



TITLE: Associate Principal

DEPARTMENT: Office of Schools and Learning

REPORTS TO: Building Principal/Superintendent

RECEIVES GUIDANCE FROM: Senior Leadership Team

BASIC FUNCTION (BF1): Under the supervision of the Building Principal/Superintendent and guidance of the Senior Leadership Team, the Associate Principal is responsible for the implementation of the district's education and special programs through the supervision, support, and evaluation of teachers/staff. Guided by the principles of the district's vision, mission, and core values and the Iowa Standards for School Leaders (ISSL), the Associate Principal will provide visionary, instructional, and management leadership to teachers and staff. This position requires continuous use of independent judgment. The essential functions as shown below represent only the key areas of responsibility; specific position requirements will vary depending on the needs of the students, staff, and community.

SKILLS AND JOB FUNCTIONS (For all Charles City Community Schools Positions SJF1-13)

Demonstrated Experience or Willing to Acquire Skills:

1. Exhibits essential dispositions and ownership of the district mission of "Regardless of who you are or what your story is, you can learn and be loved here."
2. Exhibits essential dispositions and ownership of the district vision of "Creating compassionate competent problem solvers."
3. Exhibits essential dispositions and ownership of the district core values
 - a. Demonstrated success of always doing what is best for all kids.
 - b. Believes in the concept of family
 - c. Demonstrated success as a committed leader
 - d. Believes in the concept of passion
 - e. Demonstrated success in being invitational
4. Exhibits essential dispositions of being a collaborative leader and colleague
 - a. Empathic
 - b. Motivated
 - c. Humble
5. Exhibits effective communications skills
6. Effective outcomes in providing students behavioral and socio-emotional support
7. Exhibits patience, tolerance, persistence, and flexibility for effective outcomes for students
8. Exhibits organization, growth mindset, grit, and enthusiasm for effective outcomes for students
9. Prompt and regular attendance
10. Animated hospitality approach to students, parents, colleagues, and stakeholders
11. Demonstrate confidentiality as needed and required
12. Success in the area of cultural competency, social justice, equity, and working with students from diverse backgrounds or willingness to acquire these skills.
13. Comply with Charles City Community Schools Board Policy/Regulations and Handbook Policy

HIRING SPECIFICATIONS (HS1-21):

Demonstrated Experience or Willingness to Acquire Skills:

1. Establish and promote high standards and expectations of all students and staff for academic performance facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
2. Assist in the leadership of fostering a school culture and climate that supports both student and staff success and promotes respect and appreciation for cultural diversity
3. Collaborate in the area of human capital, including supervising, evaluating, coaching, hiring, and retaining highly effective school staff
4. Assist in the leading, planning, and support professional learning of teachers and staff focused on high quality, evidenced-based curriculum and instruction
5. Analyze school, district, and state assessment results to determine school progress towards meeting strategic goals and develop next steps to improve student learning outcomes
6. Coach and support school leaders and teachers in the following areas:
 - a. School culture with a focus on learning, organizational health, continuous improvement, innovation, and collaborative practice
 - b. Systems to monitor and evaluate teacher/staff performance to improve learning outcomes
 - c. Data-driven instructional practices to analyze and improve student learning

- d. Research-based instructional framework to observe teacher practice, provide feedback, and plan individual and collective professional learning to meet identified needs
 - e. Use of financial resources, time, facilities, technology, and partnerships innovatively and equitably to accomplish the goal of effective learning outcomes for students
 - f. Development of distributed organizational leadership capacity among teachers/staff and leadership teams
 - g. Progress monitoring of strategic planning and performance targets/metrics
7. Resolve conflicts and ethical dilemmas with teachers, parents, students, and staff
 8. Implement district policies, procedures, and/or processes to manage and support staff with their assigned responsibilities
 9. Regularly participate in system collaboration to ensure focus on support of teachers/staff as the key driver of student learning outcomes
 10. Exceptional organizational skills
 11. Knowledge in current educational research relative to curriculum, standards-based instruction, and effective pedagogy
 12. Knowledge of educational programs (preschool through adult)
 13. Lead in the development and implementation of student behavior systems/interventions for effective outcomes
 14. Strong communication skills, both oral and written
 15. Able to lead transformational change in complex organizations
 16. Assist in the collaborative visionary leadership with the Director of Activities to advance, develop, and promote extra-curricular and co-curricular activities for effective student engagement outcomes
 17. Assist in the area of career/technical elective programming for post-high school readiness
 18. Supervision of school activities and co-curricular events to advance the vision and core values of the school
 19. Lead in the area of post-high school readiness, career/college planning, and strategic partnerships with affiliated educational organizations
 20. Serve as a senior advisor to the superintendent
 21. Perform other duties as required or assigned.
 22. Represent Charles City Community Schools effectively in the community, state, and nation.

ABILITIES (A1):

This position will require physical demands that include constant standing, walking, manual dexterity, reaching/pushing/pulling, lifting up to 25 pounds, carrying 35 feet, working inside/outside, and extremes in temperature/humidity. There will be frequent sitting, climbing/stairs, bending/stooping, and driving.

KNOWLEDGE AND EDUCATION (KE1-2 and KED1-3):

Required:

1. Master's Degree in Educational Leadership
2. Iowa Administrative Certification with evaluator approval
3. Demonstrated successful experience as a classroom teacher (at least 3 years)

Desired:

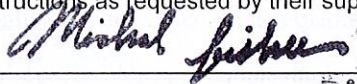
1. Specialist or Doctorate Degree
2. Knowledge and experience in leading transformational change
3. Demonstrated and successful experience in school administration and/or educational leadership

POSITION INVENTORY: N/A

FLSA STATUS: Exempt

FT/PT: FT 260 Day

All of the above duties and responsibilities are essential job skills and functions subject to reasonable accommodation. All job requirements listed indicate the minimum level of knowledge, skills and/or ability to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities or requirements. Individuals may be required to perform any other job-related instructions as requested by their supervisor, subject to reasonable accommodation.



* Talent Office Authorization

*This job description is not approved without the signature of the Talent Office Administrator

Date Last Reviewed: 1-20-21

Candidate Signature _____ Date _____

All candidates hired after 1-1-19 shall sign this job description acknowledging the information herein.