



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	School Principal
CONTRACT YEAR:	Twelve Months
PAY GRADE:	School-based Administrators Salary Schedule – Category C, D, or E <u>(Grandfathered) or ACCEL Plan for New Appointees</u>
BARGAINING UNIT:	Broward Principals and Assistants Association (BPAA)

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited college or university. ~~Technical Center~~ College Director may substitute Advanced Vocational Certificate.

EXPERIENCE: A ~~total~~ minimum of five (5) years of public school experience is required; which includes a minimum of three (3) years of required experience as a Principal or Assistant School Principal, ~~or District Administrator~~, as outlined in School Board Policy 4002.14.

CERTIFICATION: Principals - Hold or be eligible for Valid Florida Certification in School Principal or Professional School Principal; however when deemed necessary and in the best interest of students of the school an individual who holds a certificate in Educational Leadership, Administration or Administration & Supervision at the appropriate level of the assigned school may be recommended for appointment as an interim principal for a period not to exceed one (1) year during which the individual must complete the Human Resource Management applicable interim principal program. The principal internship may be waived for an out-of-county applicant with principal experience or in other special circumstances as determined by the Superintendent. Appointment under these circumstances will be as interim principals. The Superintendent shall recommend that a principal in his/her first year of employment as a principal in the district participate in the Office of Talent Development's Principal Program. To be eligible for principal positions, applicants who do not have principal experience must be a participant in or have completed Broward's Principal Preparation Program or a similar leadership training program in another district/state.

Principals – Exceptional Student Education (ESE) Centers – Hold or be eligible for Florida Certification in School Principal; however when deemed necessary and in the best interest of students of the school an individual who holds a certificate in Educational Leadership, Administration or Administration & Supervision may be recommended for appointment. The Superintendent shall recommend that a principal in his/her first year of employment as a principal in the district participate in the Office of Talent Development’s Principal Program. An applicant shall have certification in any area of ESE and shall have completed a minimum of five (5) years of public school experience. At least two (2) of the five (5) years of public school experience must be in ESE. Three (3) of the five (5) years shall be successful experience as a Principal or Assistant Principal. To be eligible for ESE center principal positions, applicants who do not have principal experience must be a participant in or have completed Broward’s Principal Preparation Program or a similar leadership training program in another district/state.

Technical College Directors – Hold or be eligible for Florida Certification Local Director of Vocational Education or School Principal; however when deemed necessary and in the best interest of students of the school an individual who holds a certificate in Educational Leadership, Administration or Administration & Supervision may be recommended for appointment. The Superintendent shall recommend that a principal in his/her first year of employment as a principal in the district participate in the Office of Talent Development’s Principal Program. An applicant shall have completed a minimum of five (5) years of career/technical or public school experience. Three (3) of the five (5) years shall be successful experience as a Principal, Assistant Principal, or Local Director of Vocational Education. To be eligible for technical college director positions, applicants who do not have principal experience must be a participant in or have completed Broward’s Principal Preparation Program or a similar leadership training program in another district/state.

ADDITIONAL QUALIFICATIONS

REQUIRED: Computer skills as required for the position.

PREFERRED: Bilingual skills are preferred.

ADDITIONAL CERTIFICATION REQUIRED

1. ~~Adult Center Principal—Certification in administration of adult education.~~
2. ~~Exceptional Student Center Principal—master’s degree level certification in any area of exceptional student education.~~
3. ~~Community School Principal—at least one (1) college course in community school administration preferred; completion of this course required during the first year of appointment to this position.~~
4. ~~Technical Center Director—
Meet requirements for certification in a vocational subject and be eligible for a certificate covering Director of Vocational Education.~~

ADDITIONAL EXPERIENCE REQUIRED

1. ~~ESE Center Principal requires two (2) of the five (5) years of experience must be in Exceptional Student Education, as outlined in School Board Policy 4002.14. Technical Center Director requires five (5) years vocational educational experience, as outlined in School Board Policy 4002.14.~~
2. ~~Satisfactory completion of a district approved leadership training program or its equivalent.~~

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: ~~Ability to:~~ provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.

- REPORTS TO:** Director, School Performance & Accountability
- SUPERVISES:** All Administrative, Instructional, and Service Personnel assigned to the school.
- POSITION GOAL:** To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The School Principal shall effectively lead and manage through the items listed by category below.:

INSTRUCTIONAL LEADERSHIP:

1. Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan.
2. Establish and monitor a school mission and goals that are aligned with the District’s mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC).
3. Achieve results on the school’s student learning goals.
4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.
5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.
6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.
8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.
9. Establish and maintain individual professional development plans for each instructional employee that are linked to student achievement.
10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.
11. Structure and monitor a school learning environment that improves learning for a diverse student population.
12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that are based on a vision,

- mission, and improvement priorities using facts and data.
15. Utilize processes to empower others and distribute leadership when appropriate.
 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.
 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.
 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.
 21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.
 22. Maintain high visibility at school and in the community.
 23. Cultivate, support, and develop others within the school.
 24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.
 25. Provide recognition and celebration for student, staff, and school accomplishments.
 26. Establish processes to determine customer needs, level of satisfaction, and respond to/resolve valid customer concerns.
 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
 28. Interact with government and service agencies relative to student welfare.

PROFESSIONAL AND ETHICAL LEADERSHIP:

29. Demonstrate personal and professional behaviors consistent with the Code of Ethics and the Principles of Professional Practice.
30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.
31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.
32. Administer negotiated employee contracts in the appropriate manner at the school site.
33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.
34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.
35. Review current developments, literature and technical sources of information related to job responsibility.
36. Ensure adherence to good safety procedures.
37. Follow Federal and State laws, as well as School Board policies.
38. Perform other duties as assigned by the Director, School Performance &

Accountability or designee, consistent with the goals and objectives of the position.

1. ~~Establish and monitor a school mission and goals that are aligned with the district's mission and goals.*~~
2. ~~Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.~~
3. ~~Model and maintain high standards of professional conduct.~~
4. ~~Set high standards and expectations for self, others, and school.~~
5. ~~Demonstrate satisfactory or above performance on the Florida Principal competencies while performing all duties required by the district job description.~~
6. ~~Provide leadership in the implementation of the Sunshine State Standards, Florida Write, Florida Comprehensive Assessment Test (FCAT) and other tests designed and adapted to measure student achievement.~~
7. ~~Maintain active involvement in the school improvement planning process with the School Advisory Council (SAC) by providing resources for decision making and priority setting.*~~
8. ~~Use quality improvement principles and process in daily administration of school.*~~
9. ~~Implement procedures and policies that ensure a safe and orderly learning environment.~~
10. ~~Anticipate difficult situations and develop plans to handle them.~~
11. ~~Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.~~
12. ~~Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.*~~
13. ~~Provide leadership and direction for all aspects of the school's operation.~~
14. ~~Build teams to accomplish plans, goals and priorities.~~
15. ~~Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.~~
16. ~~Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.~~
17. ~~Establish and utilize the Sterling process to ready the school and community for change.*~~
18. ~~Develop and maintain a school atmosphere conducive to learning and student achievement.*~~
19. ~~Maintain visibility and accessibility on the school campus and at school related activities and events.~~
20. ~~Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.~~
21. ~~Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.~~
22. ~~Provide leadership to involve the school in quality initiatives.*~~
23. ~~Establish procedures for an accreditation program and monitor standards to ensure they are met.~~
24. ~~Communicate school information, goals, student learning and behavior expectations to all customer groups.*~~
25. ~~Use effective communication techniques with students, teachers, parents and stake holders.~~

- 26. Provide for the articulation of the school's instructional program among school personnel and the public by developing and maintaining a timely and informative school website and newsletter.
- 27. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.
- 28. Communicate effectively both orally and in writing with parents, students, teachers and the community.
- 29. Participate in the planning and implementation of initiatives in the Innovation Zone.

INFORMATION & ANALYSIS:

- 30. Collect and maintain information appropriate to the continual monitoring of all Sterling Quality goals.*
- 31. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
- 32. Address the diverse needs of the school population consistent with the District's Strategic Plan.
- 33. Analyze and use data for decision-making to improve actions, plans, and processes.*
- 34. Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- 35. Access, analyze, interpret and use data in decision-making.
- 36. Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.*
- 37. Make data accessible to all stakeholders.*

STRATEGIC QUALITY PLANNING:

- 38. Develop long and short term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*
- 39. Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- 40. Set high goals and standards for self, others and the organization.
- 41. Establish and actively pursues a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders which is also aligned with the District's strategic plan
- 42. Communicate overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*
- 43. Oversee the selection and acquisition of instructional materials and equipment.
- 44. Collect input and analyze data to develop goals.
- 45. Manage student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.
- 46. Direct the development of the master schedule and assign teachers according to identified needs.
- 47. Allocate resources consistent with implementation of the School Improvement Plans.*
- 48. Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.*
- 49. Establish procedures to monitor processes, manage assets and inventories, activities and responsibilities and respond to feedback.

- 50. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
- 51. Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- 52. Provide recognition and celebration for student, staff, and school accomplishments.

CUSTOMER FOCUS:

- 53. Develop positive relationships with customers (students, parents, teachers, community, etc.)*
- 54. Facilitate a program of family and community involvement.
- 55. Serve as final arbitrator for serious discipline problems in accordance with District policy and state statutes.
- 56. Develop and maintain positive school/community relations and act as liaison between the two.
- 57. Promote/market the school and its priorities to the community.
- 58. Establish processes and methods to respond to valid customer requirements.*
- 59. Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- 60. Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- 61. Work with parents to resolve complaints or concerns.
- 62. Interact with government and service agencies relative to student welfare.
- 63. Establish processes to determine customer needs and level of satisfaction.*
- 64. Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- 65. Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- 66. Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- 67. Provide leadership support for community involvement programs and business partnerships at the school level.*
- 68. Direct and develop the recruitment of Business Partners to benefit the school and community.
- 69. Develop activities with business partners that promote student achievement.

HUMAN RESOURCES:

- 70. Analyze data and information to plan staff development to accomplish school goals.*
- 71. Complete annual Needs Assessment to determine staff development needs.
- 72. Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- 73. Build a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*
- 74. Facilitate the development and implementation of an effective staff development program.

- ~~75. Participate in District management meetings and other activities to enhance professional development.~~
- ~~76. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.~~
- ~~77. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.~~
- ~~78. Review current developments, literature and technical sources of information related to job responsibility.~~
- ~~79. Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.*~~
- ~~80. Delegate responsibilities to appropriate staff members.~~
- ~~81. Consider data and results from action research when solving problems and improving processes.~~
- ~~82. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*~~
- ~~83. Assign tasks and supervise personnel in task accomplishment including special projects.~~
- ~~84. Provide recognition and celebration for student, staff, and school accomplishments.~~
- ~~85. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.~~
- ~~86. Interview and select qualified personnel to be recommended for appointment.~~
- ~~87. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.~~
- ~~88. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.~~
- ~~89. Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.~~
- ~~90. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*~~

MANAGEMENT OF PROCESSES:

- ~~91. Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.*~~
- ~~92. Access District and community resources to meet school needs.~~
- ~~93. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.~~
- ~~94. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.*~~
- ~~95. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*~~
- ~~96. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*~~
- ~~97. Administer negotiated employee contracts in the appropriate manner at the school site.~~
- ~~98. Implement School Board policy, state statutes, and federal regulations as they pertain~~

to the assigned school.

OPERATIONAL RESULTS:

99. ~~Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction by implementing and monitoring the effectiveness of business practices.*~~
100. ~~Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.~~
101. ~~Establish and manage student accounting and attendance procedures at the assigned school.~~
102. ~~Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.~~
103. ~~Write and disseminate electronic newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.~~
104. ~~Coordinate and manage the extra curricular student activities and funds at the assigned school.~~
105. ~~Provide leadership in the effective use of emerging technology in the classroom, internal and external communications, and in school administration.~~
106. ~~Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.~~
107. ~~Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.~~
108. ~~Coordinate plant safety and facility inspections at the assigned school~~
109. ~~Supervise transportation services at the assigned school.~~
110. ~~Coordinate the school food service program at the assigned school including the free and reduced food service requirements.~~
111. ~~Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.~~
112. ~~Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.~~
113. ~~Review current developments, literature and technical sources of information related to job responsibility.~~
114. ~~Ensure adherence to good safety procedures.~~
115. ~~Comply with district procedures to manage and safeguard district assets, equipment inventory, property leasing, and rental of School Board property.~~
116. ~~Follow Federal and State laws, as well as School Board policies.~~
117. ~~Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.~~

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all customer groups by using effective communication techniques with students, teachers, parents and stakeholders.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of

force frequently and/or up to 10 pounds of force as needed to move objects.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the ~~district~~ School ~~h~~Board.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

~~*Addresses the seven (7) Sterling Quality Initiatives~~

Board Approved: 10/7/76 & 4/20/78

ER80-12 Approved: 10/2/80

Item G-7: 1/6/86

Revised: 6/17/97

Revised: 2/20/2001 &

Adopted: 3/20/2001

Revised: 3/7/05

Revised: 8/1/07

Revised: 09/10/2009

Adopted: 10/20/2009

Reporting Change: 10/01/12

2012-2013 Organizational Chart