



## POSITION DESCRIPTION WACONIA PUBLIC SCHOOLS

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> Elementary Principal	<b>Department:</b> Teaching & Instruction
<b>Immediate Supervisor's Position Title:</b> Superintendent	<b>FLSA Status:</b> Exempt
<b>Job Summary:</b>  Under the direction of the Superintendent, the Elementary Principal is responsible for providing educational leadership within the elementary building by implementing educational and district initiatives at the building level and for directing, supervising and overseeing all school operations, personnel and activities within their assigned building. The Elementary Principal collaborates and works closely with other administrators, staff, students and the public in addressing and meeting the educational needs and goals of the District, its students and its families, and in performing various public relation responsibilities within the community.	

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

<ul style="list-style-type: none"><li>• Serves as the educational leader and administrator within the building. Directs and supervises instructional staff and administrative support personnel within the building. Administers and oversees all staffing issues, concerns and personnel actions within the building.<ul style="list-style-type: none"><li>a) Observes, coordinates and/or evaluates instructional staff within the building. Conducts and prepares evaluation reports on certified staff in accordance with District guidelines and requirements.</li><li>b) Develops building vision and expectations for staff and students.</li><li>c) Oversees staff development activities and plans of building personnel.</li><li>d) Oversees daily operations within the building to meet student goals.</li><li>e) Prioritizes building issues and concerns that arise on a daily basis.</li><li>f) Monitors student learning.</li><li>g) Makes job assignments, plans and formulates building schedules and plans.</li><li>h) Recruits, screens, interviews and hires all building level and administrative support staff.</li><li>i) Conducts and leads building level and site meetings and interprets district and building level policies and procedures.</li></ul></li><li>• Administers and monitors school programs and curriculum in accordance with various local, state and federal rules, standards and guidelines.<ul style="list-style-type: none"><li>a) Monitors and implements building programs to ensure compliance with educational mandates and learning standards.</li><li>b) Organizes and coordinates the retention and maintenance of building records, files and documentation.</li><li>c) Plans and implements district programs, policies and initiatives within the building.</li><li>d) Leads in the development and monitoring of the instructional program.</li><li>e) Assists in the development, revision and evaluation of elementary curriculum.</li><li>f) Supervises the guidance program to enhance individual student education and development.</li><li>g) Develops and implements student disciplinary plans.</li><li>h) Monitors goals and progress concerning student performance and learning outcomes.</li><li>i) Implements changes and curriculum programs within assigned areas of responsibilities.</li></ul></li></ul>
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- Performs a variety of public relation functions within the District and serves as the primary spokesperson concerning building level issues, managing school/community relations and serves as a liaison between the building and District officials.
  - a) Confers with and/or mediates disputes between students, teachers, staff, parents and the public.
  - b) Cooperates with college and university officials regarding the coordination and placement of student teachers.
  - c) Fosters, promotes and builds positive relations with families, community groups, staff and students.
  - d) Implements programs to promote positive climate, school morale, trust and openness.
  - e) Encourages and develops parent/guardian partnerships.
  - f) Prepares newsletters, memos, prepares handbooks, and communications with the media/press/public.
  - g) Monitors goals and progress concerning student performance and learning.
  - h) Addresses issues, concerns and disputes over discipline, activities, programming, and curriculum.
- Prepares and administers the budget for the elementary building.
  - a) Meets with building level department chairs to seek and review budgetary requests.
  - b) Summarizes building level requests, justifications and priorities and oversees the ordering of all budgetary items.
- Monitors and oversees building operations, security and safety issues within the building. Develops and implements procedures to safeguard the safety of students and staff.
  - a) Facilitates physical plant operations, needs and planning in collaboration with building and grounds.
  - b) Collaborates and works closely with student transportation in dealing with transportation issues and needs.
  - c) Develops emergency plans and coordinates drills.
- Collaborates and serves on district committees, task forces, and administrative meetings to address educational issues impacting the operations of the district and building.
- Performs other duties of a comparable level or type, as required.
  - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
  - b) Attends training sessions, conferences, and seminars,
  - c) Keeps abreast of changing developments, trends, instructional and educational technologies.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>EDUCATION/KNOWLEDGE REQUIREMENT:</b> Minimum education required to perform adequately in position could reasonably be attained only by completing the following:				
<b>REQUIRED EDUCATION/TRAINING</b> (choose one)		<b>DEGREE INFORMATION:</b> Type of degree: (B.S., M.A., etc.)		
	less than high school diploma	Master's Degree		
	High school diploma or GED.	<b>Major field of study or degree emphasis:</b> Educational Administration, Educational Leadership or related area.		
	1 year college			2 years college
	3 years college			4 years college
	1st year graduate level	<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>Curriculum, instruction, and learning principles, concepts, theories, approaches, techniques and trends as well as State, federal and local requirements and standards.</li> <li>Management theory, principles and techniques.</li> <li>District administrative policies, procedures and standards.</li> <li>Budget and financial operations, processes and procedures.</li> <li>Understanding of school laws, rules and regulations, including special education and due process.</li> <li>Human relation concepts, principles and techniques.</li> <li>Principles, techniques and best practices as it pertains to staff evaluation, coaching and staff development of certified and non-certified staff.</li> <li>Fundamentals of curriculum development, research and evaluation principles.</li> </ul>		
x	2nd year graduate level			
	Doctorate level			
<b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum of 3 years administrative experience supervising instructional programming and staff.				
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required upon hiring:</b> Teaching License and Elementary Principal Licensure (Administrative Licensure)		

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<p><b>Skilled in:</b></p> <ul style="list-style-type: none"> <li>• Providing leadership, purpose and direction for groups and individuals, facilitating the development of a shared vision for the school, and formulating goals and planning changes with the staff by setting priorities in terms of the community, the district, staff, and students.</li> <li>• Information collection, including gathering facts and data, seeking knowledge of policies, rules, laws, precedents and practices, managing data flow, and classifying and organizing information for decision making and monitoring of outcomes.</li> <li>• Observing, evaluating, mentoring and supervising instructional personnel.</li> <li>• Problem analysis and solving skills including analyzing information, framing issues and identifying causes, seeking additional information, framing and reframing possible solutions, demonstrating conceptual flexibility and assisting others in forming opinions.</li> <li>• Organizational oversight, including scheduling work, using resources appropriately to meet goals, scheduling activity flow, monitoring procedures to regulate activities, as well as project deadlines.</li> <li>• Planning, formulating and implementing building levels programs, activities and services consistent with District directives and policies.</li> <li>• Delegation of authority, including assigning tasks so that they can be accomplished in a timely and appropriate manner, utilizing subordinates appropriately, and follows up on work tasks.</li> <li>• Ability to accommodate cognition and achievement differences.</li> <li>• Public relation and communication functions, activities and programs.</li> <li>• Excellent large and small group presentation skills.</li> </ul>
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1	Licensed teachers	
2	Building administrative support personnel	
	<b>TOTAL</b>	

INDIRECT SUPERVISION:	
<b>Number of employees indirectly supervised:</b> Paraprofessional staff	<b>Total:</b>

<b>HAZARDOUS WORKING CONDITIONS:</b> <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	<p><b>Unusual or hazardous working conditions related to performance of duties:</b></p> <p>Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.</p>
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		x		
Walk			x	
Sit			x	
Use hands dexterously (use fingers to handle, feel)		x		
Reach with hands and arms		x		
Climb or balance	x			
Stoop/kneel/crouch or crawl	x			
Talk or hear				x
Taste or smell	x			
Physical (Lift & carry): up to 10 pounds				x
up to 25 pounds	x			
up to 50 pounds	x			
up to 75 pounds	x			
up to 100 pounds	x			
more than 100 pounds	x			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
<p><b>Physical requirements associated with the position can be best summarized as follows:</b></p> <p><b>Light Work:</b> Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.</p>