

Mid Valley Special Education Cooperative
JOB DESCRIPTION
Administrator

JOB TITLE: Principal –Mades-Johnstone Center

Job Purpose Statements: The primary purpose of the position of Mades-Johnstone Principal is to serve as the instructional and climate leader of the school and, as such, be responsible for the organization and supervision of the school's educational program, operation of the school facility, participation in staff and student activities, and establishment of effective community relations.

Essential Job Functions:

- Establish and maintain an effective culturally competent learning climate in the school
- Provide leadership in the development of the instructional program, based upon current research on effective secondary and alternative schools
- Evaluate and revise curricular and instructional programs in cooperation with staff and appropriate district administrators
- Implement and administer negotiated employee contracts at the school site.
- Coordinate the school food service program at the assigned school, including the free and reduced food service program requirements
- Facilitate communication between staff, students and parents for the purpose of evaluating situations, solving problems and/or resolving conflicts
- Communicate with staff to assure instructional programs meet student needs and district requirements
- Administer the school and its instructional program in all its facets
- Assist in supervising all support services, including custodial, food services
- Supervise the school staff and be responsible for the recruitment, screening, hiring, training, assigning, and evaluation of the staff, both certified and non-certified
- Evaluate both certified and non-certified staff according to procedures and timelines outlined by the district
- Supervise, administer, and allocate the building's financial budget and make decisions for its use
- Assure proper management, maintenance and inventory of materials, equipment, buildings, and grounds
- Institute a uniform discipline policy and develop a set of practices for student behavior
- Utilize all resources of the school and the community in developing the most effective educational system
- Exercise proactive leadership in promoting the vision and mission of the District
- Develop and support a community relations program with parents and local community groups as a means of interpreting and furthering school programs and encourage parent and community participation in the school's program(s)
- Interpret and implement board policies, administrative regulations, and negotiated agreements
- Develop and provide in-service programs for the staff's professional development and growth
- Initiate, design, and implement programs to meet specific needs of the school and its students
- Promote a positive, caring climate for learning; deal sensitively and fairly with persons from diverse cultural backgrounds; and communicate effectively with students, staff and parents

- Participate in professional growth to improve skills related to current and future job assignment
- Relate to students with respect while carrying out a positive and effective social/emotional development and discipline policy
- Access, analyze, interpret, and use data in decision-making.
- Develop school plans and organizational procedures for the health, safety, discipline, and conduct of students as established by district policies and procedures
- Ensure that all school activities are adequately planned and supervised
- Prepare and supervise the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration
- Maintain and model high standards of professional conduct.
- Set high goals and standards for self, others, and organization.
- Provide recognition and celebration for student, staff, and school accomplishments.
- Maintain visibility and accessibility on the school campus.
- Demonstrate commitment to the vision, mission, goals, and priorities of the District.
- Provide leadership and direction for developing the best possible learning/teaching environment
- Make difficult personnel decisions when necessary, including dealing with ineffective teacher or staff performance.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with school operations
- Other duties as assigned
- Work with school staff to determine need and allocate funds to departments on basis of need and equality
- Plan new employee orientation activities at the building level
- Attend regularly scheduled School Board meetings as needed

Job Requirements-Qualifications:

- **Experience Required:** Five years experience as a building teacher, social worker, school psychologist or similar; and at least three years as a school administrator
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- **Skills, Knowledge and/or Abilities Required:**

Skills to facilitate goal setting for instructional improvement. Skill in the development and implementation of programs to assist employees in successfully reaching personal and professional goals. Demonstrated effective, interpersonal relationship skills in working with students, parents, teachers, support staff and administrators, as well as business and community groups. Excellent written and verbal communication skills including effective facilitation of meetings. Exhibit high level of personal and professional integrity and ethics.

Knowledge of current research and best practices being used in general and special education, current graduation requirements and state testing, and skill in discussing problems of mutual interest with others in the field of school improvement and in performance-based educational programs.

Abilities to serve as a leader-coach to building staff and to develop collaborative consensus-building in groups; to maximize resources to achieve results and build programs.

Abilities to sit for prolonged periods, perform a variety of specialized and responsible tasks, maintain accurate records, establish and maintain cooperative working relationships with students, parents, other school personnel; meet schedules and deadlines. Prompt and regular attendance. Significant physical abilities include standing and walking for long periods of time, lifting/carrying, reaching/handling, talking/hearing conversations, and near/far visual acuity/depth perception/visual accommodation.

Educations/Licenses Required: Master's Degree. Hold an administrative license. Have a valid driver's license and evidence of insurability, and Criminal Justice fingerprint clearance.

Terms of Employment: 205 days per year. Salary to be established by the Board.

Evaluation: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of professional personnel.

Reviewed and agreed to by:

Employee Signature

Date