Principal Job Description

Overview of the Resource

This resource was developed to support district staff in recruiting and hiring *principals*. The sample job description builds off of the National Board for Professional Teaching Standard’s Core Propositions and Standard Indicators and describes the essential responsibilities for principals and the high-leverage teaching practices associated with those responsibilities. In addition to describing teaching standards, this resource identifies the actions that support the Core Propositions. Specifically, the resource attracts principals who:

* Build a shared vision of student success and well-being.
* Champion and support instruction and assessment that maximizes student learning and achievement.
* Manage and develop staff members’ professional skills and practices in order to drive student learning and achievement.
* Cultivate a caring and inclusive school community dedicated to student learning, academic success, and the personal well-being of every student.
* Coordinate resources, time, structures, and roles effectively to build the instructional capacity of teachers and other staff.
* Engage families and the outside community to promote and support student success.
* Administer and manage operations efficiently and effectively.

Purpose

District and school leaders can use this job description to communicate expectations and strategically recruit principals who reflect district expectations. The job description can be customized to priorities and values that reflect each district’s workforce.

MAINE SCHOOL ADMINISTRATIVE DISTRICT 123

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| Principal Job Description |
| The successful candidate will provide the leadership and management necessary to administer and supervise all programs, policies, and activities of the school to ensure high-quality educational experiences and services for all students in a safe and enriching environment. |

Vision, Mission, and Advocacy

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| **Essential Responsibilities**  **Shared Vision and Mission**. Advance the district vision for student learning and instructional practice through the development of an aligned school mission.  **Stakeholder Communication and Engagement.** Communicate internally and externally with stakeholders and the community to advance the organization's vision and mission.  **Community Support**.Leverage community resources to implement and revitalize the school’s mission. | |
| **Sample Leader Practices** | |
| * Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. * Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and the changing needs and situations of students. | * Strategically develop, implement, and evaluate actions to achieve the vision for the school. |

Strategic Leadership for Results

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| **Stakeholder Communication and Engagement.** Communicate internally and externally with stakeholders and the community to advance the organization's vision and mission.  **Community Support.** Leverage community resources to implement and revitalize the school’s mission. | |
| **Sample Leader Practices** | |
| * Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. * Create the means for the school community to partner with families to support student learning in and out of school. | * Develop and provide the school as a resource for families and the community. * Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. |

Supports for Learning

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| **Support for Students.** Develop a system to support all students socially, emotionally, and intellectually. |
| **Sample Leader Practices** |
| * Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. * Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. * Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. |

Teaching and Learning

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| **Instructional Focus.** Ensure teaching and learning are the primary focus of the organization.  **Curriculum, Instruction, and Assessment.** Direct the implementation of a rigorous and relevant system of curriculum, instruction, and assessments.  **Supporting Instructional Practice.** Support improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development. | |
| **Sample Leader Practices** | |
| * Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. * Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. | * Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. * Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. * Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. |

Culture

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| **Relationship Building.** Build authentic, productive relationships with and among students, staff, parents and caregivers, and the community in the interest of student learning.  **Respect for Diverse Cultures.** Honor the cultureof students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.  **Safe Environment.** Create and maintain a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning. |
| **Sample Leader Practices** |
| * Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning. * Develop student policies and address student misconduct in a positive, fair, and unbiased manner. * Act with cultural competence and responsiveness in their interactions, decision making, and practice. * Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. |

Ensuring Professionalism

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| **Rational and Transparent Decision Making.** Provide a firm rationale for decision making, considering the needs of the school community.  **Professional Conduct.** Model and establish a culture in which a high degree of professionalism is practiced by all stakeholders. |
| **Sample Leader Practices** |
| * Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by an understanding of professional and adult learning and development. * Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice. * Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. * Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. |

Reflection and Growth

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| **Self-Reflection and Continuous Improvement.** Reflect on personal and professional strengths and areas for development, and adjust practice for continuous improvement. |
| **Sample Leader Practices** |
| * Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance. * Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. * Prepare the school and the community for improvement; promoting readiness; an imperative for improvement; instilling mutual commitment and accountability; and developing the knowledge, skills, and motivation to succeed in improvement. * Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. |

Qualifications

* Knowledge of subject matter being taught
* Bachelor’s degree or higher
* Valid Maine teaching certificate in appropriate area
* Prior evidence of strong results on measures of student learning outcomes in the relevant subjects
* Ability to establish and maintain cooperative and effective working relationships with others
* Ability to communicate effectively orally and in writing
* Evidence of ability to report to work on a regular and punctual basis
* Ability to perform all other related work delegated or required to accomplish the objectives of the total school program

Preferred Qualification

* National Board Certification

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| **Hours** | Full-time position, work year as outlined in principal contract |
| **Pay** | Competitive base pay and benefits, with opportunity for additional reward and recognition based on performance-based criteria, such as school improvement, professional practice and growth, school climate and learner engagement, and learner growth |
| **Reports to** | Superintendent |