

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE

Principal (Middle)

BARGAINING UNIT CLASSIFICATION

School Administrators of Waterbury

DEPARTMENT

Academics

REPORTS TO:

Receives administrative direction from the Superintendent or other administrative official of a higher grade

INCUMBENT NAME**FLSA DESIGNATION**

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class is accountable for providing instructional leadership and planning, organizing, directing, and controlling the full-time educational program at one of the District's middle schools.

PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES**A. EDUCATION AND EXPERIENCE****General Experience:**

1. A Master's degree in education or related field plus five (5) years of professional level experience in an educational setting.

Special Experience:

1. Two (2) years of the General Experience must have been in an administrative capacity over professional certified staff.

Special Requirement:

1. In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made prior to appointment.

B. CREDENTIALS:**C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:**

1. A Master's degree in education or related field plus eighteen (18) semester hours of graduate credit and completion of fifty (50) school months of successful teaching or service employment as identified in State of Connecticut, Regulation of State Board of Education, Sec. 10-145d-574 (a - f).
2. Connecticut State Board of Education certification as an Intermediate Administrator/Supervisor (092) will be required at time of appointment.

3. Incumbents in this class may be required to possess a current Motor Vehicle Class D Operator's License.

D. CONTINUING EDUCATION REQUIREMENTS:

1. Administrators in this job class must complete all State CEU requirements for re-certification.

E. KNOWLEDGE, SKILLS AND ABILITIES

- Considerable knowledge of academic curriculum and pedagogical techniques that is effective across diverse populations;
- Considerable knowledge of and ability to apply management principles and techniques and educational administration;
- Considerable knowledge of school curriculum and instruction;
- Considerable knowledge of the school improvement and quality review processes;
- Knowledge of and application of methods used in improving academic achievement;
- Knowledge of current and emerging educational developments and trends;
- Knowledge of current educational theories and practices;
- Knowledge of educational assessment practices and techniques;
- Knowledge of effective intervention, academic and behavior techniques;
- Knowledge of effective supervision and discipline;
- Knowledge of evidence-based research and best practices in educational interventions;
- Knowledge of instructional technology;
- Knowledge of philosophy and methods of education and teaching;
- Knowledge of Response to Intervention (RtI) and how to improve core instruction while building a system of interventions;
- Knowledge of school safety procedures;
- Knowledge of Connecticut Code of Professional Responsibility for Educators and District policies and procedures governing teacher conduct;
- Knowledge of the middle school curriculum;
- Knowledge of Every Student Succeeds Act (ESSA) requirements;
- Knowledge of the principles and practices of education for special needs population;
- Knowledge of theory and research in education;
- Considerable crisis management, emergency and de-escalation techniques skills;
- Considerable problem-solving skills;
- Excellent technological skills;
- Excellent verbal and written communication skills;
- Ability to apply leadership skills within a shared decision-making model;
- Ability to apply the principles of Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI);
- Ability to be part of an effective management team;
- Ability to demonstrate high moral and ethical standards;
- Ability to develop a strong school culture;
- Ability to develop and foster a professional learning community that supports student success;
- Ability to effectively evaluate curriculum and instructional programming;
- Ability to establish and maintain effective working relationships with students, staff and the community;
- Ability to evaluate and develop staff instructional skills and overall performance;
- Ability to facilitate high student achievement;

- Ability to lead a staff and community through school improvement efforts;
- Ability to lead and supervise staff and students;
- Ability to maintain high student morale, attendance and general discipline;
- Ability to manage budgets with varying sources and levels of revenue;
- Ability to manage financial resources;
- Ability to mentor and develop staff to become master teachers;
- Ability to multi-task complex issues;
- Ability to plan, organize and coordinate the activities of an educational program;
- Ability to prepare and present clear and concise written and oral reports;
- Ability to produce an effective school climate;
- Ability to provide leadership to school community;
- Ability to remain flexible and develop alternative strategies to achieve established goals;
- Ability to supervise, evaluate, and hire both effective Certified and Non-Certified staff;
- Ability to use school data to develop school goals and improve student achievement;
- Administrative ability;
- Ability to work with individuals from diverse backgrounds.

PART III - POSITION SUPERVISES

1. Supervises administrators, teachers, instructors, professional support staff, clerical and other staff as assigned.

PART IV - ESSENTIAL FUNCTIONS

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Advises, counsels, and assists instructional and support personnel in problem-solving activities pertaining to student performance and behavior to determine appropriate solutions;
- Allocates resources within the educational program in order to maximize efficiency and effectiveness of service;
- Assume responsibility for staff and personal Professional Development;
- Attends special events held to recognize student achievement, school sponsored activities, functions and athletic events;
- Attends team and Individual Educational Planning (IEP) meetings as appropriate;
- Balances the workloads of teaching staff, schedules student teachers and substitutes;
- Coordinates all educational services provided by the school;
- Coordinates testing schedules for a variety of standardized testing;
- Coordinates various building meetings including those related to student progress, student attachment, and staff development;
- Develops and prepares reports and paperwork relating to discipline, suspension, injury, and expulsion;
- Develops creative ways to deliver a successful curriculum to students;
- Develops, implements, and monitors program goals and objectives for the school;
- Develops, implements, and sustains program plans and organizational procedures for the health, safety, discipline, and conduct of students;
- Direct and provides supervision of the General Education Intervention program;
- Directs the maintenance of educational records;
- Encourages positive teacher/student relationships through differentiated instruction;

- Ensures that students are assigned in such a way as to encourage their optimal growth and make periodic appraisals of their progress;
- Ensures that the educational program is in compliance with Federal and State mandates and Board policies and District procedures;
- Ensures the operational effectiveness of the school including planning, supervising and directing the business operation of the school in accordance with Board policies and District procedures;
- Establishes and maintains an effective learning climate in the school;
- Evaluates certified staff members and certain non-certified members as specified;
- Evaluates the effectiveness and efficiency of existing educational programs;
- Facilitates team and professional meetings, professional learning, and other trainings and updates staff with pertinent information;
- Implements and coordinates co-curricular activities, including athletics, athletic supervision, and clubs;
- Initiates, designs, and implements programs to meet the specific needs of the school;
- Is responsible for the building School Emergency and Crisis Response Plan;
- Leads and assists teachers in data analysis and its impact on instruction, school improvement efforts, and overall student achievement (CMT);
- Maintains effective community relations in an effort with outside organizations to foster mutual respect for and collaboration on joint educational initiatives;
- Maintains the safety, security and well-being of all students and staff;
- Manages and oversees the administrative and daily operations of the school;
- Manages special assignments and initiatives as assigned;
- Mediates staff-staff, staff-student, and student-student issues as needed;
- Organizes staff schedules and school calendar to meet State and District guidelines and program needs;
- Oversees guidance and counseling personnel and programs;
- Oversees student academic programs;
- Oversees extra-curricular activities and demonstrations;
- Participates in professional development;
- Plans, organizes, directs and controls of the operations and activities of the educational program at a District elementary school and ensures improvement of instruction and staff development;
- Prepares and administers the allocated budget;
- Presents information about the school to parents, students, and others;
- Promotes the integration of technology into school programs;
- Promotes a positive school climate through recognition programs;
- Promotes average daily attendance;
- Promotes continuous growth in student achievement;
- Promotes positive student behavior;
- Provides direct supervision and implementation of State Standards/Curriculum;
- Provides supervision of student behavior through enforcement of school rules and student code of conduct;
- Provides consultation to staff in curriculum development and program planning;
- Provides feedback, support and assistance to licensed instructional staff regarding Individualized Education Plans (IEPs), Behavioral Improvement Plans (BIPs), Three-Year Re-evaluations, Child Study documentation, and other related areas;
- Provides leadership to the professional staff in determining objectives and identifying program long- and short-range needs;
- Recommends policies and procedures that are consistent with the goals and objectives of the District and Federal and State mandates;

- Recruits, screens, selects and facilitates talent management of staff;
- Supervises pupil service programs including discipline and transportation;
- Supervises the educational staff in academic and special education programs;
- May create and maintain extra duty schedule;
- Performs related duties as required.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Physical Requirements:

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

| NEVER (N) 0 % of Shift | OCCASIONALLY (O) 1-33% of Shift | | | | FREQUENTLY (F) 34-66% of Shift | CONSTANTLY (C) 67-100% of Shift | | | |
|----------------------------|------------------------------------|---|---|---|--|------------------------------------|---|---|---|
| Working Conditions | N | O | F | C | Working Conditions | N | O | F | C |
| Physical Demands | | | | | Depth Perception | | X | | |
| Standing | | X | | | Color Distinction | | X | | |
| Walking | | X | | | Peripheral Vision | | X | | |
| Sitting | | | X | | Driving | | X | | |
| Lifting | | X | | | Physical Strength: | | | | |
| Carrying | | X | | | Little Physical Effort (-10 lbs.) | | X | | |
| Pushing | | X | | | Light Work (-20 lbs.) | | X | | |
| Pulling | | X | | | Medium Work (20-50 lbs.) | | X | | |
| Climbing | | X | | | Heavy Work (50-100 lbs.) | X | | | |
| Balancing | | X | | | Very Heavy Work (100+ lbs.) | X | | | |
| Stooping | | X | | | Environmental Conditions | | | | |
| Kneeling | | X | | | Cold (50 degrees F or less) | X | | | |
| Crouching | | X | | | Heat (90 degrees F or more) | X | | | |
| Crawling | X | | | | Temperature Changes | | X | | |
| Reaching | | X | | | Wetness | X | | | |
| Handling | | X | | | Humidity | X | | | |
| Grasping | | X | | | Extreme Noise or Vibration | | X | | |
| Twisting | | X | | | Exposure to Chemicals | X | | | |
| Feeling | | | X | | Exposure to Gases and Fumes | X | | | |
| Talking | | | X | | Exposure to Unpleasant Odors | | X | | |
| Hearing | | | | X | Exposure to bodily fluids | X | | | |
| Repetitive Motion | | X | | | Exposure to dampness | X | | | |
| Hand/Eye/Foot Coordination | | | X | | Confinement to Small or Restricting Area | X | | | |
| Visual Acuity/Near | | | X | | Mechanical Hazards | X | | | |
| Visual Acuity/Far | | | X | | Physical danger or abuse | | X | | |

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on: June 17, 2019