

Job Title: Middle School Assistant Principal
Reports to: Superintendent and/or assigns
Work Schedule: 8.0 hours per day - 255 days per year (includes 28 vacation days and 12 holidays)
Salary: Marysville School Administrator Salary Schedule – Administrator 2

Position Goal:

To provide positive, collaborative leadership with the building principal and other staff for the continuous improvement of student learning. The primary responsibility of the Assistant Principal is to assist and support daily improvement of classroom instruction that results in high levels of student academic achievement. The Assistant Principal shall assume an assigned portion of the leadership of the total program of the school and assist and support the Principal. The Assistant Principal must possess an understanding of the education process and be able to articulate and establish the conditions that affect learning. The primary responsibilities of the assistant principal are the establishment of an academic climate that is conducive to learning and the daily improvement of classroom instruction that results in high levels of student academic performance. The assistant principal is responsible for supporting the principal to ensure all aspects of the building instructional program (curriculum materials, instructional capacity, use of assessment) achieve high standards for student academic performance and to do so with a high level of integrity.

Desired Skills:

- Demonstrated experience of changing a classroom, department or building's culture through a leadership experience or in a previous administrative assignment
- Prior experience in designing and implementing a secondary school master schedule that supports innovative use of time for teacher collaboration and cross content grade level teaming
- Demonstrated ability to create a professional learning community focused on using data to achieve improvements in student learning
- Demonstrated ability to work well with people, maintain positive working relationships, and solve problems
- Demonstrated ability to relate well to students and families from diverse cultures and backgrounds, and knowledge of practices to ensure the establishment of environments conducive to high levels of student learning for all students
- Demonstrated ability to bring people and resources together around best practices that improve instruction
- Demonstrated experience of the ability to set, model, and monitor and enforce the adherence to clear expectations/standards for behavior for students and knowledge of the central role of a student's culture/background in this work
- Demonstrated experience in resolving and/or managing conflict
- Evidence of the ability to provide constructive and/or directive feedback to classroom teachers and the subsequent monitoring of progress toward the suggested / directed goal that resulted in a change of behavior or practice
- Demonstrated experience in implementing research based, best practices that have increased student achievement and for preparing students for college and/or career readiness
- Experience in using data to:
 - Assign teaching staff based on student need and teacher expertise
 - Identify, monitor and intervene with students most at risk of failure
 - Identify groups of students that are underperforming and to establish specific achievement goal increases for each group
- Demonstrated instructional leadership that has resulted in improved student learning
- Experience in implementing curriculum, assessment, instruction that improve learning performance
- Effective oral and written communications
- Model listening to and partnering with students, staff, and adults from diverse ethnic and cultural backgrounds
- Value staff, student, parent and community input in creating a positive and respectful learning and teaching environment
- Strong supporter of teacher leadership and collaborative processes
- Familiarity with Common Core State Standards and teacher frameworks for professional growth

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Supervise and evaluate instructional and operational staff at the building level
- Monitor student activities for the purpose of providing a safe and optimal learning environment
- Value staff, student, parent and community input in creating a positive, respectful and welcoming school
- Manage resources to meet legal requirements, achieve building purposes for improved instruction
- Assist the Principal in providing leadership to the staff, parents, and students in the development of programs that promote student learning
- Assist the Principal in the overall administration of the school
- Exercise responsibility for student attendance, conduct, health activities and athletics
- Maintain professional competence through in-service education, coursework, or professional growth activities
- Promote and participate in the ongoing improvement of school curriculum and reform
- Exercise a responsibility for safety and management of the school site
- Manage resources to meet legal requirements, achieve building purposes for improved instruction
- Professionally interact with students, staff, and public
- Establish and maintain professional contacts with students
- Comply with all district policies and procedures
- Comply with the Code of Professional Conduct
- Perform related duties as assigned

Minimum Qualifications:

- Valid Washington State Administrator credential with Principal endorsement required
- Valid Washington State Teaching certificate
- Bilingual preferred
- Successful teaching and instructional leadership experience
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required trainings within thirty (30) calendar days from hire date

Work Environment:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. The employee is confined to a work area; required to have precise control of fingers and hand movements; experiences constant interruptions and inflexible deadlines; and must be able to stoop, crouch, crawl, bend, kneel, stand for periods of time, and lift in order to assist a student with personal care. The employee is required to deal with distraught and/or angry persons and is exposed to infectious diseases carried by children. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges.

Evaluation:

This position shall be evaluated periodically by the Building Principal pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the employee's performance of the above essential job functions.

Classification History:

- Job description developed July 2007.
- Job description revised April 2011.
- Job description revised July 2012.
- Job description revised May 2013.
- Job description revised June 2014.
- Job description revised November 2017.
- Job description revised August 2019.