



COLUMBIA BOROUGH SCHOOL DISTRICT

POSITION MANAGEMENT GUIDE

TITLE: *Elementary Principal*
DEPARTMENT: *Administration*
LOCATION: *Elementary School*
REPORTS TO: *Superintendent of Schools*

Effective Date:
Exempt Position
Act 93 Agreement
Revised Date: *2019*

SUMMARY OF PURPOSE

This position is responsible for serving as educational leader and coordinator of the assigned elementary school program – students and faculty – of an identified learning community. Critical areas include facilitating and overseeing the delivery of curriculum and instruction; maintaining an environment that is conducive to learning; providing vision, leadership, and direction for the effective use of time, space, and resources; promoting and modeling communication among constituencies; developing, implementing, interpreting, and evaluating school policies and guidelines and contributing input and generating portions of the student schedule.

ESSENTIAL FUNCTIONS

1. Serves as educational leader to facilitate the effective delivery of curriculum and instruction.
2. Serves the elementary school as instructional leader for an identified learning community.
3. Maintains a highly proactive environment that is conducive to the highest levels of learning.
4. Participates in the selection, orientation, and development of new staff.
5. Supervises, evaluates, and supports professional and support elementary school staff in accordance with district supervision and evaluation plan and assists staff with professional growth and development.
6. Review and monitor substitutes in your building and student teachers to achieve optimal learning.
7. Formulates a plan of action and proactive responses to address issues and concerns by all constituencies.
8. Oversees and provides direction for students in matters such as attendance, promotion, retention, discipline, and new student orientation in concert with faculty.
9. Coordinates with programs in the following areas: Pupil Service, alternative education, special education, and intermediate unit classes.
10. Serves on a variety of school committees as necessary: Student Assistance program, Special Education Team, alternative education, communications, and Parent Advisory Council.
11. Confers with students, staff, parents and appropriate agencies regarding discipline, attendance, adjustment, and academic concerns.
12. As part of the administrative team:
 - a. Is responsible for compliance with state and federal education laws and regulations.
 - b. Administers the elementary school program which includes the supervision of all organizations and clubs.
 - c. Plans and conducts school programs, projects, and activities.
 - d. Prepares and distributes all staff and student guides and handbooks.
 - e. Provides for general school security and emergency procedures as safe school initiatives.
 - f. Maintains effective communications with Assistant Principals, Assistant Superintendents, Superintendent, and other administrators on appropriate issues.
13. Knowledgeable with budgetary preparation, and fiscal responsibilities.

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14. Models' professional growth as a lifelong learner: participating in seminars, conferences, and leadership academics; taking course work; reading professional literature; maintaining membership in professional organizations and networking with other professional educators (internal and external).
15. Communicates effectively and expediently with all constituencies – students, parents, community, other administrators, and Board – in support of school program (curriculum, discipline, policies and guidelines, attendance, and other matters).
16. Contributes to the effective team management of the elementary school and the school district regarding problems, issues, and opportunities.
17. Maintains an optimum relationship with students and parents by being courteous and professional.
18. Performs other tasks as appropriate.

OTHER DEPARTMENT/ORGANIZATIONAL RESPONSIBILITIES

- *Knowledge of Special Education Programs and requirements*
- *Safe Schools and Incident coordinator procedures, security of students and staff, fire drills and tornado drills*
- *Supervision and evaluation of all classification of staff members at the elementary school*
- *Knowledge of discipline procedures for all students and employees*
- *Familiarity with recruitment, interview, and staffing procedures within the district*
- *Knowledge of student scheduling, assignments, and development for coordinating data*
- *Strong computer technology essential; such components as internet-web based programs, office software, student, health, and scheduling software's*
- *Understanding of Assemblies, Awards ceremonies, Facility use, and clubs*
- *Understanding of the following student services; Student Pictures, Student Assistance Program, Summer school, ESY, Extra-curricular events, and PTO*

ORGANIZATION

- Keeps current with related technology and developments that impact the department.
- Makes decisions consistent with the CBSD mission and core values, establishes and maintains effective communication and positive relationships within CBSD.
- Performs other functions as assigned by your building administrator.
- Contributes to the effective team environment of all issues and opportunities provided
- Maintains an optimum relationship with other staff members by being courteous and always mindful of the importance of confidentiality.
- Projects a positive image of the district and its programs and services

MARGINAL FUNCTIONS

Marginal Functions will vary with the specific assignment and depend on the particular position function for which the person is responsible.

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SCOPE AND IMPACT

This position accomplishes most of its tasks through highly diversified procedures. Internal contacts include administrators, the district office employees, the buildings and grounds staff, teachers, other principals, students, and other school district employees. The external contacts include parents, the Board, and the public.

MINIMUM REQUIREMENTS

This position requires a master's degree plus certification as principal and seven to ten years of teaching/supervisory-related and administrative experience.

SPECIAL SKILLS

Ability to relate to and function effectively with people of varying backgrounds and positions. Ability to be perceptive, flexible, and adaptive as well as communicate effectively, to maintain confidentiality, and to sustain a positive and professional attitude toward professional duties and responsibilities. Evidence of high personal esteem, professional integrity, and demeanor. Visionary, instructional leader, commitment, and consensus builder. Change agent. Position requires the following skills: demonstrate broad proficiency with computer software and the Microsoft office products; be highly organized; possess good communication skills, both written and verbal; be confidential at all times; act as a team player; be positive; able to learn new skills; able to work independently and use good judgment at all times; be self-motivated; demonstrate flexibility toward the tasks and the school; able to multi-task; maintain composure at all times; be able to accept responsibility; be able to operate machines and equipment and deal with constant change. Patience and a professional manner are also essential. This position requires the ability to communicate effectively with building staff, district staff, students, parents, and other community members. In addition, the position must be able to work, with interruptions, or multiple projects in process simultaneously. The position must be able to act appropriately in emergency situations.

PHYSICAL/MENTAL REQUIREMENTS/ENVIRONMENT

Physical Demands:	Sitting 50%, walking/standing 50% Ability to reach above and below the waist Ability to use fingers to pick, feel and grasp objects Some stooping, bending, and twisting of the body Ability to lift and/or carry supplies weighing up to 20 lbs. or more Ability to stand or walk for extended periods of the workday Ability to sit for extended periods of the workday
Sensory Abilities:	Visual and Auditory acuity Visual acuity to read correspondence and computer screens Auditory acuity to be able to deal effective with people
Work Environment:	Typical public education environment.

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Temperament:	Must possess excellent interpersonal skills Must be able to work in an environment with frequent interruptions Able to receive oral communication Able to make judgments and work under high level of stress
Cognitive Ability:	Ability to communicate effectively Ability to organize tasks Ability to handle multiple tasks Ability to exercise good judgment Ability to follow written and verbal directions.
Mental:	Ability to define problems, collect and organize information, establish facts, and draw valid conclusions to solve the problem/handle the situation and use clear and good judgment. Must be able to remain calm in what can become a stressful environment.

I have reviewed the essential functions; knowledge and skill requirements; and physical/mental/environmental demands of this position. By my signature I am verifying that I can fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodations.

X _____
Signature

Date

The above description covers the most significant essential and marginal functions but does not exclude other occasional responsibilities and accountabilities the inclusion of which would be in conformity with the major purpose of this job - Reasonable accommodations will be reviewed, evaluated, and may be made to enable individuals with disabilities to perform the essential functions of this position.