

## JOB DESCRIPTION

Principal – 12 month

**DEPARTMENT:** Administration  
**REPORTS TO:** Superintendent

**CLASSIFICATION:** X Administrator: \_\_GEEA \_\_ESP: \_\_AFSCME \_\_EXEMPT

### **GENERAL RESPONSIBILITIES**

The Principal is the instructional leader of the school and dedicates the majority of their time to curriculum and staff development through both formal and informal activities. The Principal provides strong leadership, supervision, and administrative expertise to ensure high-quality instruction and the academic, social, and emotional development of every student.

### **ESSENTIAL LEADERSHIP SKILLS**

- **Instructional Visionary:** Ability to articulate and implement a shared vision for teaching and learning.
- **Equity-Minded Leader:** Commitment to inclusive practices, cultural responsiveness, and closing achievement gaps.
- **Collaborative Communicator:** Strong interpersonal skills for engaging with staff, students, families, and community partners.
- **Decision-Maker:** Skilled at using data, research, and input to make timely, effective decisions.
- **Resilient and Adaptive:** Ability to manage complex challenges, change, and conflict with professionalism and empathy.
- **Visibility and Engagement:** Demonstrates a consistent, approachable presence within the school community and actively engages with students, staff, families, and external partners to foster trust, collaboration, and a shared sense of purpose.

### **DISTRICT 41 LEADERSHIP CORE VALUES**

**Leaders in District 41 are expected to demonstrate:**

- **Learning-Centered Education** places the focus on the needs of schools, classrooms, students and self. A learning-centered leader sets high expectations for all students, staff, and self and is committed to system design that supports performance excellence for all students. In a learner-centered system, students take active responsibility for their learning and staff take responsibility to support student learning.
- **Visionary Leadership** requires leaders to set and communicate clear, visible direction and high expectations. Leaders foster a sense of urgency to accomplish mission, and model visible commitment to continual improvement principles and practices every day.
- **Organizational and Personal Learning** means leaders engage staff, students, and self as full participants in learning and contributors to improvement at the organization and individual level.
- **Valuing Faculty, Staff and Partners** requires the investment in the on-going development of knowledge, capabilities, skills utilization, morale and motivation of all faculty, staff, students and the practice of building internal and external partnerships to

better accomplish overall goals.

- **Managing for Innovation** requires leaders to focus on creating new and innovative approaches to improving performance and stakeholder value.
- **Systems Perspective** requires leaders to use core values and seven continuous improvement categories as the building blocks of the overall organization using a systems approach at every level.
- **Management by Facts** requires a leader to use decision-making based on measurement, data, information, and analysis of results, applied to the management of the organization. Leaders help the organization understand that decisions made in absence of measurement, information, data and analysis result in “random acts of improvement” which are costly and time consuming.
- **Focus on the Future** requires a leader to make a long-term commitment to students and to all stakeholders – community, employers, faculty, and staff.
- **Public Responsibility and Citizenship** requires a leader to practice good citizenship and shifting from compliance to commitment to be a contributing member of the community and adding value.
- **Agility** requires faster and more flexible response to the needs of customers, students and stakeholders.
- **Focus on Results and Creating Value** requires a leader to develop and use performance indicators that communicate requirements, monitor actual performance, and marshal broadly-based support for improving results. Results must be aligned and balanced to reflect the priorities of the district and departments and reported regularly to the stakeholders.

#### **SPECIFIC TASK AREA: INSTRUCTIONAL LEADERSHIP**

- Supervise curriculum design, implementation, and evaluation to ensure rigorous and engaging learning experiences.
- Lead the use of data to inform instruction, interventions, and enrichment opportunities.
- Provide leadership for professional learning communities (PLCs), fostering collaboration among staff.
- Ensure effective instructional practices for diverse learners, including special education and multilingual students.
- Monitor student progress and promote continuous improvement through evidence-based strategies.
- Foster a positive, inclusive school culture where all students feel a sense of belonging.
- Promote student leadership, voice, and engagement in school life.
- Build partnerships with families, encouraging meaningful involvement in student learning.
- Support social-emotional learning, restorative practices, and wellness initiatives.
- Model and reinforce high expectations for behavior, respect, and responsibility.

#### **SPECIFIC TASK AREA: COMMUNITY RELATIONS AND OUTREACH**

- Serve as the primary representative of the school to families, community members, and external partners.
- Communicate effectively and transparently through multiple channels.
- Build strong relationships with parent organizations and community groups.
- Advocate for the needs of students and the school within the district and the broader community.

### **SPECIFIC TASK AREA: FACILITY AND BUSINESS OPERATIONS**

- Develops short-term and long-term plans for school facilities utilization.
- Manage school budgets and allocate resources strategically to support learning priorities
- Assume responsibility for the accurate and punctual preparation of all school reports required by at the District, State, and Federal levels and by other agencies.
- Oversees the procedures for purchasing and using appropriate supplies, equipment and materials.
- Supervises and directs buildings and grounds maintenance and custodian activities.

### **SPECIFIC TASK AREA: PERSONNEL**

- Participates in the recruitment, selection, and assignment of all building personnel.
- Supervises and evaluates personnel assigned to the building to promote professional growth and advance student achievement.
- Recommends dismissal of staff assigned to the building whose work is unsatisfactory, according to established procedures.
- Supervise, mentor, and evaluate teachers and support staff.
- Encourage reflective practice, coaching, and continuous professional learning
- Recognize and celebrate staff achievements while addressing areas for growth.
- Build leadership capacity among teachers and staff members.

### **SPECIFIC TASK AREA: OTHER SERVICES**

- Assumes responsibility for the supervision and implementation of the school's extra-curricular activities.
- Monitors use of school by outside groups.
- Assumes other duties as assigned by the Superintendent.

### **KNOWLEDGE AND SKILLS**

- Confidential information discretely and professionally.
- Proficient computer skills including but not limited to Microsoft Office and Outlook
- Ability to use discretion and exercise sound judgment.
- Critical thinker and problem solver.
- Effective oral and written communication skills and strong interpersonal skills.
- Ability to exercise appropriate initiative and work independently.
- Good organizational and time management skills.

### **EDUCATION AND CREDENTIALING**

- Bachelor's and Master's Degrees
- Professional Educator License (PEL)
- Administrative Endorsement

### **DIRECT REPORTS TO THIS POSITION**

- Assistant Principals
- Building teachers
- Building classified staff

### **EVALUATION**

- The Superintendent reviews performance annually.

### **WORK YEAR**

- 260 Days

**D41**  
glen elllyn

<b><u>PHYSICAL ABILITY JOB REQUIREMENTS</u></b>	<b>Not Important</b>	<b>Desirable</b>	<b>Essential</b>	<b>Critical</b>
Walking or standing			X	
Seeing			X	
Hearing			X	
Lifting/carrying objects weighing 5-20 lbs.				X
Lifting/carrying objects weighing over 20 lbs.	X			
Pushing/pulling carts, dollies, etc.		X		
Climbing ladders, scaffolding, etc.		X		
Regularly working at assigned site(s).				X
Driving a car, van or truck on public roads or highways.				X
Proofreading and checking documents for accuracy.				X
Using a keyboard to enter, retrieve or transform data.				X
Dealing with employees, suppliers and/or customers in high-stress situations.				X
Conducting performance reviews with employees who report to you.				X
Disciplining and when necessary, discharging employees.				X
Working in an area that is somewhat uncomfortable due to noise, drafts, etc.		X		
Working in confined area for 2+ hours at a time.			X	
Working in an area that is very unpleasant due to temperature, odor, noise, etc.	X			
Operating heavy equipment and/or performing other very hazardous duties.	X			
Looking at computer screen/reading data on PC.				X

By signing this, I affirm that I have read and understand the contents of this document.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date