

**Beaumont Unified School District
JOB DESCRIPTION**

~~**TITLE:** Assistant Principal – Secondary~~ ~~**REPORTS TO:** School Principal~~

~~**CLASSIFICATION:** Certificated Management~~ ~~**WORK YEAR:** 215 Days~~

~~**SALARY SCHEDULE:** 123~~

TITLE: High School Assistant Principal **CLASSIFICATION:** Certificated Administration

REPORTS TO: School Principal **SALARY SCHEDULE:** 123

WORK YEAR: 215 Days

GENERAL DESCRIPTION:

Under the direction of the Principal, the High School Assistant Principal serves as an instructional leader in the planning, coordination, and administration of school activities and programs, including curriculum, instruction, climate, assessment, student conduct and attendance, extracurricular programs, school site operations, and the supervision and evaluation of assigned personnel. Organize, coordinate and administer assigned programs and activities related to student discipline, attendance, curriculum and instruction at a secondary school; assist the Principal with administrative duties involving student conduct, curriculum development and school plant operations as assigned; supervise and evaluate the performance of assigned personnel.

ESSENTIAL JOB FUNCTIONS AND RESPONSIBILITIES: ~~Serves as a member of the school management team and participates in team meetings.~~

- Performs a variety of administrative duties to assist the principal-Principal and-in manages-managing the school; assumes the duties of the Principal in their absence-of the principal and assistant principal(s)-as assigned; E
- Develops plans for emergency situations in collaboration with other administrators, staff, and public safety agencies; directs the work of campus supervisors; plans and debriefs emergency drills; updates the school safety plan; E
- Assists in development and administration of school budgets; assures proper allocation of funds for instructional and non-instructional equipment and materials; E
- Provides management of the site to include work orders, custodial/maintenance work, and distribution and control of building keys; E
- Supervises and evaluates the performance of designated certificated and/or classified personnel;-; as assigned by principal-assigns duties as appropriate to meet school objectives; assists with recruiting, interviewing, and selection of new staff; aides in the development of professional learning and staff development; E
- Provides direction to staff regarding student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement that aligns with District initiatives and professional learning, as appropriate;
- Plan, organize, coordinate and participate in programs and activities related to a major secondary school function such as instruction or student discipline-Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; effectively implements District-approved curriculum; E
- Compiles, analyzes, and interprets assessment data to evaluate and communicate the effectiveness of instructional programs and the development of assessments and assessment processes with District administration;

- Assists in the development, implementation, and evaluation of efforts related to improving student academic achievement and intervention programs that address the needs of at-risk students; helps ensure that the school meets or makes satisfactory progress toward achievement goals; E
- Provides direction to and coordination of the school's guidance and counseling services; assures programs and services meet established objectives and requirements; participates in Individual Educational Plan (IEP) and Educational Monitoring Team (EMT) meetings; acts as liaison to the psychologists and nurses assigned to the school; E
- Organize, coordinate and develop schedules for assigned schools; analyze course offerings, make teaching assignments and change programs as necessary to accommodate student needs. Participates in the development of the master calendar and master schedule of the school; assures calendars and schedules meet state requirements; works with staff to develop and distribute calendar and schedule information to students and families; E
- Supervise and organize student activities and athletic events; schedule extra-curricular programs and monitor budgets; attend a variety of school events including athletic events, dances, meetings and others. Supervises, schedules, and organizes student government, extracurricular activities, student athletic programs, and other competitive or performance programs and events. Supervises activities, including evening activities, as assigned. Publicizes opportunities for student involvement to students and parents, and actively recruits student participants; E
- Coordinates field trips with staff; ensures that related paperwork has been submitted in a timely manner; ensures that transportation and other safety related requirements have been met;
- Direct the preparation Prepares and maintains of a variety of District, county, state, and federal records and reports; regarding school operations, activities, students, personnel, course descriptions, curriculum requirements and special programs. directs preparation of records and reports by staff; E
- Direct the preparation of records, logs and files related to student discipline, attendance, test scores, cumulative records and school activities. Monitors and organizes attendance functions; prepares letters and calls parents as needed regarding absent or tardy students; provides leadership for attendance improvement efforts; E
- Attend a variety of workshops, meetings and conferences to develop and enhance administrative skills, remaining current in education research, techniques and legislation; serve on committees and task forces. Develop and administer disciplinary procedures in accordance with District policies; confer with students, parents, teachers and community agencies; assign students to detention or school service; suspend or recommend expulsion of students as appropriate. Relates to students with mutual respect while carrying out a positive and effective disciplinary program; develops and administers disciplinary procedures in accordance with District policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned; E
- Supervises students on campus before and after school; monitors students during lunch, recess, passing periods, and other activities; instructs students in appropriate behavior; disciplines students in accordance with established guidelines; E
- Plan, develop, implement and evaluate instructional programs at assigned secondary schools; assure that curricular requirements are properly integrated and coordinated.
- Maintains effective community relationships; assists in communicating to parents all phases of the school's educational and extracurricular programs; develops correspondence to promote school activities and achievements; E
- Compile, analyze and interpret test data to evaluate the effectiveness of instructional programs and testing processes.
- Communicate with State, County and local agency representatives regarding curriculum programs, framework in services and staff development.

- Supervise plant operations to assure the safety, maintenance and security of site facilities, students and personnel.
- Communicate and confer with community agencies and authorities regarding student discipline and attendance; make referrals to social service and community organizations as appropriate.
- Serves on educational committees with students, parents, and/or staff in order to continually improve learning experiences for students and to enhance home-school communications; attends parent and other group meetings; provides supervision for afternoon and evening activities; E
- Attends a variety of workshops, meetings, and conferences to develop and enhance administrative skills, remaining current in education research, techniques, legislation, and District's adopted curriculum; serves on committees and task forces; E
- Leads, adheres to, and implements the certificated and classified collective bargaining agreements; E
- Performs job assignment safely for the purpose of protecting people and property; E
- Perform related duties as assigned.
E = Essential Function

MINIMUM JOB REQUIREMENTS/QUALIFICATIONS:

Credentials and Education:

- Bilingual in Spanish preferred;
- Master's degree from an accredited university;
- Valid Administrative Services Credential or the ability to obtain the credential upon employment, Certificate of Eligibility, or Intern Eligible Letter;
- Clear California Teaching and/or Pupil Personnel Services (PPS) credential-Credential for K-12 settings. Five years of classroom teacher experience, preferably in a high school setting.

Experience:

- Five (5) years of classroom teacher and/or counseling experience, preferably in a high school setting;
- Two (2) years of leadership experience at the secondary level, preferably in a high school setting.

Licenses, Certifications, and Testing:

- Pass a pre-employment physical and drug test;
- A current and valid Tuberculosis (TB) clearance;
- Fingerprint clearance for school personnel;
- Must possess a valid California Driver License during the course of employment and be insurable by the District's liability insurance carrier.

DESIRED QUALIFICATIONS:

- ~~Spanish speaking desired.~~

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge and skills of:

- Principles, methods, and strategies, of public education;
- Principles and techniques of administration, supervision, and training;
- Fiscal, and legal aspects of school administration;
- Procedures, and techniques pertaining to the management of secondary school operations, curriculum, design, and successful implementation of learning goals;
- Behavior management and campus supervision procedures;
- Conflict resolution and mediation strategies;
- Student and assessment databases;

- Rules, regulations, policies, and procedures related to public education; state and federal laws;
- Standard office equipment and computer applications including Microsoft Office and Google environments, with expertise in Excel, PowerPoint, and Adobe;
- Modern Office-office methods, procedures, and equipment practices, including record-keeping principles, methods and procedures, filing systems, receptionist letter, and telephone techniques report writing;
- ~~District policies and state and federal laws;~~

Ability to:

- Effectively and efficiently plan, organize, and coordinate the management functions and activities of a large high school;
- Demonstrate ~~positive~~ strong instructional leadership skills and effectively present and respond to questions from various stakeholders;
- Motivate and support staff in reaching high levels of student academic success;
- Motivate stakeholders to implement District vision, board priorities, and District goals;
- Demonstrate a willingness to learn and remain current on educational research and best practices in instruction, curriculum, climate, and assessment;
- ~~Effectively analyze issue and concerns and solve problems effectively;~~
- ~~Interpret and apply pertinent school district procedures, policies, laws, rules and regulations, and to apply them with good judgment in a variety of situations;~~
- ~~Compose routine correspondence;~~
- ~~Make arithmetical calculations quickly and accurately;~~
- ~~Meet the public tactfully and courteously and answer questions correctly;~~
- ~~Compile and maintain accurate records and files;~~
- ~~Compose clear, complete, and concise reports and other written materials using correct grammar and spelling;~~
- ~~Communicate orally, clearly, and effectively;~~
- ~~Understand and implement complex oral and written directions;~~
- ~~Develop and maintain cooperative relationships with lay and professional individuals and groups, districts' staff, and parents;~~
- ~~Work effectively with professional and paraprofessional personnel;~~
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students;
- Interact effectively, honestly, and in a timely manner with multiple constituencies, including teachers, paraprofessionals, parents, students, and districts' personnel. Have a high tolerance for ongoing stressful situations;
- Work with deadlines and under pressure;
- Maintain the confidentiality and security of sensitive information;
- Compile and maintain accurate records and files;
- Analyze situations, identify needs, prioritize, solve problems independently, as appropriate, and take appropriate action in a variety of procedural matters, without immediate supervision;
- Read, interpret, apply, and explain rules, regulations, policies, and procedures related to public education, and specific to Beaumont Unified School District, and apply them with good judgment in a variety of situations;
- Communicate effectively using a variety of mediums, employing correct spelling, grammar, punctuation, and vocabulary;
- Understand and follow complex, multi-step verbal and written instructions in English;
- Learn and support new and fast-changing technologies;

- Promote team building and a positive work environment;
- Maintain a neat and clean appearance;
- Be flexible, exhibit integrity, and exercise mature judgment;
- Establish and maintain cooperative relationships displaying interpersonal skills using tact, patience, and courtesy while demonstrating exemplary customer service in working with students, staff, and the public.

PRE-EMPLOYMENT REQUIREMENTS:

- ~~Pre-employment physical and drug test;~~
- ~~A current and valid Tuberculosis (TB) clearance;~~
- ~~Fingerprint clearance for school personnel;~~
- ~~Possession and maintenance of a valid and appropriate California Driver’s License; have an acceptable driving record; and be insurable at standard rates by the district’s insurance carrier and maintain such insurability during the course of employment.~~

PHYSICAL ABILITIES AND WORKING CONDITIONS:

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

1. Mobility
2. Use of depth perception and ability to focus
3. Standing, walking
4. Sitting
5. Twisting, stooping, bending over
6. Crawling, climbing
7. Reaching overhead-above the shoulders
8. Crouching, kneeling, and balancing
9. Pushing or pulling
10. Lifting or carrying up to 25 lbs.
11. Hearing acuity for conversations or other sounds
12. Use of voice in face to face conversations or during telephone conversations
13. Gross muscle use of arms and legs
14. Handling, grasping, and feeling objects
15. Repetitive use of dominant hand
16. Fine dexterity with both hands
17. Exposure to stairs, ramps or uneven ground
18. Working around equipment and machinery having moving parts and generating heat
19. Contact with toxic substances
20. Exposure to dust, gas, or fumes
21. Work in varied temperatures
22. Operating a motor vehicle
23. Use of a ladder
24. Subject to frequent interruptions
25. Viewing a computer monitor
26. Contact with distraught or abusive individuals

Number of Hours				
<u>0-2</u>	<u>3-4</u>	<u>4-5</u>	<u>6-8</u>	<u>N/A</u>
			<u>X</u>	
			<u>X</u>	
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	<u>X</u>			

PHYSICAL DEMANDS:

The following physical characteristics are representative of those that must be met by an employee to successfully and safely perform the essential functions of this job:

- Mobility sufficient to move about, stand, and/or sit for extended periods, and access all locations in the work environment;
- Manual skill to appropriately control and manipulate objects, tools, materials, and equipment used on the job, including a telephone and a computer;
- Flexibility and strength to reach with hands and arms, bend and stoop;
- Facility to hear and understand speech at normal room levels, and to hear and understand speech, both in the classroom and on telephone communications;
- Facility to speak in audible tones those others may understand clearly in normal conversations, both in the classroom and on telephone communications;
- Facility to see, read and distinguish colors, with or without vision aids; computer screens equipment used in the work environment, instructional materials, training materials, written directions, rules, policies, calendars, agenda, manuals and other printed matter;
- Physical strength and agility to push, pull, squat, twist, turn, and lift and carry bulky objects of up to 25 pounds with or without assistance;
- Mental acuity to perform the essential functions of this position in a safe, accurate, neat, and timely fashion and to make and evaluate the results of judgments and decisions;
- High tolerance for ongoing stressful situations.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions in the work environment. This environment may be expected to include: moderate noise level that may occasionally be very noisy, frequent interruptions.

	Number of Hours								Number of Hours						
	0	0-1	1-2	3-4	4-5	5-6	7+		0	0-1	1-2	3-4	4-5	5-6	7+
1. Sitting					XX			13. Repetitive Use Of							
2. Standing			XX					Foot Control							
3. Walking			XX					a. Right Only							
4. Bending Over		XX						b. Left Only							
5. Crawling		XX						c. Both	XX						
6. Climbing		XX						14. Repetitive Use Of							
7. Reaching Overhead		XX						a. Right Only							
8. Crouching		XX						b. Left Only							
9. Kneeling		XX						c. Both					XX		
10. Balancing		XX						15. Grasping							
11. Pushing or Pulling		XX						a. Simple/Light							
12. Lifting or Carrying								(1) Right Only							
a. 10 lbs. or less		XX						(2) Left Only							
b. 11 to 25 lbs.		XX						(3) Both			XX				
c. 26 to 50 lbs.	XX							b. Firm/Strong							
d. 51 to 75 lbs.	XX							(1) Right Only							
e. 76 to 100 lbs.	XX							(2) Left Only							
f. over 100 lbs.	XX							(3) Both		XX					
								16. Fine Dexterity							
								a. Right Only							
								b. Left Only							
								c. Both					XX		
17. Driving cars, trucks, forklifts and other equipment	XX							Yes No Description							
18. Walking on uneven ground	XX							XX							
19. Exposure to dust, gas, or fumes	XX							XX							

20. Exposure to marked changes in temperature or humidity

XX

Frequently Outdoors