

**TITLE**

**Principal**

**QUALIFICATIONS**

1. Valid Tennessee Administrator’s license with appropriate endorsement; and
2. Administrative or supervisory experience and certification in accordance with state law and State Board Rules and Regulations, based on the minimum of a Master’s Degree.

**JOB GOAL**

To supervise the management of the personnel and facilities of the school in compliance with the educational, financial, and other operational laws and procedures established by State of Tennessee Board of Education and Franklin County Board of Education.

**DUTIES**

To supervise the operation and management of the personnel and facilities of the school to which he or she has been assigned;

To assume administrative responsibility and instructional leadership under the direction of the Director of Schools and in accordance with written policies of the board for the planning, management, operation and evaluation of the educational program of the school to which he or she has been assigned;

To submit recommendations to the Director of Schools regarding the appointment and dismissal of all personnel assigned to the school, and make decisions regarding the specific duties of all personnel assigned to the school under the principal’s care; provided, that the duties of teachers shall be within their area of licensure and consistent with applicable policies and rules;

To administer and implement the school behavior and discipline code and require guest passes for all persons other than enrolled students and employees of the schools;

To perform other duties as may be assigned by the Director of Schools; and

To observe all other rules and regulations relative to the operation of public schools established by law and as contained in the rules and regulations established by the state board of education.

**PERFORMANCE RESPONSIBILITIES**

**Instructional Leadership**

- Facilitate the development of programs and monitor the implementation of curriculum that meets the needs of all students.

- Analyze and utilize all summative, formative, and common summative data for the improvement of curriculum for instruction and student achievement.
- Maintain a school-wide climate and organization for learning (high expectations, cooperation, support, positive attitudes, etc.).
- Facilitate the development of curriculum/instructional programs based on research findings and needs assessment results.
- Identify and communicate effective teaching strategies, classroom management strategies, and strategies for altering inappropriate pupil behaviors.
- Incorporate the effective use of technology into the management and instructional processes.
- Provide on-going technical assistance to teachers and staff.
- Work with special education teachers in the implementation of IEPs for the identified students in order to appropriately modify instruction, services and expectations.
- Work with the staff to provide appropriate RTIs for identified students with special needs.
- Oversee PLCs – monitor weekly logs, notes, and planned activities.

### **Program Planning**

- Identify and communicate instructional planning strategies.
- Determine priorities based on assessed needs, financial capabilities, expertise, time-lines, and resources.
- Develop and implement the School Improvement Plan encompassing goals, objectives, activities, time-lines, and resources.
- Develop a school plan for professional development.
- Supervise the re-evaluation and the adjustment of curriculum/instructional programs as needed.
- Supervise the guidance program to enhance student education and development.
- Utilize staff in curriculum and instructional improvement.
- Organize for maximum time for academic achievement.
- Plan, organize, and direct implementation of all school activities.
- Develop schedules for classroom observations, conferences and follow-up activities.
- Coordinate the athletic program (when applicable); maintain the program in conjunction with all TSSAA rules and regulations.

### **School Management**

- Utilize effective interview and selection process before recommending the candidate which best fits the opening.
- Assign personnel to positions, which ensure optimum performance and equitable distribution of assignments.
- Evaluate the performance of personnel to ultimately enhance student achievement.
- Plan and conduct staff development activities to improve competencies of school personnel.
- Utilize strategies which lead to a higher level of motivation.
- Organize and supervise support service personnel for optimum performance.
- Facilitate positive attitudes of faculty and staff.
- Conduct classified and certified staff meetings to keep members informed of the policy changes, new programs, and related concerns.
- Recognize and reward, when possible, faculty, staff, and students for quality work.
- Establish a guide for proper student conduct and maintaining student discipline according to established board policies.
- Provide due process procedures required for the appropriate management of school employees and students.
- Prepare and supervise the preparation of reports, records, lists, and all other paperwork required or appropriate to the schools administration, attendance, and reporting student progress.
- Plan and supervise fire drills, earthquake drills, lockdown drills and emergency preparedness programs.

- Coordinate planning and work of the administrative staff.
- Delegate responsibility for certain tasks to administrative staff, counselors, and others when appropriate.
- Coordinate curriculum development activities of the school in cooperation with the Director of Curriculum and Instruction.

### **Community Relations**

- Involve parents in the activities of the school.
- Assess community expectations and perceptions of school performance.
- Communicate with citizenry by a variety of means (i.e., media, newsletters, and meetings).
- Utilize community resources to support programs and services including parent volunteers.
- Conduct regular advisory committee meetings.
- Accommodate appropriate request to use school facilities.
- Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
- Work with other schools and organizations in a professional manner.

### **Business Management**

- Maintain fiscal accountability system.
- Develop and monitor financial plan (budget) based on programs/service priorities and financial capabilities.
- Organize and involve teaching staff in monitoring and developing a financial plan for instructional needs.
- Work closely with the Facility Manager and/or Supervisor of Maintenance; inspecting the building and grounds, seeking assistance when needed.
- Utilize a system for purchasing and inventory control (i.e. textbooks.)
- Manage financial resources in a most cost-effective manner.
- Apply local and state school board regulations and identified best practices to business management decisions.

### **Interpersonal Relationships**

- Demonstrate effective written communication skills with all publics.
- Demonstrate effective oral communication skills with all publics.
- Manage change and new programs by utilizing effective change and pacing strategies.
- Solve problems utilizing a variety of techniques.
- Make decisions from a base of relative information.
- Utilize a process for involving personnel in decision-making activities, including faculty meetings, grade or department meetings, etc.
- Facilitate discussions and decision making sessions efficiently and productively.
- Plan and facilitate meetings for optimum use of time and resources.
- Manage conflict situations in an effective manner.
- Listen carefully to all stakeholders.
- Keep the Director of Schools informed of the school activities and problems.

### **Professional Development**

- Attend workshops, institutes, courses, and conferences relevant to continuing professional development, and management of the school programs.
- Demonstrate knowledge of current professional literature and materials including the effective school research.
- Demonstrate effective time management practices.
- React to stress situations in a reasonably calm and positive manner.
- Meet timelines and deadlines as requested.

- Conduct self and the management of the administrative office in an organized and business-like manner.
- Exhibit dependability in carrying out assigned responsibilities.
- Accept constructive criticism.
- Exhibit assertiveness as appropriate in dealing with administrative responsibilities.
- Participate in the system's administrative meetings in a positive, helpful and resourceful way.
- Perform professional responsibilities and duties as outlined in the job description including regular attendance and punctuality.
- Assume responsibility for school-related activities that extend beyond the school day.
- Work with Central Office staff and other support personnel on school programs and goals related to instruction, transportation, professional staff development, and special services.
- Perform other duties consistent with the position assigned as may be requested by the Director of Schools.
- Adheres to professional Codes of Ethics.

## **PHYSICAL DEMANDS**

This job may require lifting of objects that exceed 50 pounds, with frequent lifting and/or carrying of objects weighing up to 25 pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Stooping and/or kneeling
3. Reaching
4. Talking
5. Hearing
6. Seeing

## **TEMPERAMENT (Personal Traits)**

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with people beyond giving and receiving instruction.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

## **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.

4. Manual dexterity: Ability to move the hands and fingers easily.

## **DIRECTLY REPORTS TO**

**Director of Schools**

## **WORK CONDITIONS**

Has an annual performance contract with the Director of Schools.

School setting - normal working environment for a school administrator in a rural public school.

Works a minimum of 220 - the typical 200-day work year plus a minimum of 20 additional days as directed by the Director of Schools. This includes the typical school day from 8:00 am until 3:00 pm for students and the additional thirty (30) minutes required for certified staff members and additional time as needed to get the job done.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.