

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Position Title: Elementary Assistant Principal-SEL
(1 Year Only)

Department: Instruction

Date Reviewed: August 2022

Reports to: Building Principal

Grade: 504B

Days Per Year: 210

Purpose of Position: The purpose of this position is to assist the principal with such routine duties which prevent him/her from providing overall leadership, management, and supervision of the appointed school. Providing Social Emotional Support for the school community is another primary purpose of this position. Through utilizing knowledge and skills to assist teachers and school teams with the application of positive behavior supports that address students' inappropriate behaviors and provide a means to help the students become more socially and academically successful.

Essential Duties & Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the building principal. Works with department heads and faculty in compiling the annual budget requests.
- Oversees SEL services to support students, educators and families.
- Coordinator for all School wide Positive Behavior Support initiatives (budgeting, purchasing, planning, reward events, data collection and analysis)
- Responsible for tracking student data in interventions
- Requisitions supplies, textbooks and equipment; conducting inventories, maintaining records and checking on receipts for such material.
- Cooperates in the conducting of safety inspections and safety drill practice activities. Works with community groups such as PTA, PTO, PTSO, etc.
- Assumes responsibility for coordinating transportation, custodial, cafeteria and other support services.
- Assists in maintaining discipline throughout the student body and manages special cases as necessary.
- Counsels with students, parents and staff as necessary.
- Perform tasks and assumes the responsibilities assigned by the principal.
- Visits classrooms in a systematic and frequent manner to observe and evaluate teachers.
- Assists in monitoring the effect of school practices and their impact on student learning
- Assists in providing conceptual guidance for teachers regarding effective classroom practice
- Support Team Chair

- Focuses on the preventative disciplinary needs for the current target population(s) regarding discipline disproportionality, while maintaining the populations that are not disproportional.
- Tracks discipline data to determine the risk of disproportionality for all populations.
- Discusses discipline data and reports regarding the currently targeted population(s) during the collaborations and professional learning communities.
- Works cooperatively with members of the multi-disciplinary team in assessing and evaluating each student with a disability so that he/she is served in their least restrictive environment.
- Assists in writing Individualized Education Plans: behavior goals and/or objectives, techniques and remediation, required materials and resources, and estimated time for achievement.
- Exhibit extensive knowledge of function-based intervention planning for developing behavior change strategies that focus on reducing problem behavior and increasing more appropriate behavior.
- Title I Committee member
- Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention and identifying specific factors that can affect development and implementation of behavioral interventions.
- Guides IEP and/or support teams in developing Functional Behavior Assessments and Behavior Intervention Plans for students with or without disabilities.
- Works cooperatively with classroom teachers, to determine the most appropriate classroom and/or individual behavioral strategies needed to promote student success.
- Re-evaluates the student periodically to check progress and to make required changes to be reflected in the students' behavior plan/goals.
- Conferences with parents regarding the educational, social, and academic progress of students.
- Work cooperatively with other building administrators to promote positive student behavior by providing professional development that targets research, strategies, and modeling of instructional practices, to support teachers in their implementation of positive behavior support in their classrooms.
- Keeps accurate, up-to-date behavioral data in order to effectively track student progress.
- Assists in creating a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Serves as a model for the district's mission, vision and goals.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, facilities, and confidentiality of records.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Makes provision for being available to students and parents for education-related purposes outside of the instructional day when required or requested to do so.
- Maintains a standard of performance and conduct as required by state, law, local board of education and community expectations.
- Maintains professional competence through in-service education activities.

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.

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

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

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

Employee's Munis Number

Date

Date