

PUTNAM COUNTY SCHOOL DISTRICT

Job Description

Job Title: Principal, Middle/Junior High **Job Code:** 73002
Job Classification: 03 Principals, School-Based Administrators **EEO Line:** 10
Job Class Category: D Administrative Personnel **Job Description Supplement Code:** 5
Reports to: Superintendent or Assistant Superintendent **Salary Locator:** Support Personnel 4

SUMMARY:

Serve as the educational leader and chief administrator of the elementary school, responsible for implementing and managing the policies, regulations and procedures of the Board of Education 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.

QUALIFICATIONS:

- (1) Master's Degree or higher from an accredited educational institution with a degree in Administration/ Supervision or Educational Leadership
- (2) Certification in School Principal desired
- (3) Valid Florida Driver's License and acceptable driving record
- (4) Five (5) years excellent teaching experience and/or five (5) years' experience as an Assistant Principal or Principal. Consideration regarding placement will be made, when possible, based upon the applicant's area of experience.
- (5) Satisfactory criminal background check

*Reasonable accommodations may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

KNOWLEDGE, SKILLS, COMPETENCIES AND ABILITIES: To perform the job successfully, the Middle/Junior High School Principal shall have the following competencies:

- (1) Demonstrate excellent leadership and organizational skills and the ability to motivate people
- (2) Have excellent integrity and demonstrate good moral character and initiative
- (3) Knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
- (4) Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
- (5) Demonstrate the ability to communicate effectively in English, both orally and in writing, as well as utilizing e-mail, using proper grammar and vocabulary.
- (6) Demonstrate the ability to use computers for word processing, data management, and telecommunications.
- (7) Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
- (8) Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. Provide a sworn statement that there have not been any convictions of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
- (9) Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes.
- (10) Ability to use effective interview techniques
- (11) Knowledge of current educational trends and research and understanding of the unique needs and characteristics of students
- (12) Ability to use group dynamic in the context of cultural diversity
- (13) Maintain high degree of confidentiality, initiative and dependability.

SUPERVISES: Instructional, Support, Administrative and Service personnel assigned to school

PERFORMANCE RESPONSIBILITIES:

- (1) Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- (2) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.

- (3) Ability to utilize technology in facilitating instruction
- (4) Lead the School Management Team in overseeing the implementation of the school's planning of supplemental programs to support reform, developing the school-based budget, building parental and community support, and other reform requirements as identified by the Department of Education and the District.
- (5) 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 in the Core Curriculum Content Standards, 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.
- (6) Ensure compliance with all laws, administrative codes, Board policies and regulations, including Affirmative Action mandates.
- (7) 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.
- (8) Lead school level planning processes to ensure the development, implementation, and evaluation of all school programs and activities.
- (9) Establish the master schedule for instructional programs, ensuring sequential learning experiences for students that meet and exceed the State Core Curriculum Content Standards.
- (10) 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.
- (11) 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.
- (12) Organize and implement a system for the evaluation and selection of equipment and instructional materials that are free of prejudice and stereotyping and designed to meet the Core Curriculum Content Standards, using staff identified criteria reflecting the needs of the program.
- (13) Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. Incorporate procedures for the early identification of potentially disruptive students and the conditions that create or enhance unacceptable behavior (e.g., bullying), and implement programs to address such conditions. File all required reports regarding violence, vandalism, attendance and discipline matters.
- (14) Establish a professional rapport with students and with staff that earns their respect.
- (15) Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- (16) 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.
- (17) Implement procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments.
- (18) Regularly inspect all facilities to ensure compliance with all applicable codes and regulations including access for individuals with handicapping conditions.
- (19) Submit the Monitoring Checklist and other facility reports as required.
- (20) Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters, following State, local, and district guidelines.
- (21) Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil

- disturbances, disruptions, death, personal tragedy, and other unusual circumstances.
- (22) Provide information to staff, students, and parents as necessary, and establish and follow procedures for dealing with the media. Notify the Superintendent immediately of any unusual circumstances.
 - (23) Maintain a master schedule for the use of the school facilities.
 - (24) Implement schedules and procedures for the supervision of students in non-classroom areas, including before and after school, bus loading and unloading, and cafeteria.
 - (25) Organize and maintain a public relations system for the school that consistently celebrates and informs parents and the community of the accomplishments of students and staff. The information provided should solicit community and parental support and understanding of the programs and services of the school.
 - (26) Supervise the production of all school publications.
 - (27) Complete in a timely fashion all records and reports as required by law and regulation or requested by the Superintendent. Answer correspondence promptly. Utilize e-mail and read continuously throughout the school day.
 - (28) Maintain and account for all student activity funds and money collected from students in accordance with District policy and auditing recommendations. Correct any audit exceptions immediately.
 - (29) Communicate with Department Director regularly about the needs, successes, and general operation of the school.
 - (30) Ensure that personnel and student record keeping procedures comply with State and federal law and District policy. Implement procedures for safe storing and integrity of all public and confidential school records.
 - (31) Organize and supervise procedures for identifying and addressing special needs of students including health related concerns, and physical, emotional, and learning disabilities, coordinating the resources of the school and community to assist the student and family.
 - (32) Chair the MTSS to identify needs of selected students and coordinate resources.
 - (33) Hold regular staff meetings and serve, as appropriate, on staff committees.
 - (34) Represent the school and district at community, State, and professional meetings.
 - (35) Continue to grow professionally through collaboration with colleagues and professional growth experiences.
 - (36) Monitor and ensure that all staff indicates his/her presence for duty by signing in and out, according to District Policy and Procedures.
 - (37) Implement when necessary the District Policy and Procedures when a staff member fails to report to duty on time (Tardy Policy and Procedures).
 - (38) Implement when necessary the District Policy and Procedures when a staff member fails to sign in/sign out for duty.
 - (39) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
 - (40) Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent or designee and not otherwise prohibited by law or regulation.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the PCSD Board's policy on evaluation of personnel.

BOARD APPROVAL:

December 2008

Amended: May 20, 2014