



HIGH SCHOOL PRINCIPAL

Objective

- Achieve academic excellence.
- Collaboratively lead and nurture all members of the school staff.
- Communicate effectively with parents and members of the community.
- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.

Position Summary

The High School Principal serves as the educational leader and chief administrator of the high school, responsible for implementing and managing the policies, regulations, and procedures of the District to ensure that all students are supervised in a safe child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the High School Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

Supervisory Relationship

This position reports to the Director of Secondary Education. The high school principal directly supervises all staff employed at the facility including those performing contract work yet not employees of the district.

Distinguishing Characteristics

This position classification requires subject matter expertise in educational programs, curriculum, pedagogy, and instruction strategies. Directly related administrative experience is necessary to assure success in a high school leadership role. The job requires the ability to lead collaboratively with empathy, care and praise, to encourage and respect independent thought, cultural competence and the ability to support and promote diversity, a student-centered approach and the ability to create and maintain a respectfully school culture of options for students and staff. Decision are made by the high school principal that have a critical impact on the goals, organization and administration of educational programs, staff, students and services of the school. This position has supervisory responsibility for the planning, assigning, reviewing, and

evaluating the quality and quantity of work of professionals, technical and clerical employees. Frequently meets with teachers, specialist and other staff to influence, motivate and monitor the result objectives of the school operation.

Essential Functions

- Serves as the instructional leader and demonstrates authentic leadership skills, capable of making tough decisions and leading a cohesive team. Is present and visible to subtenants and teachers around the school.
- Plans, designs, and conducts follow-through strategies pertaining to curriculum development, and the implementation of instructional programs and activities designed to meet the needs of student and the educational community.
- Leads school and decision making process to ensure the development of a comprehensive School Improvement Plan with annual student achievement targets, supported by parents, staff, and community members.
- Conducts and maintains school's performance evaluation information and its systems to ensure that site goals and objectives are achieved, and that all levels of staff adhere to District, state and federal educational standards and goals.
- Organize, manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the entire school consistent with the philosophy, mission, values and goals of the school and district, including instructional programs are in line with the Common Core State, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations.
- Establish the master schedule for instructional programs, ensuring sequential learning experiences for students.
- Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address the range of skills and developmental needs found in the classroom, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and achievement.
- Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
- Collect and analyze data regarding the needs and achievement of students, including State assessments, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications to existing programs.

- Plans, develops, organizes, and administers support systems which provide optimal educational opportunities for adolescent age students. Is a strong advocate for the school and its students to get things done in a timely manner.
- Empowers students, staff and parents to articulate and implement their goals and ideas.
- Plans, develops, and implements budget planning and expenditure control procedures.
- Manages a comprehensive physical facility, identifying needs and recommending additions, modifications, and services.
- Confers, consults with and advises District, public and private agency personal and parents concerning student educational and behavior problems and alternative problem solutions.
- Manages, supervises, observes, and conducts staff professional development and staff training programs which identify and encourage leadership potential.
- Confers with site and District instructional support staff in decision making processes, and in the development of alternative approaches to solving educational concerns and issues.
- Assists the school community and the public in their awareness of the site goals and objectives and the strategies for achieving them.
- Assists in the development, implementation, interpretation, and administration of policies, rules and regulations, and negotiated employee agreements. Ensure compliance with all laws, administrative codes, Board policies and regulations.
- Establishes and maintains procedures for the resolution of conflict in an effort to maintain a high level of staff morale.
- Responsible for managing, monitoring, auditing, and evaluation of specially funded programs.
- Plans, develops, and provides, as required, management reports pertaining to the educational climate and the functions and activities of the school.
- Supervise all personnel assigned to the building, establishing clear expectations for role, responsibilities, and performance to ensure that all job responsibilities are met and exceeded.

Required Knowledge, Skills and Abilities

- Demonstrate excellent leadership and organizational skills and the ability to motivate people.
- Demonstrate excellent integrity and good moral character and initiative.
- Highly developed communications skills.
- Flexible, innovative, creative.
- Open-minded, honest, straight forward, fair and equitable.
- Highly organized and strong follow-through with tasks and promises.
- Ability to lead a diverse group of employees.
- Strong leadership skills.
- Ability to manage budgets and implement spending procedures and monitoring.

- Ability to interact with a broad and diverse population of internal and external stakeholders.
- Ability to develop curriculum and lead instructional programs.

Minimum Qualifications

Education

- Masters Degree in Education or related field and a valid Oregon TSPC Administrative License (or the ability to immediately obtain a license by the date of hire).
- Hold a valid driver’s license with no serious violations.

Experience

- Have a minimum of seven (7) years experience in teaching and working with adults or adolescents.
- Have at least two (2) years excellent administrative experience as a Principal, Assistant Principal, or Central Office Administrator. Administrative experience should include a record of effective educational leadership, demonstrated commitment to a positive learning environment, excellent communication skills, and a strong commitment to educational equity.
- Bilingual and bicultural skills and abilities are highly desirable.

ADDITIONAL INFORMATION	
Employee Unit	4JA - Professional
Pay Grade	Grade 12
Developed by	Dr. Celia Feres-Johnson – <i>Director of Human Resources</i>
Approved by	
Last revised	November 2013;