

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: Principal
Prepared Date: 7/2/2018
Revised Date: 9/1/2023
Work Year: As determined by position
Department: Learning Services
Reports To: Assistant Superintendent of Teaching and Learning or Designee
Salary Range: APT Salary Schedule
Benefits: Fringe Benefits based on Schedule C Benefits
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The Principal serves as the instructional leader and chief administrator of the school. The principal is responsible for implementing and adhering to all federal, state, and district policies, regulations, and procedures. Areas of responsibility include directing and administering all educational programs and activities, student supports, planning, curriculum development, program evaluation, student activities, personnel management, financial management, emergency procedures, resource scheduling, facilities operations, school climate, and community relations for the building

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
- Three (3) years of successful supervisory/administrative experience
- 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.
- Knowledge of curriculum design, planning, development, implementation and evaluation, assessment processes and how they should operate in an effective school.
- 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).
- Knowledge of school-wide budgets and ability to manage budgets and implement spending procedures
- 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.
- Ability to be a strong instructional leader and to develop culturally sustaining instructional and curricular initiatives
- 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.

- Achieve academic excellence and close opportunity and achievement gaps for students
- Lead, encourage, and support all members of school staff
- Communicate effectively and foster collaboration with all stakeholder groups, including students, families, staff members, and members of the community
- Establish and promote high standards and expectations for all students and staff
- Maintain a safe and welcoming school climate and culture
- Serve as the instructional leader that provides instructional staff with specific feedback and job-embedded coaching to increase the quality of instruction through the observation feedback cycle. Demonstrate collaborative leadership skills, capable of making tough decisions and leading a cohesive team
- Work with the School Supervisor to support the vision and mission of the school and ensure the fidelity of implementation of the school and district program model of instruction
- Plan, design, and conduct follow-through strategies for teaching and learning designed to meet the differentiated and individualized needs of students and the educational community
- Lead inclusive decision making process to ensure the development of a comprehensive school improvement plan with annual student achievement targets, supported by parents, staff, and community members
- Lead collaborative teams of students, staff, families, and other stakeholders to realize initiatives and serve as a liaison between teachers, parents, and the community
- Oversee the school's performance evaluation systems to ensure that site goals and objectives are achieved, and that all staff adheres to district, state, and federal standards and goals

- Establish the master schedule for instructional programs, ensuring rigorous and articulated learning experiences aligned to state standards and required instructional hours
- Supervise the evaluation of all building staff, coordinate all staff development activities, and ensure professional development and support for all staff to improve instruction that will increase student achievement. Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, problem solving and creativity, address the range of skills and developmental needs found in the classroom, encourage the student to define individual foals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and achievement
- Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the educational profession
- Use data to guide data teams to identify and monitor student needs and growth, and collect and analyze data to inform practice, develop new programs, make improvements to existing programs, and make sound instructional decisions
- Plan, develop, organize, and administer support systems with provide optimal educational opportunities for adolescent age students. Monitor and support Exceptional Student Services to ensure implementation of a multi-tiered system of supports to meet individual student needs. Coach teachers to implement classroom management systems and positive behavior interventions
- Empower students, staff, and parents to articulate and implement their goals and ideas
- Recruit, select, and hire school staff including teachers and school-based support staff
- Develop, implement, and oversee budget planning and financial procedures in accordance with all laws, regulations, and policies
- Manage a safe and well maintained facility, identifying needs and recommending additions, modifications, and services
- Manage, supervise, observe, and conduct staff professional development and staff training programs that encourage and grow leadership and that is clearly linked to the system-wide strategic objectives and the Unified School Improvement plan
- Confer with site and district staff in decision-making processes, and in the development of alternative approaches to addressing concerns and issues
- Assist in the development, implementation, interpretation, and administration of policies, rules, and regulations. Ensure compliance with all laws, administrative codes, board policies, regulations, and negotiated agreements as applicable at the building level
- Establish and maintain procedures for the resolution of conflict in an effort to maintain a high level of staff morale
- Plan, develop, and provide, as required, management reports pertaining to the educational climate and the functions, activities, and personnel of the school

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Assistant Superintendent of Teaching and Learning or Designee

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 a 9-hour workday, this job requires:

- R – Rarely (Less than .5 hr per day)
- F – Frequently (2.5 – 6 hrs per day)
- NA – Not Applicable

- O – Occasionally (.5 – 2.5 hrs per day)
- C – Continually (6 – 9 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 an office environment but can be noisy at times.