

# Red Wing Public Schools Position Description

## Principal

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### General Information

Department:	Building Administration and Support
Unit:	Principals
Immediate Supervisor:	Superintendent
Grade Placement:	Secondary Principals: 26. Elementary Principals: 25
FLSA Status:	Exempt

### Position Summary

The Principal is responsible for providing educational leadership by implementing educational and district initiatives at the building level and for directing, supervising and overseeing all school improvement programs, for implementing school leadership concepts, model, and framework within the building; for safety and building operations; and for personnel and instructional activities within the building. The Principal collaborates and works closely with other administrators, staff, students and the public in addressing and meeting the educational needs and goals of the District, its students and its families, and in performing various public relation responsibilities within the community.

### Essential Duties and Responsibilities

1.	<p>Serves as the educational leader and administrator within the building. Directs and supervises building level supervisors, instructional staff and administrative support personnel within the building. Administers and oversees all staffing issues, concerns and personnel actions within the building.</p> <ul style="list-style-type: none"><li>a) Observes, directs, coordinates and evaluates instructional staff within the building. Conducts and prepares evaluation reports on certified staff in accordance with District guidelines and requirements.</li><li>b) Oversees staff development activities of building personnel.</li><li>c) Directs and oversees the implementation of building and district behavioral and discipline policies and procedures within the building directly or through designed supervisory personnel.</li><li>d) Oversees scheduling, staffing assignments, and registration or classroom placement of students.</li><li>e) Supervises and directs the activities of other site administrators and/or support personnel.</li><li>f) Recruits, screens, interviews and hires all building level and administrative support staff.</li></ul>
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2.	<p>Administers and monitors school programs and curriculum in accordance with various local, state and federal rules, standards and guidelines. Implements and incorporates school leadership model and concepts within the building.</p> <ul style="list-style-type: none"> <li>a) Monitors and implements building programs to ensure compliance with educational mandates.</li> <li>b) Plans and implements district programs, policies and initiatives within the building.</li> <li>c) Develops strategies to continually improve instruction, ensure cooperation and collaboration to improve school quality, school climate and culture.</li> <li>d) Encourages the use of data driven decision-making to enhance student achievement.</li> <li>e) Monitors goals and progress concerning student performance and assessment/testing results.</li> <li>f) Implements changes and curriculum programs with the focus on a guaranteed and viable curriculum.</li> </ul>
3.	<p>Performs a variety of public relation functions within the District and serves as the primary spokesperson concerning building level issues and serves as a liaison between the building and District officials.</p> <ul style="list-style-type: none"> <li>a) Confers with and/or mediates disputes between students, teachers, staff, parents and the public.</li> <li>b) Prepares newsletters, memos, prepares handbooks, and communications with the media/press/public.</li> <li>c) Monitors goals and progress concerning student performance and assessment/testing results.</li> <li>d) Participates and works closely with parent organizations and community organizations.</li> </ul>
4.	<p>Prepares and administers the budget for the building. Meets with building leaders to seek and review budgetary requests.</p>
5.	<p>Monitors and oversees the security and safety of students on campus. Develops and implements procedures to safeguard the safety of students and staff. Responds to any immediate building needs such as building crisis or major student interventions.</p>
6.	<p>Directs, collaborates, coordinates and works with the assistant principal, law enforcement personnel, building personnel, and others in addressing and implementing safety issues, programs and procedures such as fire/tornado drills, building lockdowns, building searches, school/parking lot security, medical emergencies, vandalism, threats, and violence within the building.</p>
7.	<p>Collaborates and serves on district committees, task forces, and administrative meetings to address educational issues impacting the operations of the district and building.</p>
8.	<p>Oversees student activities either directly or indirectly through the Director of Activities.</p>
9.	<p>Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).</p>

## **Required Education, Training, and Work Experience**

Required Education / Training:	2 years of graduate school
Degree Information:	Master's Degree
Major Field of Study or Degree Emphasis:	Educational administration or educational leadership
Required Work Experience:	Minimum 3 years of teaching and 3 years administrative experience supervising instructional programs / staff
Licenses / Certifications Required:	<ul style="list-style-type: none"><li>• Valid driver's license in Minnesota</li><li>• Minnesota principal license for grade levels supervised</li></ul>

## **Essential Knowledge Required to Perform the Essential Functions of the Position**

- Curriculum, instruction, and learning principles, concepts, theories, approaches, techniques and trends as well as State, federal and local requirements and standards.
- Management theory, principles and techniques.
- District administrative policies, procedures and standards.
- Budget and financial operations, processes and procedures.
- School laws, rules and regulations, including special education and due process.
- Human relation concepts, principles and techniques.
- Principles, techniques and best practices as it pertains to staff evaluation, coaching and staff development of certified and non-certified staff.
- Fundamentals of curriculum development, research and evaluation principles.
- School leadership model, concepts and principles.

## **Essential Skills Required to Perform the Work**

- Providing leadership, purpose and direction for groups and individuals, facilitating the development of a shared vision for the school, and formulating goals and planning changes with the staff by setting priorities in terms of the community, the district, staff, and students in accordance with the school leadership model.
- Information collection, including gathering facts and data, seeking knowledge of policies, rules, laws, precedents and practices, managing data flow, and classifying and organizing information for decision making and monitoring of outcomes.
- Observing, evaluating, mentoring and supervising instructional personnel.
- Problem analysis and solving skills including analyzing information, framing issues and identifying causes, seeking additional information, framing and reframing possible solutions, demonstrating conceptual flexibility and assisting others in forming opinions.
- Organizational oversight, including scheduling work, using resources appropriately to meet goals, scheduling activity flow, monitoring procedures to regulate activities, as well as project deadlines.
- Planning, formulating and implementing building levels programs, activities and services consistent with District directives and policies.
- Delegation of authority, including assigning tasks so that they can be accomplished in a timely and appropriate manner, utilizing subordinates appropriately, and follows up on work tasks.
- Ability to accommodate cognition and achievement differences.
- Public relation and communication functions, activities and programs.
- Excellent large and small group presentation skills.

## Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Sedentary Work: Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
<b>Physical Activities</b>				
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands arms		X		
Climb or balance	X			
Stoop, kneel, crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
<b>Lifting / Forcing Exerted</b>				
Up to 10 pounds			X	
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

## Classification History and Approval

Created: 6/2014 by Bjorklund Compensation Consulting

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