



POSITION DESCRIPTION
NORTHFIELD PUBLIC SCHOOLS

September 2007

SECTION I: GENERAL INFORMATION

Position Title: Elementary Principal	Department: Instruction
Immediate Supervisor's Position Title: Superintendent of Schools	FLSA Status: Exempt
Band/Grade/Subgrade: E-8-3	Bargaining Unit: Principals' Association
Job Summary: Under the direction of the Superintendent of Schools, the Elementary Principal manages the operation and educational programs of the elementary school, including supervising teachers and other staff, and evaluating and pursuing related programs.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Supervises licensed and non-licensed staff, including providing for performance evaluation and staff development.
Percent of Time:	35	
Tasks involved in fulfilling above duty/responsibility: <ul style="list-style-type: none"> • Recruits, interviews and recommends staff for employment. • Engages faculty and others to plan and participate in recruitment and development. • Develops and evaluates the performance of staff. • Provides feedback on performance and arranges for remedial assistance. • Provides work assignments to staff and directs their activities. • Mobilizes the appropriate staff in creating an appropriate instructional and learning environment. • Works with faculty and staff to identify staff development needs; then, plans, organizes and facilitates programs to improve effectiveness consistent with organizational goals and needs. • Initiates self development. • Ensures training of all regular staff and interagency staff on skills for collaboration, teaming, consulting and conflict resolution. 		

Duty/Responsibility No:	2	Statement of duty/responsibility: Administers various elementary school education programs, including measurement and evaluation.
Percent of Time:	30	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Creates a school culture for learning and envisions and enables instructional and auxiliary programs; plans programs. • Schedules courses and activities. • Coordinates with other school programs. • Develops policies and procedures to facilitate the delivery of programs, student discipline, and parent and public relations. • Provides for student guidance programs and auxiliary services. • Utilizes community organizations in response to family needs. • Enlists others to design and conduct programs connecting with adult life. • Plans comprehensive student activities. • Determines needed diagnostic information about students, staff and environment. • Examines outcomes related to standards, goals, and priorities. • Draws inferences for program revision. • Interprets measurements and evaluation. • Relates programs to outcomes. • Develops equivalent measurements of competence and design accountability mechanisms. 		

Duty/Responsibility No:	3	Statement of duty/responsibility: Directs the elementary school special education program.
Percent of Time:	15	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Coordinates the special education program with the regular education program. 		

Duty/Responsibility No:	4	Statement of duty/responsibility: Plans and directs district-wide programs.
Percent of Time:	8	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Manages the Title I early childhood education program. • Manages the refugee assistance programs, • Manages the Kindergarten registration and pre-school screening programs. 		

Duty/Responsibility No:	5	Statement of duty/responsibility: Manages the school's budget and facilities.
Percent of Time:	7	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Plans and develops the budget process with appropriate staff; prepares budget recommendations and maintains the approved budget. • Selects and purchases materials. • Supervises the maintenance of the physical plant by observing and reviewing reports of problems, assessing needs and directing maintenance and repair activities. • Procures, apportions, monitors, accounts for and evaluates the fiscal, human, and time resources needed to reach outcomes that reflect the needs or goals of the school. 		

Duty/Responsibility No:	6	Statement of duty/responsibility: Evaluates educational programs and plans curriculum.
Percent of Time:	5	

Tasks involved in fulfilling above duty/responsibility:

- Analyzes the results of the testing programs.
- Monitors individual student progress through special staffings.
- Collaborates with other district administrators in assessing and recommending district programs and services.
- Initiates needs analysis and, with the staff, plans and implements a framework for curriculum.
- Aligns curriculum and outcomes.
- Monitors social and technological developments, including youth service, regarding curriculum.
- Solicits input from families, businesses, and parents and the public regarding curriculum.
- Adjusts curriculum, as needed.

Duty/Responsibility No:	7	Statement of duty/responsibility: Performs other comparable duties of a like or similar nature as assigned.
Percent of Time:		

Tasks involved in fulfilling above duty/responsibility:

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
	less than high school diploma	Specialist degree.	
	High school diploma or GED.	Major field of study or degree emphasis:	
	1 year college	2 years college	Educational administration or educational leadership, or a closely-related field.
	3 years college	4 years college	
	1st year graduate level	Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> ▪ Instructional and educational theories, trends, strategies principles and practices. ▪ Supervisory and management theory, principles and techniques. ▪ District procedures and policies governing building administration and management. ▪ Policies, procedures, rules and guidelines pertaining to school budget preparation. ▪ Child development theories, principles, and concepts. ▪ School cultures and values. ▪ Knowledge of major curriculum models, especially as related to interpreting district curriculum. ▪ Principles and fundamentals of public relations and public involvement. 	
x	2nd year graduate level		
	Doctorate level		

Required Work Experience in Addition to Formal Education/Training: At least three years of full-time equivalent teaching experience is required.	
Required Supervisory Experience: 2 years experience coordinating or leading instructional programs.	
LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: A current elementary principal's license issued by the Minnesota Department of Education

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	<p>Skilled in:</p> <ul style="list-style-type: none"> ● Leadership, including providing 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. ● 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. ● Problem analysis 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. ● Judgment, including the ability to formulate logical conclusions from quality and timely decisions, adaptability and the ability to prioritize. ● Organizational oversight, including scheduling work to use resources appropriately to meet goals, scheduling activity flow, monitoring procedures to regulate activities, as well as project deadlines. ● Implementation, including putting programs into action, facilitating coordination and collaboration of tasks, establishing checkpoints and monitoring progress, providing corrections when required, and supporting those who are responsible. ● 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. ● Ability to accommodate cognition and achievement differences. ● Written and oral communications. ● The ability to transport self among district buildings and to regional and state meetings and workshops as necessary.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1	Instructional staff, including teachers, specialists, and educational assistants.	45-62
2	Administrative support staff	2-3
TOTAL		47-65

INDIRECT SUPERVISION:	
Number of employees indirectly supervised: custodial workers and food service staff	Total: 6-10

HAZARDOUS WORKING

CONDITIONS: *The essential duties of the work are performed under various physical hazards or environmental conditions noted.*

Work is performed under normal office or classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work.

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			√	
Walk		√		
Sit			√	
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance		√		
Stoop/kneel/crouch or crawl		√		
Talk or hear				√
Taste or smell		√		
Physical (Lift & carry): up to 10 pounds		√		
up to 25 pounds		√		
up to 50 pounds	√			
up to 75 pounds	√			
up to 100 pounds	√			
more than 100 pounds	√			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Sedentary Work:

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Signature - Department Head

Date

Signature – Human Resources

Date

Classification History:

Updated 3/04 by BCC