

**CLASS SPECIFICATIONS FOR THE
PRINCIPAL, HIGH SCHOOL**

DEFINITION

Serve as the educational leader and chief executive of a high school; to manage effective relationships with students, staff, parents, and community organizations; to interpret and implement state requirements and district policies and regulations in administering the school; participates in recommending district policies, procedures, and regulations to the superintendent; and to exercise independent decisions in those situations not covered by same.

QUALIFICATIONS

Credential: Possession of a valid standard supervision credential, with authorization to serve as a school principal, or a credential of equivalent authorization issued by the California Commission on Teacher Credentialing is required. A standard administration credential, or its equivalent, warrants priority consideration.

and

Education: A bachelor's degree from an approved institution is required. Advanced degrees are preferred.

and

Experience: A minimum of five years of certificated experience in public or private schools is required and preference will be given for experience at a comparable segment level for which appointment is considered. An additional two years of experience as a vice principal, department chairperson, counselor, student activities advisor, or in another administrative or supervisory capacity in a school system, is also required.

TYPICAL DUTIES AND RESPONSIBILITIES

- _____ 1. Has primary responsibility for positive and effective relationships among staff, students, and parents. Specific functions include development of school philosophy; goals and objectives; supervision and support of student activities; sensitivity and responsiveness to individual problems and concerns (staff/student/parent); recognition of student and staff accomplishments.
- _____ 2. Provides direct supervision over the vice-principals, deans, teachers, counselors, nurses, librarians, clerical personnel, secretaries, and part-time and volunteer personnel. Also provides on-site supervision of custodians, cafeteria personnel, bus drivers, and other individuals working on the campus on a regular or occasional basis.
- _____ 3. Has primary responsibility for establishing and maintaining sensitive and mutually beneficial relationships with the community. Specific functions include, but are not limited to, the nurture and support of the PTA, parent clubs, and other volunteer groups the organization of "back-to-school nights," open house, and other activities that invite the community to visit the school; the utilization of community and parental resources for the benefit of the school's programs and activities; and the utilization of the school's facilities and resources for the benefit of the community's milieu. The principal is to be a visible and active leader in the school's community.

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TYPICAL DUTIES AND RESPONSIBILITIES (Continued)

- _____ 4. Is responsible for developing and maintaining an effective communication system. Specific functions include development of staff and student bulletins; development and distribution of parent newsletters; maintenance of effective liaison communication with district line and staff personnel; preparation and follow-through of scheduled meetings with all segments of the school population and interfacing programs; and effective communication with news media.
- _____ 5. Is responsible for the management of resources, including revenue and expenditures, personnel, facilities and equipment, and special programs. Specific functions include development and supervision of the school budget; development of the school management plan; and supervision of buildings and grounds.
- _____ 6. Is responsible for the management of all the other administrative processes relevant to the operations of a high school including, but not limited to, the supervision of student records; establishment and implementation of emergency procedures; determination of staffing needs to provide optimum services; selection, motivation, supervision, and evaluation of personnel; development and implementation of the master schedule; management of employer/employee contracts; supervision of supplies, textbooks and equipment inventories; supervision of record keeping (attendance, time cards, purchase orders, invoices, accident reports); and coordination of student services provided by off-campus district service units.
- _____ 7. Is responsible for the development and maintenance of an effective multifaceted curriculum, both academic and extra-curricular. Specific functions include development and supervision of course offerings, assuring compliance with district and state requirements; classroom observation and evaluation of teachers; planning to meet changing needs of students; articulation with special services and feeder schools; leadership, enlisting cooperative school-wide efforts by staff and students; development and implementation of the master schedule; and development and implementation of a wide variety of extra-curricular programs for student enrichment (i.e., music, drama, athletics, yearbook, school newspaper, student government, etc.).
- _____ 8. Is responsible for assessing student progress, achievement, and behavior and providing assistance for positive student growth, social and academic. Specific functions include implementation of district and state testing requirements; development of well defined programs, to assist students to develop their full potential as well as meet graduation requirements; establishment of standards of acceptable student behavior and pupil control measures; supervision of the recording and monitoring of student attendance; and establishment and supervision of effective student discipline procedures.
- _____ 9. Is responsible for being knowledgeable and current relative to district, state, and federal policies, laws, and regulations as they relate to the school and its programs so that he/she can accurately interpret them to others as well as apply them in the daily operations of the school. Specific functions include ongoing review and synthesis of district policies, procedures, state and federal laws and legislative bills; establishment of legally based school policies and procedures for all aspects of the school's functions; and coordination with the district, other schools, county, state, and federal agencies with effective interaction with personnel from each.
- _____ 10. Has primary site-level responsibility for utilizing school and district resources to maintain a high quality of instruction within the school. Specific functions include establishment and maintenance of relevant goals and objectives, with annual evaluations; identification of instructional needs and deficiencies, with inservice training plans to meet needs; supervision of classroom instruction; evaluation and accountability of employees; and promotion of joint efforts to promote staff job satisfaction.

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TYPICAL DUTIES AND RESPONSIBILITIES (Continued)

- _____ 11. Is responsible for keeping abreast of trends, policies, procedures, practices and laws that affect the school and its constituents. Growth experiences may include attendance at conferences and workshops; membership in professional associations; attendance at pertinent school board meetings; ongoing reading of professional publications; and participation in district assignments and problem-solving experiences.

- _____ 12. Is responsible for being knowledgeable about learning theories, human needs, curriculum development, motivation theory, school finance and budgeting, collective bargaining, staff organizational theories, and the supervision of personnel.

- _____ 13. Is responsible for being skilled in effective communications, including initiating individual and group discussions, listening, clarifying, and facilitating interaction among group members. Specific functions include verbal skills to communicate effectively with a wide variety of people with varying educational and sociocultural backgrounds; research, reading, public speaking, writing skills to effectively convey ideas, reports, letters, memoranda and survey questionnaires; understanding of goal-setting techniques, including needs assessment and evaluation; high degree of self-restraint, judgment and strategies in dealing with a variety of people, adversaries and advocates under varying situations and conditions; high degree of skill in defining problems, collecting information, establishing facts, evaluating alternate solutions, and drawing valid conclusions; and effective screening of applicants through job-related interviews.

- _____ 14. Is responsible for establishing procedures to insure that effective intergroup relations and affirmative action policies prevail at the school.

- _____ 15. Is responsible for utilizing all available personnel and resources in order to provide an effective and comprehensive counseling/guidance program which is articulated within the school and within the district, and which provides articulation with the world of work and other educational institutions.

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