

JOB DESCRIPTION

**TRENTON
BOARD OF EDUCATION
PRINCIPAL**

JOB TITLE: **Principal**

REPORTS TO: Chief of Schools

SUPERVISES: School Staff

NATURE AND SCOPE OF JOB:

Responsible for planning, organizing and assuming leadership of the programs and services of the school. The principal is responsible for improving student achievement through effective learning and teaching pedagogy, as well as increased community and parent involvement.

QUALIFICATIONS:

The Principal shall:

1. Hold a valid New Jersey Principal or School Administrator certificate of eligibility or standard certificate in the state of New Jersey
2. Hold a Master's Degree from an accredited college or university
3. Have a minimum of five years' successful teaching experience
4. Have at least three years of school-based leadership experience as a Principal, Vice Principal, department chair or equivalent role
5. Have successful experience working with urban and diverse communities(Bilingual preferred)
6. Demonstrate ability to analyze data and to make data-driven decisions
7. Demonstrate prior success in improving student progress
8. Demonstrate knowledge of district programs
9. Demonstrate knowledge of the Trenton and Mercer County communities
10. Demonstrate evidence of community involvement and engagement
11. Demonstrate evidence of increasing parental involvement and engagement
12. Demonstrate knowledge of New Jersey's Student Learning Standards
13. Demonstrate knowledge of and experience with budget development and implementation
14. Hold and maintain a valid driver's license with no serious violations
15. Demonstrate excellent organization skills
16. Demonstrate ability to work independently
17. Have excellent integrity and demonstrate good moral character and initiative
18. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with staff and administration
19. Demonstrate the ability to communicate effectively in English both orally and in writing, including Standard English usage, grammar and vocabulary

20. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986
21. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education in accordance with N.J.A.C. 18A:6-7.1
22. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation in accordance with N.J.A.C. 6:3-4A.4
23. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4
24. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

EMPLOYMENT TERMS:

The Principal shall be employed under the following terms

1. Work year of twelve months.
2. Salary, benefits and leave time as specified in the TASA Collective Bargaining Agreement
3. Conditions established by laws and codes of the State and policies, rules and regulations established by the Board of Education (N.J.S.A 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Principal shall, in accordance with the New Jersey Professional Standards for Educational Leaders (PSEL) be responsible for:

Curriculum and Instruction

- A. Implement coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school (1.1A)
- B. Implement systems of curriculum, instruction and assessment within and across grade levels to ensure alignment with the district curriculum and state standards (1.1B)
- C. Promote instructional practices that are intellectually challenging and differentiated, when appropriate, to ensure rigor for all students (1.1C)
- D. Ensure that instructional practices meet the needs of all students, are authentic to student experiences and incorporate checks for understanding to inform and adjust instruction.(1.1D)
- E. Maximize instructional time to optimize learning opportunities consistent with knowledge of student learning and development and effective pedagogy. (1.1E)
- F. Promote student engagement and active learning by using multiple instructional strategies and multiple response strategies. (1.1F)

Assessment and Intervention

- A. Employ systems of assessment that are aligned with the district curriculum and state standards and are consistent with technical standards of measurement (1.2A)
- B. Implement coherent systems of standards-aligned formative assessments in literacy and math to inform instruction and intervention (1.2B)
- C. Implement an evidence-based intervention system to meet the learning needs of at-risk students, particularly those behind grade level expectations in reading and math (1.2C)
- D. Teachers provide students and families evidence-based feedback on student learning progress and clearly communicate expectations to students and families (1.2D)

Effective Use of Data

- A. Create a culture of systemic inquiry, using and analyzing various types of data to improve instructional practice and meet the needs of all students (1.3A)
- B. Employ well-developed and technically appropriate systems of data collection, management, analysis and use (1.3B)
- C. Use data from formative assessments to inform instructional strategies, form intervention groups and strategically plan cooperative learning experiences (1.3C)

Funding and Resources

- A. Manage and allocate fiscal, physical and other resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community; and family and community engagement (2.1A)
- B. Coordinate with district leaders to ensure that budgeted spending from discretionary and required funds aligns with instructional priorities and other student needs based on data (2.1B)
- C. Ensure that each student has equitable access to school resources necessary for success, including effective teachers, academic and social support and learning opportunities (2.1C)

Mission and Vision

- A. Use data to develop an educational mission and vision for the school to promote the academic success and well-being of each student (3.1A)
- B. Articulate, advocate and cultivate core values that define the school's culture and develop a shared understanding of and commitment to the mission, vision and core values within the school community (3.1B)

Strategic Planning

- A. Use a coherent strategy of continuous improvement and goal-setting to achieve the vision, fulfill the mission and promote the core values of the school (3.2A)
- B. Engage in an ongoing process of evidence-based inquiry and strategic goal setting planning, implementing, evaluating and revising goals to drive the improvement process (3.2B)
- C. Create and sustain positive, collaborative and productive relationship with families and the community, soliciting feedback on school decisions for the benefit of students (3.2C)

Stakeholder Engagement

- A. Create and sustain positive collaborative and productive relationships with families and the community, soliciting feedback on school decisions for the benefit of students (3.3A)
- B. Engage in regular and open two-way communication with families and the community about the school, students, needs and accomplishments (3.3B)
- C. Involve families and other stakeholder groups in using data to develop targeted goals for the school (3.3C)
- D. Understand, value and employ the community's cultural, social, linguistic and intellectual resources to promote student learning and school improvement (3.3D)

School Management

- A. Know, comply with and help the school community understand local, state and federal laws, rights, policies and regulations so as to promote student success (4.1A)
- B. Develop and manage productive relationships with district leaders and staff and the school board (4.1B)

School Climate, Culture and Safety

- A. Build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student (4.2A)
- B. Create and sustain school environment in which each student is known, accepted, valued, trusted, cared for and respected (4.2B)
- C. Promote adult-student, student-peer and school-community relationships that value and support high expectations for academic learning and positive social and emotional development (4.2C)

Effective Use of Operational Data

- A. Use data to monitor student attendance and academic progress and, where applicable, to track graduation cohorts in order to identify and provide needed intervention (4.3A)
- B. Use data to monitor, evaluate and improve programs, processes and instructional practices and inform the continuous improvement cycle (4.3B)

Effective Use of Technology

- A. Integrate technology in teaching and learning to develop 21st Century skills (4.4A)
- B. Use technology to improve the quality and efficiency of school operations and management including family and community outreach and monitoring student data (4.4B)

Recruiting and Mentoring Staff

- A. Recruit, support, develop, retain and recognize qualified and effective teachers and other professional staff (5.1A)
- B. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of newly hired, initially licensed and lateral entry staff (5.1B)

Professional Learning and Professional Community

- A. Design and implement job-embedded and other opportunities for professional learning that address identified school and staff needs (5.2A)
- B. Provide opportunities for collaborative examination of instructional practice, collegial feedback, and collective learning (5.2B)
- C. Deliver actionable feedback about instruction and other professional practice through standards and research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice (5.2C)
- D. Provide opportunities to share leadership responsibilities with teachers and other members of the school community (5.2D).

Other related duties as directed by the Chief of Schools.

EVALUATION

The Principal shall be evaluated in accordance with Board of Education Policy.