



Lafayette Parish School System Job Description

Job Title: Assistant Principal – All Levels
Department: School Based
Reports To: Principal
Approved Date: 07/2024

Salary Scale: Instructional Indexed
Pay Grade: N/A
FLSA Status: Exempt
Days: 203-days Elementary
203-days Middle
213-days High
2002 Sales Tax Eligible: No

SUMMARY OF POSITION: Assists Principal in establishing and maintaining an effective learning environment and instructional program in the school.

QUALIFICATIONS: EDUCATION AND/OR EXPERIENCE: Type A / Level 2 certificate; Type A certificate with Principal add-on endorsement; Educational Leader Level 1 (EDL1) or Educational Leader Level 1 – Eligibility Letter; Five (5) years classroom teaching experience; Two (2) years school administrative experience preferred.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other additional duties/responsibilities assigned by the Supervisor and/or Superintendent may be assigned.

DOMAIN 1: SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING

1. Establishes data-driven goals and an action plan for achievement.
2. Disaggregates data in order to create and support, school goals.
3. Uses available data to impact student achievement.
4. Plans, implements, and supports interventions.
5. Effectively utilizes student data and student work to create and/or revise action plans a few times during the school year.
6. Establishes a school mission and vision that drives instruction and school activities.
7. Communicates the mission, vision, and goals of the school with staff members and students.
8. Invests teachers and students in the school vision in order to reach established goals.
9. Advocates for the best interests and needs of some students to ensure student achievement.
10. Establishes high standards for students and teachers.
11. Creates opportunities for students and teachers to establish high and demanding expectations.

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

1. Establishes and monitors a schoolwide instructional program where curricular materials are consistent with schoolwide goals.
2. Ensures teachers set clear, measurable objectives aligned to the state standards.
3. Implements systems that allow teachers to analyze formative and summative data to monitor student progress.
4. Creates opportunities for teachers to participate in professional learning that is focused on curriculum, assessment, and instructional practices.
5. Engages in conversations about assessments and student progress with teachers.
6. Utilizes a schoolwide evaluation system and individualized support plans to increase teacher effectiveness.
7. Evaluates classroom teaching and learning accurately and provides student data to support the evaluation.
8. Provides specific evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps.
9. Uses teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness.
10. Engages all teachers in utilizing data to identify student populations in need of intervention.
11. Monitors student intervention plans to ensure the academic needs of all student populations are being met.
12. Supports teachers in adjusting instruction and assessments to ensure that students master the content.
13. Supports teachers in implementing instructional strategies that meet the needs of all learners.
14. Implements systems that ensure that all students have access to rigorous learning opportunities.
15. Implements a schoolwide schedule and routines that maximize instructional time.
16. Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning.

17. Ensures teachers have access to curriculum, resources and materials that are aligned to state standards and assessments to instruct all students.
18. Considers district and school goals when making decisions about instructional practices or priorities.
19. Leads instructional staff meetings and/or ongoing applied professional development with adult learning principles.

DOMAIN 3: CAPACITY-BUILDING

1. Reflects on their own leadership practice resulting in actions to increase student achievement and teacher proficiency.
2. Determines areas of growth and sets goals to strengthen his/her own leadership practice.
3. Implements schoolwide activities/action steps based on feedback and data.
4. Collaborates with colleagues at the school and district levels to implement district initiatives that result in gains in student achievement.
5. Utilizes observational teacher and student data with campus leaders resulting in adjustments to the support that is provided for teachers and to ensure student growth.
6. Provides coaching support and collaborative opportunities for campus leaders on professional development, classroom support and observations, teacher evaluation data, and student achievement data.
7. Develops the leadership skills of campus leaders by providing opportunities for assuming additional responsibilities.
8. Provides ongoing collaborative opportunities/structures for teachers to strengthen instructional practice by examining evidence of student learning and making instructional adjustments.
9. Prepares and plans for new staff by providing induction and mentoring systems and support.
10. Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through regular professional development opportunities.
11. Ensures professional development is provided to support teachers' and staff members' skills, consists of differentiated opportunities for learning and growth, is guided by understanding of adult learning principles, and is measured with student data.

DOMAIN 4: SCHOOL ENVIRONMENT/COMMUNITY AND CAMPUS CLIMATE

1. Establishes a safe and positive campus culture for students, staff members, families, and community stakeholders.
2. Manages conflict among stakeholders effectively.
3. Regularly collaborates with a school leadership team.
4. Develops productive relationships with stakeholders.
5. Provides needed support services for students and their families during school hours.
6. Implements campus wide discipline system/plan to promote a positive learning environment for all students.
7. Addresses student misconduct in a positive, fair, and unbiased manner.
8. Incorporates problem-solving skills to manage student behavioral challenges.
9. Supports teachers in resolving discipline concerns.
10. Implements systems that enable students to have equitable access to effective teachers.
11. Incorporates and articulates a commitment to equity in the school mission and vision.

DOMAIN 5: ETHICS AND INTEGRITY

1. Establishes and supports a culture that is open, productive, caring, and trusting for teachers and staff in order to promote a professional working environment.
2. Promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.
3. Provides moral direction by acting ethically in personal conduct, in relationships with others, and expects staff and students to do the same.
4. Demonstrates the values of integrity, trust, collaboration, perseverance, and continuous improvement.
5. Understands, implements, and supports school personnel in following local and district expectations and policies to maintain consistency and equity.
6. Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

DOMAIN 6: SCHOOL OPERATIONS/MANAGEMENT

1. Manages the governance processes and internal and external politics toward achieving the school's mission and vision.
2. Recruits, hires, and retains a diverse group of highly qualified professional staff.
3. Establishes and monitors a system that ensures all staff (including but not limited to clerical, cafeteria, custodial, and

- transportation) are productive and use their time effectively by focusing on student needs and student achievement.
4. Acquires and manages fiscal, physical, and other resources to support student learning and community engagement.
 5. Analyzes data sources and utilizes feedback to make decisions for allocating resources equitably in order to meet the goals of the school.

RESPONSIBILITIES: Staff shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

Instructional Components

- Fulfill duties traditionally expected of those in teaching/administration/itinerant profession (Oversee and/or produce lesson plans, instruction of students, collaborate with colleagues and departments, grade papers, take and record attendance, enter/average grades, supplemental tracking and/or support)
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher/school
- Oversees/participates in school committees or task forces to contribute to school improvement initiatives
- Oversees/participates in educational or coaching best practices and techniques
- Collaborate with those providing direct student instruction as well as professionals providing ancillary services
- Review, draft, study, recommend, and implement policies, curricula, and plans to improve the quality of instruction,

Supervision Components

- Supervision of students when students are on or off campus at a school related/sponsored event
- Supervision of students prior to school and/or drop-off, in classroom, between classes, during recess/intermission, during lunch, assemblies and after school events, when assigned
- Supervision of any school personnel for whom you may be responsible, as applicable

Non-instructional Components

- Attend meetings generally associated with the instruction of students and/or school/district improvement
- Attend faculty, staff/department meetings, training sessions meetings, parent-teacher conferences, back-to-school/open-house events, parent/student events such as parent orientations, open house, graduation, etc.
- Attend PGP, PIP, evaluation, observation, IAP, IEP, and student discipline meetings/hearings, school board/committee meetings, etc., upon request
- Establish/participate in school and/or district policies governing students and employees
- Planning and strategizing for future district/school improvement initiatives.
- Provide additional supervision and/or support for students who may need extra help, assistance, and/or ancillary services.
- Supporting extracurricular activities or athletic events that take place after school hours. (If applicable)
- Attend/participate in all meetings and functions of those extra-curricular activities, clubs, or groups of which the employee is a sponsor or assigned
- Represent the district/school at all functions and/or meetings at which a school representative is required, as requested

METHOD OF EVALUATION: Evaluations in accordance with the Lafayette Parish School System Policy GBI-Evaluation.

PROFESSIONALISM AND CONDUCT STANDARDS:

Quality of Work - attention to detail and accuracy of work that meets and exceeds expectations

- Completes tasks, reports, and documents accurately according to specified timelines and expectations; Makes wise and appropriate decisions after identifying and analyzing relevant information

Availability - punctual, adheres to work schedule and has overall satisfactory attendance

- Adheres to district guidelines relative to attendance; Regularly reports to work on time and work additional hours when deemed necessary and pre-approved by your immediate supervisor

Communication Skills - all verbal, non-verbal, visual, and written exchange of information is of satisfactory caliber

- Uses verbal and non-verbal communication in a manner respectful of others; Demonstrates skill in giving and receiving feedback; Uses active listening skills; Writes and speaks clearly and concisely so that the message is understood; Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments

Interpersonal Skills / Teamwork - works cooperatively with colleagues, students, parents, and vendors

- Promotes and supports a culture of inclusion, diversity, dignity, respect, and fairness for all stakeholders; Attends and constructively participates in meetings and professional development activities; Accepts and uses constructive feedback; Cooperates with building and district staff in planning and evaluation

Personal Impact - presentable, appropriate appearance for position, represents district positively

- Wears attire appropriate to job responsibilities; practices personal grooming that is appropriate for work environment; Develops and maintains a safe and caring environment for all of our stakeholders; Advocate positive personal behavior on or off campus and attempt to avoid improprieties or the appearance of improprieties

Productivity - performs work efficiently, on time, and effectively while uses available resources

- Identifies problems and issues and works collaboratively to contribute ideas and find solutions; Minimizes bias in self and others and accepts responsibility for his/her own actions

Adaptability - accepts and adjusts to change, performs multiple tasks, organizes work, sets work priorities, and performs other duties as assigned

- Follows directives as assigned by supervisor; Cooperates with administration in the performance of additional duties.

Policy – comply with all Lafayette Parish School System Policies and Procedures

- Adheres to laws, board policies and procedures, administrative rules, practices, and guidelines and applies all fairly, consistently, wisely, and compassionately; Adheres to ethical, legal and professional standards; Maintain the confidentiality of all School Board information by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- The Lafayette Parish School Board shall require all personnel to follow the district/school calendar and holiday schedule during the school term. All employees are required to adhere to daily schedule, punctuality, and attendance set forth by the district.

EXPECTATIONS:

Expectations include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily along with adhering to the professionalism and conduct standards. The requirements listed above are representative of the knowledge, skills, and/or ability required.

WORK ENVIRONMENT/PHYSICAL DEMANDS

The work environment is representative of conditions an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee is occasionally exposed to a noise level in the work environment which is moderate to loud, outside weather conditions, a variety of childhood and adult diseases and illnesses, heated/air conditioned and ventilated facilities, a building in which a variety of chemical substances are used for cleaning, instruction and/or operation of equipment. This job does require public contact, both on the telephone and in person, under sometimes-stressful conditions.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The usual and customary methods of performing the jobs functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The information contained in this job description is in compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Employee's Printed Name

Supervisor's Signature

Employee's Signature

Date