JOB TITLE: Elementary Assistant Principal

FLSA STATUS: Exempt

UPDATED: April 3, 2018

POSITION OBJECTIVES: Under the guidance of and in collaboration with the Elementary Principal, assumes instructional and curricular school leadership aligned with the Rivendell Interstate School District Mission and Vision; assumes administrative responsibility for all aspects of school consistent with state and federal laws, and local school district policy. Creates and maintains an educational atmosphere that provides an opportunity for all students to achieve to the optimum of their ability and all staff to function efficiently and effectively toward the fulfillment of that end.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Under the guidance of and in collaboration with the Elementary Principal, performs the following duties. Other duties may be assigned.

VISIONARY PLANNING
- Identifies the need for systemic change and serves as an agent for that change.
- Builds with others a shared vision of proficiency-based learning and teaching, and articulates the vision to the school community.
- With others, develops and plans implementation of a comprehensive action plan to improve student learning within the school and assesses student performance under the plan.
- Uses individual student and systems data for continuous program improvement efforts, including the development of a local action plan based on student performance and other indicators.
- Develops and monitors long range plans for school and district technology and information systems
- Develops an effective and interactive community public relations program, in coordination with the District Office, with multiple communications applications which includes using and responding to electronic and printed news media.
- Models, supports and promotes the Rivendell Interstate School District Vision and Mission through leadership and decision-making.

INTERPERSONAL SKILLS
- Promotes and models effective communication skills.
- Understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.
- Provides constructive feedback to others to further continuous improvement.
- Models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups.
- Manifests and promotes professional ethics and values.

COLLABORATIVE SKILLS
- Uses knowledge of motivational theory, group dynamics, process skills, organizational theory, management and systemic change to create conditions for success for students, families and staff.
- Works with others to define problems, examine alternatives, and find solutions.
- Demonstrates shared leadership practices and empowers others.
- Models and encourages collaboration.
PARTNERSHIPS AND COMMUNITY RELATIONS
• Promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, and industry to support student learning.
• Evaluates partnerships for their impact on the school and district missions.
• Reports student performance results and other pertinent school and community indicators to the community in a manner that is easily understood by the general public.
• Advocates for local, regional, and state educational policy for the advancement of New Hampshire and Vermont learners.

PERSONNEL
• Attracts, interviews and recommends highly qualified staff ensuring compliance with District procedures and licensing regulations, and attending to equity and diversity.
• Plans, schedules and utilizes staff according to student achievement and development, best practices, efficiency, cost, and quality.
• Manages and ensures master agreement compliance at the site level; promotes and fosters positive labor relations; informs the Superintendent around issues of collective bargaining.
• Supervises and evaluates all school personnel; aligns teacher goals with the school’s action and professional development plans; implements theories, principles, and best practices of staff supervision and evaluation and links supervision and evaluation to effective implementation of proficiency-based instruction and assessment.

PROGRAM MANAGEMENT
• Designs and manages the Visions (after school) and Summer Scapes (summer) programs.
• Coordinates district preschool programs.
• Evaluates the efficacy of programs and makes suggestions for improvements.
• Supervises and evaluates program staff.
• Develops budgets for programs.

INSTRUCTIONAL LEADERSHIP
• Support high student achievement in very diverse classrooms
  – Works with staff to set high expectations for high student achievement.
  – Ensures instruction is appropriate to the development level of all children.
  – Uses technology to support student learning.
• Coordinates planning, implementation, and evaluation for the improvement of educational programs.
• Coordinates proficiency-based curriculum efforts within and among schools.
• Understands proficiency-based curriculum, instruction and assessment; integrated curriculum; and the use of student performance data; and understands their implications for curriculum development that results in improved student learning.
• Fosters and encourages diversity and the implementation of multiple instructional strategies.
• Manages assessment activities in the school that will show evidence that students are achieving very high standards.
  – Conducts a positive and constructive assessment of programs and student learning
  – Analyzes assessment data to ensure mission and goals of the school are being met
  – Works with staff to develop ongoing assessment plans
  – Uses technology to aggregate and disaggregate assessment results
• Plans for coordination of multiple services for schools and students.
• Develops a comprehensive system of education that will foster success for all students, including students with disabilities as well as gifted and talented students, in collaboration with all district administrators.
• Plans and carries out a developmentally-appropriate, proficiency-based comprehensive assessment program that includes the effective use of results to improve student learning.
• Uses assessment results to inform the school community, develop school action plans and modify school programs.
• Provides for current and emerging technology, telecommunications, and information systems to enrich curriculum and instruction.

STUDENT MANAGEMENT
• Counsels and provides guidance to students regarding personal, academic, vocational, or behavioral issues.
• Confers with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
• Manages student behavior issues as necessary and implements student discipline in accordance with established protocols.
• Supports inclusion and works to guarantee equal student access to learning and student programs.

FISCAL PLANNING AND BUDGET MANAGEMENT
• Plans and manages the development of the school budget in accordance with the school/district vision and action plans; recommends the annual budget to the Superintendent.
• Manages the approved budget; monitors expenditures and initiates and approves purchase requests for materials, supplies and equipment as found in the adopted budget and approved by the Superintendent; assures accurate accounting of expenditures.
• Works with Director of Operations and other school administrators to maintain a current and complete inventory of all school property, and coordinates an efficient distribution system of equipment and materials to maximize school resources in support of student learning.
• Advocates for existing facilities to be repaired or remodeled; assists with the planning and coordination of the project.
• Coordinates school maintenance services and the use of school facilities.

COMPLIANCE
• Ensures compliance with all applicable federal and state laws and regulations and School Board policies; applies the principles of the laws/regulations/policies to daily school situations.
• Ensures compliance with the Equal Educational Opportunity Act, Parents Right To Know, IDEA, ADA Section 504 and all other relevant education and personnel laws.
• Provides training to employees on various matters to ensure compliance with School Board policies and federal and state law.

SAFE AND EFFECTIVE LEARNING ENVIRONMENTS
• Establishes and maintains a code of student conduct which is firm, fair and consistent.
• Places students in the best educational setting to promote maximum learning.
• Manages school to create a learning atmosphere which encourages respect for self and others, positive social interaction, positive self and group esteem, and personal wellness.
• Develops and administers school rules that provide a safe school environment and promote student health and welfare.
• Ensures compliance with district, state and federal safety guidelines, regulations, laws and policies.

SUPERVISION RECEIVED: Reports to and evaluated by the Superintendent or Elementary Principal.

SUPERVISORY RESPONSIBILITIES: Responsible for the supervision, evaluation and overall direction and coordination of licensed educators (including subordinate supervisors) and support staff, as determined with the Elementary Principal. Supervises and evaluates Visions, Summer Scapes and preschool staff. Carries out supervisory responsibilities in accordance with the organization’s policies, procedures and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.
QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Master's degree or higher in Educational Leadership or other appropriate discipline, plus proven success as a classroom teacher or specialist and educational leader, or a combination of education and experience from which comparable knowledge and skills are acquired. Knowledge of contemporary instructional theory and practice. Commitment to proficiency-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance; understanding of the importance and value of family and community involvement and partnerships to maximize school resources and furthering the school/district vision; and knowledge of local, state and federal laws related to technical education, labor and industry.

- **Certifications and Licenses.** Holds or is eligible to hold a valid New Hampshire or Vermont certification as a school principal. Valid driver's license also preferred.

- **Language Skills.** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, financial reports, legal documents or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from the VT Agency of Education/NH Department of Education, sending principals, top management, members of the business community, School Board and the general public.

- **Mathematical Skills.** Ability to calculate figures and amounts such as discounts, interest, proportions, and percentages. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

- **Computer Skills and Experience.** Proficiency with word processing, spreadsheet and database computer programs required. Experience with Microsoft Office preferred. Ability to effectively promote and support the use of technology in the classroom.

- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

- **Additional Competencies.** The individual in this position must possess the following:
  - Dependability – being reliable, punctual, responsible and fulfilling obligations.
  - Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
  - Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.
  - Cooperation – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
  - Concern for Others – being sensitive to others’ needs and feelings and being understanding and helpful on the job.
  - Attention to Detail – being careful about detail and thorough in completing work tasks.
  - Integrity – being honest and ethical.
  - Adaptability/Flexibility – being open to change (positive or negative) and to considerable variety in the workplace.
  - Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.

### PHYSICAL EFFORT AND STRESS

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes</td>
<td>S</td>
<td>activity may exist sporadically, but not on a consistent basis.</td>
</tr>
<tr>
<td>Occasionally</td>
<td>O</td>
<td>activity exists on a consistent basis for less than 1/3 of the time</td>
</tr>
<tr>
<td>Frequently</td>
<td>F</td>
<td>activity exists from 1/3 of the time up to 2/3 of the time</td>
</tr>
<tr>
<td>Constantly</td>
<td>C</td>
<td>activity exists for 2/3 or more of the time</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>NA</td>
<td>activity is not present in the position</td>
</tr>
</tbody>
</table>

**PHYSICAL EFFORT AND STRESS.** Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):
<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency Code</th>
<th>Essential</th>
<th>Not Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTING</td>
<td>O-F</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>STANDING</td>
<td>O-F</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>WALKING</td>
<td>O-F</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>SEEING</td>
<td>C</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>HEARING</td>
<td>C</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>TALKING</td>
<td>C</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>DEXTERITY (hands/fingers)</td>
<td>F</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>USE OF COMPUTERS AND EQUIPMENT</td>
<td>F</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>LIFTING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to 10 lbs.</td>
<td>O</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>10-25 lbs.</td>
<td>S</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>25-50 lbs.</td>
<td>NA</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>50-100 lbs.</td>
<td>NA</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>100+ lbs.</td>
<td>NA</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>CARRYING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to 10 lbs.</td>
<td>O</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>10-25 lbs.</td>
<td>S</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>25-50 lbs.</td>
<td>NA</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>50-100 lbs.</td>
<td>NA</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>100+ lbs.</td>
<td>NA</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>BENDING/STOOPING</td>
<td>S</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>PUSHING/PULLING</td>
<td>S</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>TWISTING</td>
<td>S</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>CLIMBING</td>
<td>O</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>BALANCING</td>
<td>O</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>CROUCHING</td>
<td>S</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>KNEELING</td>
<td>S</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>CRAWLING</td>
<td>NA</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>REACHING (i.e., overhead)</td>
<td>O</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>HANDLING</td>
<td>O-F</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>DRIVING</td>
<td>O</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>REPETITIVE MOVEMENTS (hands, feet)</td>
<td>O</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>MANAGING STRESS</td>
<td>O-F</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>RESOLVING CONFLICTS</td>
<td>O-F</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:** All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

<table>
<thead>
<tr>
<th>Condition</th>
<th>Frequency Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPOSURE (dust, dirt)</td>
<td>O</td>
</tr>
<tr>
<td>EXPOSURE (extreme heat – non-weather, flames)</td>
<td>S</td>
</tr>
<tr>
<td>EXPOSURE (extreme cold – non-weather)</td>
<td>NA</td>
</tr>
<tr>
<td>EXPOSURE (fumes, odors)</td>
<td>S</td>
</tr>
<tr>
<td>EXPOSURE (viruses, infectious diseases)</td>
<td>O</td>
</tr>
<tr>
<td>EXPOSURE (water)</td>
<td>O</td>
</tr>
<tr>
<td>EXPOSURE (hazardous equipment)</td>
<td>O</td>
</tr>
</tbody>
</table>
EXPOSURE (chemicals, hazardous materials)  O
UNEVEN TERRAIN  O
OUTDOOR WEATHER CONDITIONS  O
VIBRATION/NOISE  O
HEIGHTS  S

Definitions - Physical Demands

Sitting: remaining in a seated position
Standing: remaining on one's feet in an upright position at a work station without moving about
Walking: Moving about on foot
Seeing: Perceiving with the eye
Hearing: Perceiving or listening to sound by ear
Talking: Articulating, speaking or discussing using spoken words
Dexterity: Skill in the use of hands and fingers
Lifting: Raising or lowering an object from one level to another (includes upward pulling)
Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder
Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.
Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).
Twisting: Rotating; moving to face in alternate direction.
Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
Crouching: Bending the body downward and forward by bending the legs and spine.
Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
Crawling: Moving about on the hands and knees or ha
Reaching: Extending the hands and arms in any direction
Handling: Seizing, holding, grasping, turning, or working with hands

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.