



Manhattan Beach  
Unified School District

## ELEMENTARY PRINCIPAL

|                        |                                      |
|------------------------|--------------------------------------|
| Department/Division:   | Principal, Elementary                |
| Reports To:            | Superintendent                       |
| Provides Direction To: | Certificated/Classified School Staff |
| FLSA Exemption Status: | Certificated Management              |
| Date Prepared:         | May 22, 2014                         |
| Date Adopted by Board: | June 4, 2014                         |
| Salary Range:          | Certificated Salary Schedule         |

### MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

#### **DEFINITION**

Under the direction of the Superintendent, the Elementary Principal serves as the educational leader and the chief administrator of the school; plans and directs the instructional programs and school plant operations; assists in the planning, development, and conduct of staff development and staff training programs; participates in staff, student and community activities; organizes, directs, evaluates and supervises assigned certificated and classified staff.

#### **DISTINGUISHING CHARACTERISTICS**

The Elementary Principal is directly responsible to the Superintendent and is accountable for the instruction, management and budget of an assigned elementary school. The Elementary Principal classification requires that the incumbent has current subject matter expertise in educational programs, curriculum, instructional strategies and technology. The Elementary Principal position requires the ability to make decisions that have a critical impact on the goals, organization and administration of educational programs and services of the organization. An effective Elementary Principal will facilitate students, teacher, parents and the local community in building a school environment that maximizes student learning, academic performance and positive social growth.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Responsible for the overall operation of the school; plan, supervise and direct the business operation of the school in accordance with District policies and procedures.
- Lead the overall instructional program; interpret and implement the District approved curriculum program in light of individual school needs; provide for appropriate facilities, equipment and supplies.
- Serves as a District officer in the communications between the District administration and all school employees in the school; interpret, support, and implement District and State policies and procedures, and State and federal laws.

- Provide leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school; coordinate site selected and mandated assessment instruments and programs; utilize data to create/revise goals and to allocate resources.
- Screen, select, assign, supervise, and evaluate performance of certificated and classified staff members in accordance with District-adopted guidelines for evaluation; recommend performance improvement strategies, discipline, reassignment or termination action, as appropriate; document evidence of substandard performance.
- Identify and encourage staff with leadership potential; motivate employee performance and enhance morale; establish and maintain a positive team building and team management system.
- Assist in planning, organizing, implementing District staff development and training; provide guidance to teaching staff in the implementation of the State frameworks, Common Core State Standards, and District-approved curriculum as it relates to the individual school needs; encourage and support professional growth for all staff members; participate in professional growth.
- Assign all students in such a way as to encourage their optimal growth and make periodic appraisals of their progress; advise, counsel and assist instructional, support, and ancillary personnel in problem solving activities pertaining to student performance and behavior to determine appropriate solutions.
- Attend Student Study Team, Individual Educational Plan (IEP) meetings, as appropriate; serve as a liaison to District student services personnel including psychologists, speech therapists, nurses, etc.
- Attend and assume a leadership role in the functions and activities of site and District advisory committees and groups; respond to and resolve parent, student and staff complaints; represent the school at Board, District and community functions.
- Coordinate and manage support programs at the school for students with special needs.
- Collaborate with the Extended Day Program (EDP) Director and Site Supervisors to ensure a successful partnership for students and families.
- Direct the preparation and maintenance of a variety of mandated records and reports regarding student attendance, welfare, discipline, safety, health and academic achievement.
- Supervise student activities.
- Develop school plans and organizational procedures for the health, safety, discipline, and conduct of the students as established by District policies and State law; provide for the implementation of appropriate student discipline.
- Maintain effective community relations; serve as the primary source of information to the respective community; initiate and implement communication to parents regarding all phases of the education program; carry out a program of community relations as a means of taking the initiative in interpreting and furthering school programs through parent groups and other community organizations.
- Plan and direct the business operation at assigned site; develop and administer the school budgets; assure proper allocation of funds for instructional and non-instructional equipment and materials.

- Attend workshops and conferences to enhance leadership and management capabilities; share and exchange information and maintain current knowledge of the educational field.
- Operate a computer, iPad, and other office equipment.
- Perform related duties as assigned.

## **QUALIFICATIONS**

### **Knowledge of:**

- Procedures, methods and strategies pertaining to the administration of an elementary school.
- Common Core State Standards and Curriculum Frameworks along with instructional methods of a comprehensive elementary school including knowledge of ways to use technology to support instruction and other functions throughout the school.
- Learning theory and techniques of instruction to support effective implementation of Common Core State Standards.
- Primary tenets of a Professional Learning Community.
- California Standards for the Teaching Profession.
- State and federal priorities including: Elementary and Secondary Education Act (ESEA)/ No Child Left Behind Act of 2001 (NCLB).
- Quality supervision, effective instruction, models of teaching and instructional strategies.
- Management and leadership styles.
- Budget management.
- School safety, discipline, and supervision.
- Education Code, local policies, State and federal laws relating to minors.
- Contract management.
- Oral and written communication skills in English. Writing skills to develop professional correspondence. Effective oral communication to conduct meetings.
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques.

### **Ability to:**

- Perform all essential duties of the position.
- Plan, organize and direct school programs and activities to provide current educational and administrative leadership to the certificated and classified staff at a designated school site.
- Plan, direct, and supervise the work performed by teachers, professional staff, and others at the school site.
- Direct, lead, and coordinate the multifaceted functions and activities of an elementary school facility.
- Establish and maintain an effective, collaborative learning climate in the school.
- Interact effectively with advisory councils and school/community groups.
- Communicate openly and work productively with a community of diverse opinions and ideas.
- Advise and counsel students, staff and parents.
- Design, develop, implement and evaluate curriculum and instruction.
- Demonstrate effective instructional, organizational, and administrative leadership.
- Provide instructional leadership and high quality staff development.
- Prepare, administer, monitor and control an annual school plan and budget.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions.
- Train, supervise and evaluate certificated and classified personnel.
- Prioritize, plan, and coordinate work to meet deadlines.

- Participate in staff and student activities.
- Communicated effectively both orally and in writing in English.
- Travel to various District locations and school sites.

### **EDUCATION, TRAINING, AND EXPERIENCE**

Master's degree or above in educational administration from an accredited institution, doctorate preferred. Minimum of three years full time teaching experience, preferably at the elementary level. At least two years experience, preferably at the elementary level, as a principal, an assistant principal or in a lead position that demonstrated leadership ability and knowledge/experience in increasingly responsible roles in curriculum, staff development and instruction.

### **Licenses/Certificates/Special Requirements:**

Valid California Administrative Services Credential

Valid teaching credential

Valid California driver's license

### **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **Physical Demands**

While performing the duties of this job, the employee is regularly required to sit for extended periods of time; talk or hear, in person and by telephone; use hands and fingers to touch, handle, feel or operate standard office equipment including technology; and reach with hands and arms. The employee must be able to operate a motor vehicle and drive from place to place. The employee may be frequently required to stand and walk, bend and stoop, and to grasp, lift and move records and documents typically weighing up to 20 pounds or more, on occasion.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

#### **Mental Demands**

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an indoor office environment, a classroom environment, and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical office conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. The employee frequently drives to District sites, training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.