

**PENDLETON COUNTY SCHOOLS
JOB DESCRIPTION**

Principal

QUALIFICATIONS:

1. Masters Degree
2. Minimum of three years of successful experience in education.
3. Must meet West Virginia minimum state requirements for principal at the grade of assignment.
4. Successful applicant will need to demonstrate proficiency in the following areas:
 - Staff relations**, including, but not limited to, the development and use of skills necessary to make a positive use of faculty senates, to manage faculty and staff with courtesy and mutual respect, coach and motivate employees and to build consensus as a means of management;
 - School community leadership qualities**, including, but not limited to, the ability to organize and leverage community initiative, communicate effectively, work effectively with local school improvement councils, manage change, resolve conflict and reflect the highest personal values;
 - Educational proficiencies**, including, but not limited to, knowledge of curriculum, instructional techniques, student learning styles, student assessment criteria, school personnel performance, evaluation skills and family issues; and
 - Administrative skills**, including, but not limited to, organizational, fiscal, public policy and total quality management skills and techniques.

IMMEDIATE SUPERVISOR:

Superintendent

SUPERVISES:

All personnel serving in the assigned school

ADMINISTRATIVE RESPONSIBILITIES:

1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance.
2. Provides purpose and direction for schools/county.
3. Demonstrates cognitive skills to gather, analyze and synthesize information to reach goals.
4. Manages group behaviors to achieve consensus.
5. Enhances quality of total school/county organization.
6. Organizes and delegates to accomplish goals.
7. Communicates effectively.
8. Implements a system to monitor student progress.
9. Establishes and implements a school improvement process.
10. Establishes good public and employee relations.
11. Observes and evaluates personnel under his/her supervision.
12. Maintains professional work habits.
13. Maintains and upgrades his/her professional skills.
14. Maintains good communication with Central Office.

ADMINISTRATIVE PERFORMANCE CRITERIA:

Instructional Leadership

Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement:

Demonstrates a knowledge of supervision to improve instruction; uses the evaluation process to improve instruction effectively; analyzes a variety of educational data to focus on student achievement; guides teachers in their professional growth; and facilitates a climate that is conducive to student learning and development.

Purpose and Direction

Views self as the school's/county's leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals:

Accepts authority and assumes responsibility; analyzes negative and positive forces affecting the school/county; takes immediate steps when problems arise, focuses resources on strategic goals; uses problem solving strategies; exhibits a positive attitude; encourages and facilitates meaningful and effective parent-teacher communication; and commands respect by example in appearance, manners, behavior and language.

Educational Values

Manifests values about the school/county including students' welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values:

Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to community, parents, staff and students.

Cognitive Skills

Interpersonal Skills - Listens, understands and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and positions:

Encourages others to describe their perspectives; respects others' perspectives; and listens to others

Problem Analysis - Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research and interaction in gathering information:

Gathers information about the school, county, students, parents, and community as appropriate; attends professional development sessions that are relevant to goals; and accesses computer and management information systems.

Judgment - Generates, evaluates, and selects effective solutions in making decisions and solving problems:

Values divergent thinking; compares consequences of options; and makes decisions after data are analyzed.

Leadership

Managing Interaction - Demonstrates effective use of group processes and facilitator skills:

Identifies self as a team leader; intervenes, negotiates, resolves conflict as needed; facilitates communication; and creates cooperative atmosphere.

Persuasiveness - Gains and sustains the attention and interest of others:

Ties needs to established goals; articulates expected outcomes; and develops trust by modeling desired behavior.

Sensitivity - Understands the diversity among different groups and modifies interaction style to fit the situation:

Understands how own behavior may affect others; adjusts strategies when ineffective; exhibits appropriate interaction skills; and deals effectively with emotional issues.

Quality Enhancement

Personal Motivation - Establishes high work standards for self and others:

Promotes excellence by evaluating goals; sets standards for goal accomplishment; considers feedback; and assesses own strengths and limitations.

Management - Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity:

Supervises and monitors performance of staff; collects and records performance data; judges performance using criteria; reinforces desirable behavior; accesses computer and management information systems; and demonstrates effective school financial management.

Coaching - Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth:

Builds a supportive environment for learning; provides timely and specific feedback; reinforces growth and development; and exhibits effective conferencing skills.

Organization

Organizational Ability - Develops a plan to meet goals by focusing on time lines and flow of activities, and identifies resources needed to accomplish the job:

Plans for goal accomplishment; establishes priorities; budgets and allocates resources; assigns tasks and activities; and plans for contingencies.

Delegation - Delegates authority and responsibility clearly and appropriately:

Assesses expertise of self and others; determines tasks to be assigned; determines tasks needing outside assistance; establishes performance standards; and provides guidance.

Communications

Oral Communications - Uses verbal skills to communicate appropriately:

Pronounces words and articulates clearly; speaks confidently; and uses correct grammar.

Written Communications - Demonstrates skill in writing appropriately to the intended audience:

Writes with clarity and conciseness; and uses correct grammar, spelling and appropriate language.