

MARION COUNTY JOB DESCRIPTION

Position Title: Principal Department: Instructional Reports To: Superintendent Approved By: Marion County Board of Education Date: December 2010

SUMMARY: Provides instructional leadership to staff including: Curriculum planning, review and implementation; and professional development. Responsible for building administration and the safety and welfare of both students and staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

INSTRUCTIONAL LEADERSHIP - Manages the instructional program in a manner that exhibits competencies which result in teaching and learning being priorities and school improvement constantly occurring.

The principal develops a decision-making and communication structure that assures effective planning, communication, and problem solving with areas of responsibility.

The principal organizes the school so that faculty and student assignments promote optimum use of talent, time, space, and resources.

The principal delegates authority and responsibility to assistants, faculty, and staff so that each person's talents and interests are utilized.

The principal provides opportunities for each faculty and staff member to grow, develop, and experience success. (He/She participates with the staff during all professional development days.)

The principal promotes program improvement through Consolidated planning that includes goals, activities, and timelines in instruction and curriculum areas. He/she monitors the plan to see that it is completed and goals are met.

The principal works with the school professional development committee to plan an in-service program that meet the needs of faculty and the school district. He/She promotes a positive faculty attitude towards the in-service program.

FACULTY AND STAFF PERSONNEL MANAGEMENT - manages faculty and staff in a manner which utilizes talent effectively; creating a healthy school climate.

The principal, utilizes the faculty process to identify the most competent candidates to be recommended for employment.

The principal develops, in collaboration with each certified employee under his/her supervision, a professional growth plan suited specifically to enhance and assist the performance of the certified employee to improve student performance. Updates and revisions to the revisions to the individual growth plan should result from observation visits, conferences between the employee and the immediate supervisor, and activities by the employee.

The principal, observes the performance - formative evaluation - of certified employees under the his/her direction. If necessary, writes prescription to improvement of performance.

The principal, conducts Summative Evaluation within state and local Board Policies.

The principal uses the Kentucky Certified Evaluation Model when observing, evaluating, and conferences with certified employees under his direction.

The principal clearly communicates positive performance expectations and monitors each person's performance in a manner which keeps people on-task and builds good interpersonal relations.

The principal develops a positive school climate by exhibiting a positive attitude and allowing faculty and staff participation in decision making and problem solving. He/She will strive to build trust, respect, cohesiveness, and high morale.

The principal completes accurately all personnel records and reports, and forwards them to appropriate persons on a timely basis as requested.

STUDENT PERSONNEL MANAGEMENT - Coordinates the development of a system of student management which meets student developmental needs, educationally, socially, emotionally, morally, and physically. Student problems are handled in an effective, reasonable, and positive manner.

The principal provides an effective support system for students with

learning and behavior problems which leads to the development of the desired behavior (e.g., positive attitude toward school, faculty, etc.). Success is observable by improvement of basic student behavior, fewer suspension and expulsions, better attendance, decrease in in-school vandalism, and integration of special education programs meeting P.L. 94-142 criteria.

The principal promotes optimum attendance of all students by development of a systematic program to reduce absenteeism.

The principal provides a comprehensive guidance-oriented program involving all faculty. He provides a specialized counselor education program meeting the individual developmental needs of all students.

The principal manages student data through an accountable, confidential (as appropriate), and efficient records-keeping system; i.e., grades, attendance, test data, health records, census files, etc.

The principal provides effective formalized channels of communication for students which involves them in appropriate decisions in the classroom and in the total school.

The principal utilizes the services of the Directors of Pupil Personnel in providing resources and assistance in planning in-school student services and in dealing with special student needs.

The principal develops a comprehensive testing program and works with students, staff, and parents to communicate testing results. The principal receives input from various groups and uses data to improve the instructional programs and student services.

SCHOOL BUSINESS AND RESOURCES MANAGEMENT - Operates the school in an efficient and cost-effective manner by planning and managing financial and material resources.

The principal adheres to proper accounting procedures in purchasing and bookkeeping.

The principal manages the textbook program as required by law. The principal plans effectively for the selection, ordering, inventory, and student accountability, and carries out plans in a manner that shows optimum use of textbooks.

The principal manages the requisition, use, and maintenance of furniture, media, equipment, and other building items in an accountable and efficient

manner. He reports all appropriate maintenance and repairs to the Director of Maintenance and Facilities or other appropriate source.

LEADERSHIP IN PUBLIC RELATIONS - Conducts a public relations program which builds positive support from all the publics comprising the school community.

The principal promotes a comprehensive public relations program through development of a Consolidated Plan showing goals, activities, and timelines. He monitors the plans to see that they are completed and goals are met.

The principal evaluates the success of the Consolidated plan to ensure that goals are reasonable and that **positive** support from all publics (students, faculty, staff, parents, others) is improving.

The principal sends out communications which are written so intended audiences can understand the contents and, which are written in a format demonstrating competent writing skills, editing skills, etc.

The principal receives information, formally and informally, about the needs and concerns of various publics and responds in a reasonable and fair manner.

MANAGEMENT OF SUPPORT SERVICES, AND CO-CURRICULAR ACTIVITIES AND ATHLETIC PROGRAMS - Supervises support services, co-curricular activities, and athletic programs to assure each one's optimum contribution to the total program of the school.

The principal supervises the maintenance of the school plant and grounds to keep them in good repair, safe, clean, and attractive. He attends to in-school vandalism in an appropriate way.

The principal supervises custodians so that they use time efficiently, do quality work, and carry out their job description. He maintains a cooperative posture with the central office and the maintenance department.

The principal supports the food service director to assure that cafeteria managers and workers use time efficiently, do quality work, and carry out their job description. He maintains a cooperative posture with the central office and the maintenance department.

The principal supports and cooperates with the Director of Transportation by effectively controlling student behavior to maintain safety and minimize vandalism.

The principal coordinates the development and conduct of co-curricular and athletic programs to assure that students are provided a program that meets their developmental needs.

The principal supervises the library/media center so that the program is giving maximum support to the educational program. He requires a clarification of roles of the librarian(s) and teachers in teaching library, research, study and reading skills.

PERSONAL COMPETENCIES - Demonstrates, in each of the following areas, personal competency.

The principal desires and models positive personal relationships with others and shows evidence of strategies to build positive relationships with staff, students, parents, and central office personnel.

The principal demonstrates the ability to assess and be sensitive to the thoughts, feelings, proposed actions, and actions from the viewpoint of staff, students, parents and central office personnel. The principal remains sensitive to this awareness and uses such insight in the decision-making process.

The principal looks for strength in individual staff members, holds a positive perspective towards them, and plans ways to maintain supportive group climates.

The principal demonstrates communication skills that effectively convey information both orally and in writing. He is perceived as an effective listener.

The principal reacts to stress situations in a clam and positive manner and has the necessary skills to bring parties together rather than polarize relationships.

The principal demonstrates time management skills which accomplish required volume of work on time.

The principal conducts self and administrative offices in an organized and business-like manner.

The principal exhibits assertiveness as appropriate in dealing with

administrative responsibilities.

The principal participates as part of the Marion County Administrative Team in a positive, helpful, and resourceful way.

COMPLIANCE WITH THE LEGAL STRUCTURE -

The principal will comply with all legal expectations communicated through federal and state laws, administrative procedures and regulations, and Marion County Board of Education policies.

SUPERVISORY RESPONSIBILITIES: Manages subordinate supervisors and supervises all employees in the school. Is responsible for the overall direction, coordination, and evaluation of the school and staff. Also, directly supervises non-supervisory employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring (after consultation with the School Council), training employees, planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATION REQUIREMENTS: 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.

EDUCATION and/or EXPERIENCES: M. A. and five (5) years experience in teaching and administration.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Teaching Certificate with M. S. Endorsement or special course work related to the appropriate school level.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

TECHNOLOGY SKILLS: Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands 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 duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision.

The demands of extended work days (coverage of building activities and extra-curricular activities, etc.) requires a high level of physical endurance. This job requires the ability to handle and balance multiple demands at the same time.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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