

CHURCHILL COUNTY SCHOOL DISTRICT

VICE-PRINCIPAL

FLSA Status: Exempt

Created: 3/2017

Last Revised:

DEFINITION:

The Vice-Principal assists the Principal in overall administration of instructional programs and in the performance of leadership responsibilities, which are attendant to the successful administration of the school.

SUPERVISION RECEIVED AND EXERCISED:

The vice-principal reports to the principal.

ESSENTIAL FUNCTIONS: *(Performance of these functions is the reason the job exists. Assigned job tasks/duties are not limited to the essential functions).*

1. Participate in development and evaluation of educational programs.
2. Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate.
3. Participate in development of school performance plans with principal, staff, parents, and community members.
4. Assist principal in interviewing, selecting, orienting, training, supervising and evaluating new staff.
5. Supervise operations in principal's absence.
6. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
7. Supervise student extra-curricular activities outside of the school day.
8. Work with principal, lead teachers, and faculty to compile annual budget requests based on documented program needs.
9. Work with teacher teams to review student achievement data and use this data to develop continuous instructional improvement plans.
10. Assist with safety inspections and safety-drill practice activities.
11. Comply with federal and state laws, state board of education rules, and district policy.
12. Help to develop a student discipline management system that results in positive student behavior.
13. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.
14. Ensure attendance policies are followed.
15. Assist in mandated state and local testing.

QUALIFICATIONS:

Knowledge, Skills, and Abilities: (KSAs are the attributes required to perform a job; generally demonstrated through qualifying experience, education, or training.)

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Knowledge of:

- Current technology applications (Google Classroom, 1-1 Instruction, Blended Learning etc);
- Effective instructional strategies for students of varied abilities;
- Pertinent federal, state, and local laws, policies, rules, and regulations regarding school administration;
- Organizational and management practices as applied to the analysis and evaluation of school programs, policies, and operational needs;
- Principles and practices of budget preparation and administration;
- Principles and practices of the organization and administration of personnel management;
- Principles, practices, rules, and regulations pertaining to student discipline;
- Principles of supervision, training, and performance evaluation;
- Public relations programs and techniques related to school activities; and
- Principles of management associated with maintaining the schools financial records.

Skills to:

- Direct and supervise school staff;
- Manage the school's educational and extracurricular programs, activities, and operations;
- Plan and implement an effective student discipline program;
- Prepare and administer the school's budget; and
- Communicate effectively, both orally and in writing.

Ability to:

- Build a culture of engagement with students, teachers, and families;
- Apply the principles of conflict resolution to resolve interpersonal problems that arise;
- Develop leadership among the teacher corps;
- Develop a strong client orientation in all school staff;
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals;
- Lead the entire school community through collection, disaggregation, and analysis of the school's performance data and subsequent development of a school plan designed to address the identified needs;
- Gain cooperation through discussion and persuasion; and
- Establish and maintain cooperative working relationships with those contacted in the course of work.

Experience and Training Guidelines: *Any combination of training, education, and experience that would provide the required knowledge, skills, and abilities. A typical way to gain the required knowledge, skills, and abilities is:*

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Master's degree from an accredited college/university with major coursework in education or a related field plus a minimum of three years of experience in a secondary school environment.

Required Certifications and Licenses:

Must possess or be able to acquire a Nevada school administrators' license issued by the Nevada Department of Education.

Physical and Mental/Intellectual Requirements: *The physical and mental/intellectual requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.*

Strength, dexterity, and coordination to use keyboard and video display terminal for prolonged periods. Strength and stamina to bend, stoop, sit, and stand for long periods of time. Dexterity and coordination to handle files and single pieces of paper; occasional lifting of files, stacks of paper or reports, references, and other materials. Some reaching for items above and below desk level. Some reaching, bending, squatting, and stooping to access files and records is necessary. Light lifting (up to 25 pounds) is occasionally required.

The manual dexterity and cognitive ability to operate a personal computer using word processing and databases.

The ability to interact professionally, communicate effectively, and exchange information accurately with teachers, students and parents.

In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Incumbents and applicants are encouraged to discuss potential accommodations with the employer.

Please see chart below indicating specific physical requirements.

In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Applicants and incumbents are encouraged to discuss potential accommodations with the employer.

PHYSICAL CAPACITY REQUIRMENTS FOR POSITION

(Mark with an X, leave blank where not applicable)

ESSENTIAL FUNCTIONS	LESS THAN 25% OF TIME	25% TO 49% OF TIME	50% TO 74% OF TIME	75% TO 100% OF TIME
Sitting	X			
Standing	X			
Walking	X			
Bending/Stooping/Squatting/Twisting	X			

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ESSENTIAL FUNCTIONS	LESS THAN 25% OF TIME	25% TO 49% OF TIME	50% TO 74% OF TIME	75% TO 100% OF TIME
Crawling				
Kneeling				
Reaching above the body	X			
Reaching away from body	X			
Climbing Stairs				
Climbing while working (ladders, stools, roofs, poles)				
Balancing				
Lifting &/Or Carrying objects:				
50 Pounds or 1/3 Bodyweight	X			
Pushing				
Pulling				
Grasping/Gripping	X			
Handling				
Applying Torque (arms)				
Fine Manipulation				
Repetitive Work	X			
Weight Bearing				
Typing, Keyboarding, or Entering Data		X		
Computer Monitor/CRT		X		
Driving a Vehicle				
Working Alone				
Operating Machinery or Equipment:				
Heavy Equipment				
Vibrating Equipment				
Power Tools				
Machine/Electrical Hazards				
Ladders > 6 Feet				
Personal Protective Equipment				
Respirator Use				
Work Conditions:				
High Noises				
Heights				
Confined Spaces				
Heat Stress	X			
Cold Stress	X			
UV Exposure	X			
Hazardous Chemicals/Waste				
>8 Hours Per Day	X			
Overtime/Irregular Hours				
Senses:				
Eyes				
Visual Demanding Work	X			
Near Vision	X			
Far Vision				
Depth Perception				
Basic Color Discrimination				

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ESSENTIAL FUNCTIONS	LESS THAN 25% OF TIME	25% TO 49% OF TIME	50% TO 74% OF TIME	75% TO 100% OF TIME
Audio Arms				
Ability to Smell				

Working Conditions:

Work is performed under the following conditions:

Exposure to climate controlled classroom settings and to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels ranging from moderate to very loud in occasional to frequent time periods. May involve work in crowded environments.

Hazards: Classroom furniture, playground/office equipment, communicable diseases, chemicals (as related to specific assignment), and power/hand operated equipment and machinery (as related to specific assignment).

Employee's Acknowledgement: I acknowledge that I have read the above job description and have received a copy for my records.

Employee Name: _____

Employee Signature: _____ Date: _____

Human Resources Signature: _____ Date: _____