



Job Title: Assistant Principal

Salary Schedule: Administrator
Pay Grade: 12

Job Code: Multiple
JDE: A-36.01

MAJOR FUNCTION:

Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school. Assume full responsibility of the school when the Principal is absent from the building.

MINIMUM QUALIFICATIONS:

- Master's degree with certification in educational leadership or administration/supervision.
- Three (3) years of Highly Effective/Effective teaching experience.
- Proven experience successfully managing business/department functions and staff preferred.
- Valid Florida teaching certificate.
- Industry certification preferred.
- Lean Six Sigma Certification preferred.

Such alternatives to the above qualifications as the Board may find acceptable.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral, written, and public communication skills; leadership and strategic thinking skills; analytical, organizational, and management skills.
- Skill in personnel management with the ability to document clear and measurable requirements and performance standards.
- Knowledge of federal, state, and local statutes, laws, regulations, rules, policies, procedures, and current research-based best practices governing the functional area of assignment.
- Knowledge of HIPAA, Public Records Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to plan, direct, and manage a wide range of projects, events, systems, and activities to successful completion.
- Ability to collect and research data; synthesize information; and design, implement, and evaluate programs.

REPORTS TO:

Principal or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.
- Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
- Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students.
- Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
- Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance.
- Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments.
- Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan.
- Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning.
- Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being.
- Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.
- Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decision for effectiveness.
- Promote teacher-leadership functions focused on instructional proficiency and student learning.
- Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders.



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- Practice effective oral, written, and electronic communication skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community.
- Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school.
- Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.
- Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, Florida Administrative Code and the Florida Leadership Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code.
- Demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers that include disagreement and dissent with leadership.
- Engage in professional learning that improves professional practice in alignment with the needs of the school system.
- Demonstrate willingness to accept responsibility for actions and constructive criticism for professional growth.
- Implement regulations as they pertain to the assigned school.

OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

EXERTION TYPE:

- Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	10%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	10%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	90%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	80%



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<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	30%
<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	30%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	30%
<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	30%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	80%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	90%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	30%
<input checked="" type="checkbox"/> Stooping	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	30%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	80%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	30%

TERMS OF EMPLOYMENT: Work year and salary as established by the Board.

DAYS PER YEAR: 206, 216, 226, 255

FLSA STATUS: Exempt

BARGAINING UNIT: Non-bargaining

WORKER'S COMP. CATEGORY: 9101 – All Other

BOARD ADOPTION: 8-14-79

REVISED: 5-25-99, 4-2-13, 7-31-18, 7-28-20

REVIEWED: COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.