

# Lake Shore Central Schools

Evans-Brant Central School District

Elementary Principal

## *JOB DESCRIPTION*

***JOB TITLE:*** Elementary Principal  
***REPORTS TO:*** Superintendent  
***SUPERVISES:*** All Building Staff and Students

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The Elementary Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the elementary school.

Achieving academic excellence requires that the school principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Education and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, assessment review, extracurricular activities, personnel management, emergency procedures, and facility operations.

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## **PERFORMANCE RESPONSIBILITIES:**

### **Curriculum Development, Supervision, and Evaluation**

- Knows district and school curriculum, ensures teaching of the written curriculum, instructional leader for the school, helps staff locate & access curriculum resources;
- Participates in and leads curriculum development activities commensurate with school and district goals;
- Provides opportunities and encouragement for staff to increase program expertise;
- Identifies curricular and extracurricular needs by analyzing current programs and student achievement;
- Regularly uses the results of student testing to identify problems and implement program improvements.

### **Student Assessment and Monitoring**

- Emphasizes student achievement as the primary outcome of schooling (education);
- Systematically assesses and monitors student progress. Whenever possible, uses objective and verifiable information;
- Provides meaningful information to parents and others regarding student progress;
- Works with staff to systematically identify and respond to at-risk students;
- Makes referrals to appropriate community agencies when needed.

### **Students and Staff Relations**

- Models good human relations skills, effectively interacts with others;
- Facilitates the development of human relations skills among staff;
- Solicits information from school personnel and community in gauging school climate;
- Rewards efforts of students and teachers;
- Promotes improvement of student and staff self-image;

- Fosters collegial relationships with and among teachers and staff;
- Communicates high expectations for both staff and students and provides appropriate motivation.

### **Establishing an Effective Workplace**

- Maintains high visibility in the school;
- Develops and maintains positive staff morale;
- Implements a discipline code that is fair and promotes orderliness and student learning;
- Defines and articulates a school philosophy with vision;
- Sets and meets appropriate school-wide objectives on an annual basis;
- Protects instructional time by minimizing interruptions to the instructional process and teacher paperwork;
- Minimizes student absenteeism;
- Promotes a climate that balances openness and control by demonstrating a sensitivity to the dynamics of power; shared decision making;
- Coordinates student and teacher schedules to promote central objectives and minimize conflict;
- Provides for supervision and encourages high standards of student behavior at all school sanctioned or sponsored activities;
- Orients all staff to school programs and available resources.

### **Professional Development:**

- Identifies, plans and implements staff development programs in accordance with assessed needs;
- Plans and implements individualized instructional improvement programs when necessary;
- Effectively utilizes the expertise of school and district personnel, including self, in staff development, and in-service programs;
- Helps staff develop and implement objectives for themselves and students;
- Provides opportunities for teachers to share and demonstrate successful practices;
- Provides space, time, consultants and other assistance for teachers to develop new or specific instructional materials;
- Inquiry teams;
- RtI implementation.

### **Personnel Development**

- Directs the selection process for hiring teaching and administrative staff assigned to the Principal's building;
- Plans and implements a systematic personnel evaluation program that the staff understands;
- Continually monitors and revises the evaluation system utilizing information from appropriate personnel;
- Writes thorough, defensible, and insightful evaluation reports;
- Demonstrates objectivity in personnel evaluation;
- Makes personnel assignments based on a knowledge of employee's ability, qualification, past performance and school needs;
- Recognizes and responds to (borderline) performance and recommends removal of unsatisfactory personnel;
- Implements the district-wide APPR plan.

### **Communications**

- Is accessible, listens and responds appropriately to staff, student, and community concerns;
- Respects differences of opinion and fosters open communication among staff;
- Communicates verbally and in writing to reflect and support management team decisions and school board policies;

- Communicates effectively with students individually, in groups, and in school assemblies;
- Speaks and writes effectively;
- Keeps the Superintendent of Schools and other appropriate central office administrators informed of school activities, successes, and issues in a timely manner;
- Communicates and works with central office, supervisory personnel, and other principals to share ideas, problems, expertise, resources, and personnel.

### **Decision Making and Problem Solving**

- Considers research findings and various inputs, alternatives, and consequences in the decision making process;
- Makes decisions in a timely fashion, maximizes decision effectiveness by follow-up actions and documents efforts;
- Clearly communicates decisions and rationale to all affected;
- Seeks information from appropriate sources and strives for consensus in the decision making process;
- Identifies problem areas and seeks solutions before crises situations develop;
- Effectively delegates decision making and problem solving to appropriate personnel;
- Implements needed changes with appropriate support of staff, students and the community.

### **Community Relations**

- Interacts with school district and parent groups to promote positive outcomes;
- Keeps the community informed about school activities through newsletters, attendance at parent meetings, and the like;
- Encourages parent visits and involvement in decision making;
- Seeks appropriate community involvement in decision making;
- Provides appropriate programs for community audiences;
- Works with parent group (PTA/PTG);
- Effectively utilizes community resources and volunteers to promote student learning.

### **Personal Development**

- Develops skills through active participation in professional activities and organizations;
- Keeps abreast of current changes and developments within the profession;
- Views self as a role model for expected staff and student behavior;
- Works for self and organizational renewal as a change agent;
- Is reflective, a good listener, and open to advice.

### **Building Management**

- Establishes and maintains rules and procedures for student and staff safety;
- Provides an aesthetically pleasing environment in the school;
- Monitors plant, office and equipment maintenance;
- Provides for timely repair of school facilities and equipment;
- Complete required drills, inspections and reports;
- Effectively copes with crises and emergencies.

### **Record Keeping and Financial Management**

- Maintains accurate personnel, student and fiscal records;
- Prepares accurate budgets and effectively monitors expenditures;
- Promptly approves & submits timekeeping records for hourly staff members' biweekly payroll;
- Prepares required district reports accurately and efficiently;
- Handles routine administrative matters effectively;
- Anticipates future building and equipment needs; plans appropriate activities.

- Other duties as assigned by the Superintendent.

**REPORTS TO:** Superintendent of Schools

**SUPERVISES:** Directly supervises all staff assigned to the Principal's building. The Principal also supervises the students and any volunteers assigned to the building.

**Qualifications:**

- Possesses a Masters Degree;
- Holds certification as a School District Administrator or School Administrator and Supervisor;
- Has completed a minimum of eight years of successful teaching, administrative and/or supervisory experience, including at least 5 years of classroom teaching experience;
- Elementary building level and district-wide responsibilities;
- Possesses strong communication, problem solving and human relation skills;
- Demonstrates experience working with various school stakeholders, including students, parents, staff, administrators and others;
- Demonstrates experience working with diverse learners;
- Demonstrates experience using technology as both a management and instructional tool;
- Demonstrates a commitment to life-long learning;
- Demonstrates experience working with community organizations;
- Demonstrates leadership and knowledge within the Elementary curriculum and instruction;
- Knowledge and experience with the NYS Assessment program;
- Experience with personnel, student and fiscal management.

**EVALUATION:** Annual evaluations will be conducted by the Superintendent of Schools or Assistant Superintendent for Instruction.