**Job Description**

| **Job Title:** High School Principal  | **Department or Building:** Ames High |
| --- | --- |
| **Employee Group:** (check one) \_\_\_ Support Staff \_X\_ Administration\_\_\_ Certified | **Status:**  \_X\_ Exempt \_\_\_ Non-Exempt \_X\_ Full Time \_\_\_ Part Time  |
| **Reports to:** *Associate Superintendent* | **Direct Reports:** *High School Administrative, Certified, and Support Staff* |

**SUMMARY**

Under the direction of the Associate Superintendent, the High School Principal serves as the instructional leader and chief administrator of the high school. The Principal is responsible for establishing an instructional vision and focused plan for improving student achievement while narrowing the disparities between the highest and lowest performing students; supervising and supporting professional educators in segmenting their instructional practices; creating a community of continuous learning for all staff and students; fostering a culture of high expectation; providing every student equitable access and support to high quality and culturally relevant instruction; supporting the District’s vision for diversity, equity, and inclusion; Implementation of a Positive Behavior Intervention System; building strong partnerships with families and community; creating a safe, welcoming environment that reflects and supports sexual orientation, gender identity, racial, ethnic, cultural, and linguistic diversity of the student population and communities served; and managing operational, technical, and school activities and staff to promote student growth.

**Supervisory Relationship**

The High School Principal directly or indirectly supervises all Ames High School staff.

**Distinguishing Characteristics**

This position requires demonstrated expertise in educational programs, curriculum, pedagogy, professional development, and culturally sustaining instructional strategies. This position also requires directly related administrative experience to ensure success in a high school leadership role. This administrative experience includes the ability to lead collaboratively, support and promote diversity, foster a student-centered approach leading to student engagement and success, and the ability to create and maintain an emotionally healthy and physically safe school culture. Through articulated and measurable standards, the Principal will advance the District’s goal of equity and access that empowers every individual to reach their full academic and educational potential. The school leader is a highly skilled communicator who creates connections and maintains effective working relationships with students, parents, administrators, staff, community members, and the public.

**Leadership Characteristics**

***Racial Equity****:* Leaders are able to adapt to a variety of situations and are committed to racial equity. They are able to build cultural awareness through self-reflection to identify one’s own racial and ethnic identity development. Leaders must invite multiple perspectives, actively listen, and be willing to change by understanding the relationship between intent and impact of their decision.

***Vision:***Leaders inspire others to an ideal future by providing a shared vision among stakeholders and by developing goals that focus on District strategic initiatives. They are able to paint a big picture for others to understand the purpose of their work.

***Communication:***Leaders motivate others to understand their role and impact on the District’s vision through open communication that is proactive, sensitive, and transparent. A powerful communicator is one who is aligned with the values of the organization and models listening, writing, and speaking skills that build trust.

***Organizational and Accountability Capability:***Leaders hold others accountable to the values of the organization and hold themselves accountable for final outcomes by establishing clear structures for work to be accomplished.

***Political Skills:***Leaders build coalitions and bridges by cultivating support through sensitivity to relationships, understanding others’ perspectives, and by bringing others together to attain educational equity for all students.

***Trust and Integrity:***Leaders must be truthful and open to establish trust. They must also establish caring relationships and create an environment that fosters open and honest discussions.

**RESPONSIBILITIES/ESSENTIAL FUNCTIONS**

* Achieves academic excellence and focuses on closing the achievement and opportunity gaps for traditionally underserved students.
* Ensures equity in high school services.
* Cultivates diversity in leadership positions.
* Leads, encourages, and supports all members of the school staff.
* Communicates effectively and fosters collaboration with all stakeholder groups, including students, families, staff members, and members of the community.
* Establishes and promotes high standards and expectations for all students and staff.
* Maintains a safe and welcoming school climate and culture.
* Serves as the instructional leader by demonstrating collaborative leadership skills, making tough decisions, and leading a cohesive team.
* Plans, designs, and conducts follow-through strategies for teaching and learning designed to meet the differentiated and individualized needs of students and the educational community.
* Leads inclusive decision-making processes to ensure the development of a comprehensive school improvement plan with annual student achievement targets supported by parents, staff, and community members.
* Prepares staff for the transition to new high school.
* Oversees the school’s performance evaluation systems to ensure that site goals and objectives are achieved and that all staff adhere to District, State, and Federal standards and goals.
* Establishes the master schedule for instructional programs ensuring rigorous and articulated learning experiences aligned to State standards and required instructional hours.
* Supervises the evaluation of all building staff, coordinates all staff development activities, and ensures professional development and supports for all staff.
* Ensures that instructional programs engage learners in tasks that require analytical and critical thinking, problem solving, and creativity; addresses the range of skills and developmental needs found in the classroom; encourages students to define individual goals and accepts responsibilities for learning; and provides a variety of methods for students to demonstrate performance and achievement.
* Serves as a positive role model for students, demonstrates the importance and relevance of learning, accepts responsibility, and demonstrates pride in the educational profession.
* Uses data to guide data teams to identify and monitor student needs and growth as well as collect and analyze data to inform practice, develop new programs, and make improvements to existing programs.
* Plans, develops, organizes, and administers support systems that provide optimal educational opportunities for adolescent-age students as well as oversees a multi-tiered system of supports to meet individual student needs.
* Develops, implements, and oversees budget planning and financial procedures in accordance with all laws, regulations, and policies.
* Manages, supervises, observes, and conducts staff professional development and staff training programs that encourage and grow leadership.
* Confers with site and District staff in decision-making processes and in the development of alternative approaches to addressing concerns and issues.
* Assists in the development, implementation, interpretation, and administration of policies, rules, regulations, and negotiated employee agreements as well as ensure compliance with all laws, administrative codes, Board policies, and regulations.
* Establishes and maintains procedures for the resolution of conflict in an effort to maintain a high level of staff morale.
* Manages, monitors, audits, and evaluates school finances and specially funded programs.
* Plans, develops, and provides management reports pertaining to the educational climate and the functions and activities of the school as required.
* Attends work on a consistent and punctual basis.
* Performs other related duties as assigned.

**REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES**

| **Knowledge and Skills** | **Education, Training, and Licensure** |
| --- | --- |
| * Demonstrate commitment to educational equity and access for all students.
* Possess strong leadership, organizational, and communication skills.
* Strong instructional leader committed to development of culturally sustaining instructional and curricular initiatives.
* Ability to motivate and collaborate with diverse stakeholders.
* Unwavering evidence of strong integrity, good ethical character, and initiative.
* Consistent usage of highly effective communication skills.
* Evidence of being flexible, innovative, creative, straight-forward, fair, and equitable.
* Demonstrate ability to follow-through with tasks, plans, promises, and commitments.
* Ability to manage budgets and implement spending procedures.
* Ability to interact with a broad and diverse population of internal and external stakeholders.
 | * Master’s Degree in Education or related field and a valid Iowa Administrative License (or the ability to immediately obtain a license by the date of hire)
* Valid driver’s license with satisfactory motor vehicle record
* Minimum of five (5) years of experience in teaching and working with adults and adolescents
* Minimum of three (3) years of administrative experience as a principal, assistant principal, or central office administrator required - high school preferred
* Training and experience working with diverse populations of students and community
* Ability to pass a background check required
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**PHYSICAL REQUIREMENTS**

| **Physical Activity** | **Amount of Time** |
| --- | --- |
|  | **Occasionally** **(1%-32%)** | **Frequently****(33%-65%)** | **Constantly****(66%-100%)** |
| Mobility |  |  |  |
| Talk |  |  |  |
| Hear |  |  |  |
| Operate Computer |  |  | X |
| Stationary Position |  | X |  |
| Balance | X |  |  |
| Lift up to 10 pounds | X |  |  |
| Operate Motor Vehicle | X |  |  |

**WORKING CONDITIONS**

| **Working Conditions** | **Amount of Time** |
| --- | --- |
|  | **Occasionally** **(1%-32%)** | **Frequently****(33%-65%)** | **Constantly****(66%-100%)** |
| School Hours |  |  | X |
| Indoors |  |  | X |
| Outdoors | X |  |  |
| Evenings | X |  |  |
| Weekends | X |  |  |

**\_\_\_\_ Approved by Human Resources Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Kristin Johnson Signature and Date**

**For Administrators’ Job Descriptions**

**\_\_\_\_ Approved by Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Julious Lawson Signature and Date**

**EQUAL EMPLOYMENT OPPORTUNITY:**

The District does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. Any person inquiring about or seeking assistance with the District’s compliance with equity regulations may contact Kristin Johnson, Director of Human Relations, who has been designated as the coordinator of the District’s efforts to comply with these regulations. kristin.johnson@ames.k12.ia.us, District Offices, 2005 24th St., Ames, IA 50010 (515-268-6610. Complaints can also be directed to the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, IA 50319-1004, (515) 281-4121, or Region VII Office for Civil Rights, Citigroup Center 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544.