

PCSB: 0105  
Pay Grade: C07

FLSA: Exempt  
Administrative

<p><b>ASSISTANT PRINCIPAL, ESE CENTER (Mentally Handicapped/Emotionally Disturbed)</b></p>
<p><b>REPORTS TO:</b> Principal</p>
<p><b>SUPERVISES:</b> Instructional Staff Support Services Staff</p>
<p><b>QUALIFICATIONS:</b> Master’s degree from an accredited college or university. Certification in Educational Leadership, Administration/Supervision or an equivalent certification as defined by the Florida Department of Education. Five (5) years related teaching and/or district experience and certification in Exceptional Student education.</p> <p><b>PREFERRED:</b> Demonstrated success as a teacher leader or district instructional leader.</p>
<p><b>MAJOR FUNCTION</b></p>
<p>The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.</p>
<p><b>ESSENTIAL RESPONSIBILITIES</b></p>
<ul style="list-style-type: none"> <li>• Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement.</li> <li>• Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan.</li> <li>• Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans.</li> <li>• Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams.</li> <li>• Actively involved and highly visible within the school and in the community, and supports stakeholder engagement across assigned school activities.</li> <li>• Promotes that student learning is a top priority through leadership actions focused on student achievement and success.</li> <li>• Supports and monitors the school learning environment which improves learning for a diverse student population.</li> <li>• Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.</li> <li>• Responsible for the disciplinary procedures for assigned students, in alignment with the Code of Student Conduct.</li> </ul>

**ASSISTANT PRINCIPAL, ESE CENTER (MENTALLY HANDICAPPED/EMOTIONALLY DISTURBED)**

**ESSENTIAL RESPONSIBILITIES (CONTINUED)**

- Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.
- Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff or the community.
- Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals.
- Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school.
- Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth and improved practices related to the role and responsibilities.
- Develops reports and analyses, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school.
- Under the direction of the Principal, manages assigned organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment.
- Represents the school and district at meetings within the community and other agencies, as assigned.
- Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the district.
- Performs other related duties as assigned.

**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 established by the District.*

*Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.*

*The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.*

**HISTORY OF JOB CLASSIFICATION**

ISSUED: 3/82; FORMAT REVISED: 7/88; REVISED (MQ's): 10/98 PBL; BOARD APPROVED: 10/13/98; AP ALT HIGH SCHOOL ADDED: 3/04; REVISED FORMAT, RT, SUP, MQ, MF, ER, TE, 9/28/21 NG; BOARD APPROVED: 10/26/21

**ASSISTANT PRINCIPAL, ESE CENTER (MENTALLY HANDICAPPED/EMOTIONALLY DISTURBED)**

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds					X
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds					X
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending			X		
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors					X
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

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