

AdministrationJob Description for Middle School Principal (5-8)

1.0 POSITION: Middle School Principal (5-8) / School Improvement / Activities

2.0 RESPONSIBILITY AND AUTHORITY

2.1 The Middle School Principal is directly responsible to the Superintendent for all aspects of the management of the Secondary School as assigned, and for any general school assignments as delegated by the Superintendent.

2.2 The Middle School Principal is the immediate supervisor of all Middle School Professional Staff.

2.3 The Middle School Principal will supervise the Washington Elementary Administrative Coordinator and evaluate Washington School Certified Staff

3.0 DUTIES OF THE Middle School PRINCIPAL

3.1 Attend all Board of Education meetings unless excused by the Superintendent.

3.2 Participate as a member of the administrative team, with involvement in matters including, but not limited to:

3.21 Evaluation of the curriculum,

3.22 Supervision of buildings and grounds maintenance,

3.23 Creation (& updating) of job descriptions for all positions,

3.24 Analysis of achievement test data,

3.25 Supervision of Middle School co-curricular activities.

3.3 Participate as a member of the Academic Advisory Council.

3.4 Review Middle School staff members' requisitions and make recommendation to the Superintendent.

3.5 Maintain records, issue reports, send communications, write documents including the following:

3.51 Class enrollment,

3.52 Class schedule,

3.53 Student records, grades, attendance, test data, health, discipline, accident, and cumulative files,

3.54 property accounting and inventory,

3.55 Curriculum handbook - teacher handbook, student handbook,

3.56 Semester and yearly plans,

3.57 Evaluations data, staff evaluations, personal improvement plans

3.58 Weekly/monthly bulletins to parents,

- 3.59 Daily bulletins to students and teachers.
  - 3.6 Conduct teacher performance appraisal per Board Policies, Regulations and State Law.
  - 3.7 Administer staff personal leave, professional leave, and sick leave policies.
  - 3.8 Secure substitutes for staff who are absent.
  - 3.9 Evaluate support staff in writing once per year with Probationary teachers being evaluated twice per year.
- 4.0 ORGANIZATIONAL EXPECTATIONS AND PERFORMANCE STANDARDS
- 4.1 Leadership and management:
    - 4.11 Establishes clear and appropriate professional and personal goals,
    - 4.12 Demonstrates initiative and alternative approaches to problem solving,
    - 4.13 Exhibits competence in planning and organizing,
    - 4.14 Is effective in implementation and follow-through,
    - 4.15 Provides for effective motivational techniques,
    - 4.16 Delegates authority appropriately and effectively.
  - 4.2 Communication:
    - 4.21 Encourages and initiates communication in problem solving,
    - 4.22 Communicates clearly and thoroughly, both verbally and in writing,
    - 4.23 Shows communicative adaptability to pupils, staff, parents, and public.
  - 4.3 Decision making:
    - 4.31 Involves those to be affected in the decision-making process,
    - 4.32 Collects adequate information before making decisions,
    - 4.33 Uses reliable sources of information,
    - 4.34 Does not delay important decisions nor allow pressure to cause hasty decisions,
    - 4.35 Explains reasons for decisions to persons affected;
  - 4.4 Responsiveness to others:
    - 4.41 Exhibits openness and humaneness in dealing with others,
    - 4.42 Reacts to mistakes with patience,
    - 4.43 Counsels individuals in private,
    - 4.44 Friendly and open-minded in meeting situations,
    - 4.45 Steady and even-tempered when faced with criticism,
    - 4.46 Cooperates well with colleagues,
    - 4.47 recognized achievements of students and staff,
    - 4.48 Is an active listener.

- 4.5 Development and maintenance of effective educational conditions:
  - 4.51 requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy,
  - 4.52 Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals,
  - 4.53 Encourages enthusiasm for learning and teaching,
  - 4.54 Provides for a cooperative feeling among students and staff.
  
- 4.6 Contribution to district cohesiveness:
  - 4.61 Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes,
  - 4.62 Contributes to the development of sound administrative consensus and supports the implementation of such consensus,
  - 4.63 Expresses concerns regarding individual administrative decisions directly to the person responsible,
  - 4.64 Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended,
  - 4.65 Is prompt in providing support necessary to the completion of others tasks,
  - 4.66 Appreciates and draws upon the expertise of other administrators,
  - 4.67 Recognizes and contributes to organizational goals.
  
- 4.7 Staff development and professional growth:
  - 4.71 Establishes clear performance expectations,
  - 4.72 Assists staff members in setting and reaching goals,
  - 4.73 Uses the evaluation program effectively, involves resource persons appropriately,
  - 4.74 Observes in classrooms on a regular basis,
  - 4.75 Identifies areas of strength as well as areas of deficiency,
  - 4.76 Encourages the professional growth of all staff.
  
- 4.8 Professional knowledge:
  - 4.81 Exhibits awareness of sound educational practice,
  - 4.82 Shows alertness to new knowledge that might benefit students or staff,
  - 4.83 Keeps current with educational literature and research,
  - 4.84 Participates in professional organizations and activities.
  
- 4.9 Student relations:
  - 4.91 Maintains positive school climate,
  - 4.92 Exhibits concern for individual pupils' welfare,
  - 4.93 Encourages appropriate activities to help pupils develop self-discipline and leadership skills,
  - 4.94 Effectively handles student disciplinary problems.
  
- 4.10 Community relations:
  - 4.101 Exhibits awareness of the main concerns of the school community,

- 4.102 Is sensitive to the educational goals and special needs of the community and its component groups,
- 4.103 Establishes avenues for dialog between school and community,
- 4.104 Is effective in interpreting school programs to the community.

## 5.0 CONDITIONS OF EMPLOYMENT

Except as may be otherwise established by the Board:

- 5.1 The contract period shall be two weeks prior to teachers starting and two weeks after the last teacher work day (205 day contract). Regular, dependable attendance is an essential function of the position.
- 5.2 Work days shall include all week days from August 1 through May 31, exclusive of holidays and scheduled school vacations.
- 5.3 Work hours during the school year shall be 8 1/2 hours per day minimum, which shall overlap with the regular school hours.
- 5.5 Sick and personal leave provisions shall be those agreed upon in the contract.
- 5.6 Professional leave shall be arranged with the Superintendent.
- 5.7 The salary shall be set by the Board of Education.
- 5.8 Insurance and other benefits shall be those agreed upon in the contract.

## 6.0 EVALUATION

- 6.1 The Superintendent shall formally evaluate the Principal each year.
- 6.2 The Superintendent will provide suggestions and reinforcement to the Principal when appropriate.
- 6.3 The Principal may use feedback from teachers, self-evaluation, or any other types of formal or informal evaluation which will aid in improved performance in this position.

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