

**Clarksville Montgomery County School System
Job Description**

Position Title: High School Lead Principal

Department: Instruction

Grade: 509/Additional Duties Supplement

Days Per Year: 225

Date: August 2019

Reports to: Director of
High Schools

Purpose of Position:

The purpose of this position is to provide overall leadership, management, and supervision of the Principal assigned appointed school. The Lead Principal will provide guidance, mentorship, and support to principals within a network to effectively lead and implement best practices for student learning and advance district strategic work. Lead Principals will regularly provide feedback from network principals to district leadership and work collaboratively to share district messages to schools.

Essential Duties & Responsibilities:

Provide leadership in the improvement of the total educational program within the school.

Oversee the school buildings and grounds and be responsible for their proper care.

Prepare the preliminary budget requests for the school.

Assign teachers and students to subjects and grades.

Prepare all statistical and other reports relative to such matters as attendance, enrollment figures and reports as required by the Director of Schools.

Interview prospective applicants and assign teachers extra duties.

Provide for working conditions and attitudes conducive to good school work on the part of students and staff.

Fosters shared beliefs and a sense of community cooperation.

Cooperate with administrative, supervisory and other personnel and facilitate the accomplishment of the strategic work of the district.

Ensures teachers and staff are aware of the most current theories and practices and makes the study and implementation of these a regular aspect of the school's culture. Monitors appropriate use of school buildings by the community.

Create a safe and nurturing environment for all students.

Provides conceptual guidance for teachers regarding effective classroom practice.

Monitors the effectiveness of school practices and their impact on student learning.

Provide visionary leadership that integrates all legal mandates and stakeholder needs.

Ensure board and school policies are followed.

Visit classrooms in a systematic and frequent manner, observe, and evaluate teachers.

Create professional and collegial learning communities for faculty and staff.

Develop, train, and provide opportunities for assistant principals to be instructional leaders.

Collaborate with network principals to track progress toward achievement/growth goals and district work in order to plan and implement next steps

Conduct site visits and meetings with network principals to provide feedback and guidance to set and attain school goals

Collaborate with the High School Director to plan, implement, and support district strategic work

Collaborate with network principals to create effective action plans to meet school goals and advance strategic work

Plan and lead network PLCs to collaborate around best practices for student learning, share progress data, and advance strategic work

Create a coherent model of support for network schools aligned to adopted district frameworks such as Balanced Leadership, Balanced Assessment, and Explicit Direct Instruction to support high levels of student learning and advance strategic work

Consult with High School Director regularly to share network progress

Collaborate with network principals to understand and support the TEAM Administrator Evaluation at a high level

Minimum Education and Experience Required to Perform Essential Position Functions:

Master’s degree with valid Tennessee teaching certification with administrator K-12 endorsement. Minimum three years successful classroom teaching experience, preferably in elementary grades.

Verified success in administrative placements for a minimum of 3 years as evidenced by qualitative and quantitative data.

Verified commitment to and success shown in improving teacher performance through actionable feedback.

Sustained positive culture as evidenced by 360 instruments.

High level of expertise in district initiatives and strategic work.

High level of proficiency in McRel Balanced Leadership.

Demonstrated efficiency in school budgeting.

Knowledge of Job

Ability to communicate both orally and in written form to communities, supervisors and employees. Ability to use high-level interpersonal skills in order to maintain effective relationships. Possess skills related to problem-solving, planning, supervising, organizing and scheduling. Ability to handle highly sensitive personnel matters in a timely and professional manner. Ability to assume administrative responsibility, plan, assign and supervise and review work of employees.

**(ADA)MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

LANGUAGE ABILITY; Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

INTELLIGENCE; Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines, and objectives.

NUMERICAL APTITUDE: Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORMS/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape visually.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under stress.

PHYSICAL COMMUNICATION: Requires the ability to talk and/ or hear: (talking-expressing or exchanging ideas by means of spoken words). (Hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date