

PUEBLO SCHOOL DISTRICT 60
ADMINISTRATIVE JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title: Assistant Principal – High School
Prepared Date: 7/2/2018
Revised Date: 9/1/2021
Work Year: 187 days
Department: Secondary Education
Reports To: School Principal
Salary Range: APT Salary Schedule
Benefits: Fringe Benefits based on Schedule C Benefits
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The High School Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

REQUIRED:

- Master's degree in Education or related field
- Colorado Principal License within 60 days from date of hire
- Five (5) years of successful teaching or leadership experience at the elementary or secondary level
- Valid Colorado Driver License
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Previous experience as an assistant principal/principal
- Valid Colorado Teaching License
- Experience working in a turnaround school
- Experience increasing student achievement and engagement in learning
- Experience in the role of an instructional coach
- Experience working with children with diverse learning needs
- Spanish Speaking Skills

KNOWLEDGE AND SKILLS:

- Strong decision-making, analytical and organizational skills.
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Knowledge of varied instructional strategies, how to support the needs of diverse learners, delivery methods, assessment, and staff development techniques for improvement of instruction.
- Intermediate to advanced knowledge of, and ability to, develop, monitor and evaluate curriculum, discipline plans and supervision/safety plans.
- Knowledge of understanding of adolescent physical, emotional, and intellectual development.
- Knowledge of effective behavior management techniques such as Positive Behavior Support (PBS).
- Ability to promote and follow Board and Administrative policies, and building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Ability to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Excellent interpersonal relations and oral and written communication skills.
- Ability to effectively present information and respond to questions from parents, administrators, community stakeholders, etc.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Knowledge of curriculum design, planning, development, implementation and evaluation, assessment processes and how they should operate in an effective school.

- Ability to establish and maintain positive relationships with students, school personnel, parents, vendors, peers, and other stakeholders.
- Ability to use tact, patience and courtesy when dealing with others.
- Ability to understand and be sensitive to those of culturally and linguistically diverse backgrounds.
- Ability to qualify for a Standard First Aid and CPR certificate.

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Assist the principal in the discharge of his/her duties at all times and act in the capacity of the principal during the principal's absence from the school
- Assist in the role of instructional leader to promote student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals
- Assist in the selection, training, and implementation of school and District standards and initiatives
- Assist with scheduling; implementation of goals and selection of instructional materials; analyze test data; determine ways to improve instruction and student goals. Design and implement programming for Title 1 (for Title schools only), assisting with programming for ESL students, etc.
- Assist the principal in the supervision and evaluation of classroom instruction
- Assist in implementing instructional strategies, including supporting the needs of diverse learners, delivery methods, assessment, and staff development techniques for improvement of instruction
- Facilitate communication between personnel, students, and/or parents for the purpose of evaluating situations, solving problems, and/or resolving conflicts
- Facilitate meetings, processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring state mandates are achieved
- Assist in the orientation of new staff members to the teaching environment at the middle school, especially as it relates to the area of students, personnel policy and procedures and general building practices
- Support teachers who have students with behavior problems
- Assist the principal with developing and managing the school budget and implementation of Human Resources policies
- Assist in administering those provisions of the negotiated agreements that are applicable at the building level
- Maintain accurate student attendance records and strive to promote good student attendance
- Assist with student orientation; counseling; discipline; due process; data gathering; student

recognition; and securing student services with outside agencies. Cooperate with the School Resource Officer (SRO), the juvenile court system, and social service agencies

- Assume responsibility for implementing discipline procedures as stated in the Student Handbook. Develop innovative strategies, preventative approaches, and proactive plans for students who exhibit at-risk behaviors
- Act in a supportive role with the principal in work with parents, teachers, and the community to promote the effective flow of communications and ensure positive relations with parents, business leaders and community members. Listen and respond to parent concerns with sensitivity. Conduct parent and student meetings and attend all after-school activities
- Facilitate the development, communication, implementation, and evaluation of quality learning for the purpose of enhancing excellence, equality, and equity for staff and students
- Promote good school-parent relationships when discussing specific student problems with parents. Assist in organizing parent conferences, back-to-school nights and other times when staff is available to parents to discuss their child's learning and behavior
- Represent the principal, in his/her absence, at school activities
- Work with teachers and students to promote building maintenance and cleanliness. Assist in creating and implementing safety and crisis response plans; maintaining facility and equipment
- Develop and manage a campus supervision plan and supervise the campus supervisors. Organize and direct cafeteria supervision during lunch periods
- Work in conjunction with principal in supervising students on campus before and after school; monitor students during lunch, recess, passing periods, field trips, orientation programs, assemblies, plays, musicals, other special events and activities; instruct students in appropriate behavior
- Support substitute teachers in carrying out their duties
- Supervise administrative detention for students
- Assist in the promotion of positive school climate and staff morale through recognition programs and honoring those who excel
- Promote school safety by implementing safety drills for fire, lockdown, etc. Provide first aid and CPR if needed
- Implement co-curricular activities, including athletics, athletic supervision and clubs
- Assist with the evaluation of licensed and classified staff
- Assist with developing the master schedule
- Assist with: hiring and orientation of licensed and classified staff; working through concerns and classroom management; planning and directing meetings, staff development, trainings and in-services; communications; listening, providing and receiving feedback, and encouragement for all staff to ensure that standards are achieved and performance is maximized
- Serve on District-level committees as assigned by the principal or Superintendent. Attend conferences, workshops and meetings to keep informed of current practices and trends in education. Attend meetings of the school site council, advisory committees, etc. as requested beyond the regular workday

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Building Principal

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

Every facilities employee must be able to pass a lift test required by the District. While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle or feel. The work requires the use of telephone and using fingers to operate computer keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 5.5 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (5.5-8 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing				X	
Walking (level surface)				X	
Walking (uneven surface)		X			
Crawling	X				
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping				X	
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control			X		
*Pushing/Pulling Maximum weight: 40 lbs.		X			
Lifting Maximum weight: 40 lbs.			X		
Carrying Maximum weight: 40 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work, constant interruptions; The noise level is usually quiet in a school environment but can be noisy at times.