staff and district personnel to assure the educational needs of learners are being met and addressed.
- Partners with Special Education Director and staff to understand and implement IDEA and early intervention strategies. Working to promote accountability for learner goals and ensuring compliance.
- Collaborates with the Director of Building & Grounds in the maintenance, renovation, and upkeep of the campus. Makes recommendations concerning building improvements and needs, addresses concerns regarding educator's performance issues or problems within the building, and addresses building and physical plant needs and maintenance services.
- Develops positive, effective working relationships with learners and staff.
- Engages with other district staff in the professional learning community process.

#### *Communication:*

- Assists the High School Principal concerning building-level issues and serves as a liaison between the building and District administrators and officials.
- Establishes, coordinates, and maintains communication with community and guardian groups; attends and conducts a variety of meetings and events; develops correspondence to promote school activities and achievements.
- Performs a variety of public relation functions for the building and within the District.
- Provides learner centered leadership for educators and learners.
- Provides direction to the school's guidance and counseling services.
- Coordinates teaching activities by assisting High School Principal with making personnel assignments, determining class size and composition, and prepares timetables and schedules.
- Explains rules of conduct and building policies/consequences to learners and families; supports teacher expectations; and explains, interprets or answers procedural questions regarding school or district policies.
- Prepares and distributes information to the community, staff and parents via newsletters, orientation meetings, parent training workshops, parent/teacher conferences, PTA/PTO meetings, correspondence, parent meetings, and building/district website.
- Prepares newsletters, memos, emails, handbooks and manages communications with the media/press.
- Communicates with parents/guardians and educators regarding learner progress, achievement and building outcomes.

- Mediates, disputes, and resolves conflicts between learners, educators, parents, and the public.
- Articulates the school's vision and mission to the educators, parents/guardians, and the community.
- Summarizes building-level funding requests, justifications and priorities and submits to the Business Manager.
- Shares assessment, achievement and testing results with learners, families and staff.
- Connects and shares ideas through appropriate/applicable formats to express thoughts and ideas with integrity.
- Utilizes effective communication skills to facilitate connection and sharing of thoughts and ideas in multiple formats with diverse audiences.
- Establishes and clearly articulates procedures and routines that promote efficiency and appropriate use of time.
- Utilizes questions, discussions, and dialogue that promote critical thinking about diverse perspectives, viewpoints, and experiences.

*Compassion:*

- Empowers learners to be critical thinkers, enthusiastic learners, skillful researchers, and ethical users of information.
- Assists with and participates in staff development activities. • Understands the complexities of cultural and global issues and how they relate to employee and learners' experiences.
- Partners with others to resolve potential controversy and conflict through respectful discussion. • Proactively seeks to understand the ideas, opinions, and skills of others.
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*Creativity:*

- Connects with team members and shares ideas in an effort to improve the overall learner and employee experience.
- Develops and implements an effective, positive learner management system within the building.
- Utilizes creative, critical thinking skills when faced with challenges.
- Establishes a culture that values high expectations, work ethic, and a growth mindset.

*Critical Thinking:*

- Partners with High School Principal in the recruitment process and selection of new faculty and staff.
- Prepares and maintains a variety of District, County, State, and federally mandated records and reports regarding learner attendance, discipline, cumulative records, and academic achievement.
- Assists in monitoring learner achievement to ensure learners meet or exceed local and state academic standards.
- Assists in evaluating and assessing the results of learner academic performance and factors that may be influencing their learning.

- Assists in implementing building emergency plans and procedures in alignment with the district's emergency operations plan and associated materials.
- Assists in determining the classification, promotion, or retention of learners within the building.
- Assists in preparing and administering the budget for the elementary school.
- Establishes building timelines for submitting requests and needs related to budget management.
- Reasons, interprets, and analyzes information to generate new knowledge and understanding.

*Reflection:*

- Demonstrates understanding of the diverse social, emotional and developmental learning needs of learners.
- Maintains communication with supervisor and director regarding general feedback, career advancement opportunities, and areas of growth opportunities.

*Resilience:*

- Maintains composure while dealing with stressful situations.
- Proactively seeks out resolutions and takes initiative to resolve knowledge gaps.

*Responsibility:*

- Manages learner relations and management activities within the building.
- Monitors learner progress and collaborates with building staff to meet high curriculum standards, performance goals, and objectives.
- Provides learner-centered leadership for staff, faculty, and learners.
- Supervises, manages, and participates in the oversight of the learners, creating a culture of empowerment that supports a growth mindset, self-efficacy, and learner agency.
- Assists with development and administration of disciplinary procedures in accordance with District policies and State laws; receives referrals and confers with learners, guardians, teachers, and community agencies; responds to and resolves guardian, learner, and staff complaints; serves on discipline or expulsion panels as assigned.
- Serves as the educational leader and administrator within the building.
- Supervises learners on campus before and after school; monitors learners during lunch, recess, extra/co-curricular activities, and other activities; maintains learner conduct consequences according to established guidelines.
- Supervises emergency response protocols (safety drills, BERT management and meetings, etc.)
- Assists in supervising the activities and procedures in all standardized testing within the building including NAEP, STAR, NDSA, FAST and other assessment testing.
- Provides leadership, coordination and participation in all special education, English Language Learners, and 504 planning and meetings.
- Attends IEP meetings, 504 meetings, learner profile and post evaluation meetings, EL IAP's, and Teacher Assistance Team meetings.
- Manages the ordering of all approved budgetary items. Resolves and addresses ordering discrepancies and problems.
- Monitors the budget throughout the years and ensures the building budgets are within approved fiscal guidelines.



- Prepares various reports pertaining to finances, attendance, ordering and requisition of supplies, materials and equipment.
- Coordinates and manages the collection, registration, and deposits of monies collected under various auspices or fund-raising activities.
- Supervises, evaluates, counsels, mentors and develops, and disciplines educators within the building.
- Conducts and prepares evaluation reports in accordance with district guidelines and requirements.
- Assists in monitoring and organizing attendance functions, including communication with families as needed regarding absences and tardies to ensure and safeguard the health of learners.
- Intervenes and manages cases of learner truancy and persistent absences and implements procedures to improve attendance.
- Supports the utilization of district guaranteed and viable curriculum including the scope & sequence of academic and social emotional learning targets along with the defined proficiency scales.
- Supports the utilization of district behavioral plans as a backbone to promote positive learner behavior.
- Supports the utilization of the district protocol for maintaining information on learner progress.
- Supports the utilization of applicable federal and state laws regarding education and learners.

***PHYSICAL DEMANDS AND WORK ENVIRONMENT:*** *The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- While performing the essential duties and responsibilities of this role, the employee is regularly required to reach with hands and arms.
- While performing the essential duties and responsibilities of this role, the employee is regularly required to stand, walk, bend, talk, and hear.
- The specific vision abilities required for this role include close and peripheral vision.
- The employee may be required to lift up to ~30 pounds.
- The employee must work with the public and various WFPS staff while simultaneously managing several competing demands.
- The employee may come in contact with bloodborne pathogens or other bodily fluids on rare occasions.
- The employee will work in an environment that has a quiet to loud noise level.

***EDUCATION AND/OR EXPERIENCE:***

- High School Principal credential or Provisional High School Principal license at time of application.
- North Dakota Teaching License.
- Master's Degree from an accredited college or university with Educational Leadership/Administration preparation.



- Prior administrative experience supervising instructional programming and staff.
- Prior experience handling learner management and behavioral issues with dignity, respect, and proper interpretation of organizational policies and procedures.
- Minimum 4 years of classroom teaching experience at a High School level.
- Experience with Marzano instructional framework is preferred.
- Experience with Infinite Visions is preferred.
- Experience leading a Title I school including an emphasis in working with low-income and culturally diverse populations is preferred.
- Knowledge of Title I regulations and guidelines is preferred.
- Experience with educational equity and cultural competency.
- Experience and evidence of visionary leadership and data-driven decision making.

### ***LANGUAGE SKILLS:***

- Ability to read, write, and comprehend simple instructions and short correspondences in the English language.
- Ability to communicate effectively verbally, expressively, and reactively.

### ***OTHER SKILLS AND ABILITIES:***

- Exercise confidentiality, discretion, and good judgement.
- Adhere to the assigned work schedule by maintaining regular and punctual attendance.

### ***SUPERVISORY RESPONSIBILITIES:***

- Directs and supervises educators, licensed personnel, and support personnel with an emphasis on building and nurturing strong teams.