

SECONDARY AND MIDDLE SCHOOL ASSISTANT PRINCIPAL - FUNCTIONS

Responsible to: Secondary Principal/Middle School Principal

Primary Function: To assist the secondary principal/middle school principal in the administration and direction of students and staff in grades 5-12 as they strive to achieve the goals and objectives of the Bondurant-Farrar Community School District.

I. JOB QUALIFICATIONS

- Valid Iowa teaching license.
- Master's degree and a Secondary School Administrative license.
- Current Iowa Evaluator license/approval.
- Knowledge and experience in technology and its applications.
- Experience in effective teaching models and/or strategies.
- Experience in staff development and in-service planning as a participant and/or leader.
- Excellent communication skills.
- Experience in grant writing.

II. JOB RESPONSIBILITIES

1. VISION

- a. Sets priorities in the context of improving student achievement.
- b. Articulates and promotes high expectations for teaching and student learning.
- c. Aligns the educational programs, plans and actions to the district's vision and goals for student learning.
- d. Creates symbols, ceremonies, and activities that support the vision and mission of the district.
- e. Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.

2. CULTURE AND INSTRUCTIONAL PROGRAM

- a. Provides leadership for assessing, developing and improving school environment and culture.
- b. Recruits, interviews and recommends teachers and staff to support quality instruction.
- c. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- d. Evaluates staff and provides direction for improving instruction.
- e. Develops and supports professional development of staff to improve student learning.
- f. Demonstrates awareness of professional issues and developments in education.
- g. Develops and revises as needed his/her own professional development plan for continued improved performance.

3. MANAGEMENT

- a. Operational procedures are designed and managed to maximize opportunities for successful learning.
- b. Effectively manages Board policies and procedures.
- c. Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.
- d. Addresses problems in a timely manner.
- e. Manage fiscal resources for the schools responsibly, efficiently, and effectively.
- f. Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.

4. COLLABORATION
 - a. Engages the community to create shared responsibility for student and school success.
 - b. Promotes and supports parent/guardian/student/community involvement in the school.
 - c. Shares leadership and decision-making.
 - d. Connects students and families to the health, human and social services they need to stay focused on learning.

5. ETHICS
 - a. Demonstrates ethical, trustworthy, and professional behavior.
 - b. Demonstrates values, beliefs, and attitudes that inspire others in higher levels of performance.
 - c. Treats people fairly, equitably, and with dignity and respect.
 - d. Applies policies and procedures in a fair and equitable manner.
 - e. Demonstrates appreciation for and sensitivity to the diversity in the school community.

6. LEARNING COMMUNITY
 - a. Serves as an effective spokesperson for the welfare of all members of the learning community.
 - b. Promotes respect for diversity in the school and community environment.
 - c. Engages in dialogue with other decision-makers to improve teaching and learning.
 - d. Communicates clearly to the community about building/district issues and performances.
 - e. Provides leadership through assisting in the development of mutual expectations.
 - f. Knows and supports the building/district school improvement plan and accurately interprets and reports progress on goals.

III. EVALUATION

Performance of this job will be evaluated in accordance with provisions of Board policy on Evaluation of Professional Personnel. The superintendent will evaluate the secondary principal yearly. The principal's annual report to the Board will include:

- A. Innovative projects implemented during the school year.
- B. Workshops/meetings/conventions attended to improve both the staff and administrators' professional skills.
- C. Progress report on district goals.
- D. Progress report on building level goals.
- E. Report on student achievement.
- F. Highlights and accomplishments during the school year.
- G. Challenges faced during the current school year.
- H. Recommendations for future planning.

Adopted: 07/12/1999
Reviewed: 02/12/2001; 01/28/2002; 04/11/2005; 02/11/2008; 03/12/2012
Revised: 05/14/2001; 02/11/2002; 05/09/2005; 03/10/2008; 04/09/2012