



PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 0435

Pay Grade: C10

FLSA: Exempt
Administrative

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| PRINCIPAL, ESE CENTER |
| REPORTS TO: Area Superintendent or Chief Transformation Officer |
| SUPERVISES: Assistant Principal(s) Instructional Staff Support Services Staff |
| QUALIFICATIONS: Master's degree from an accredited college or university. Certification in School Principal, Educational Leadership, Administration/Supervision or an equivalent certification as defined by the Florida Department of Education. PREFERRED: Three (3) years related professional school- and/or district-based supervisory experience. Successful completion of a training program consistent with the district's principal pipeline requirements (e.g. National Institute for School Leaders (NISL)) or a commitment to complete such program within three (3) years of employment. |
| MAJOR FUNCTION |
| The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety and policy responsibilities of a school-building leader. |
| ESSENTIAL RESPONSIBILITIES |
| <ul style="list-style-type: none">• Recruits, develops, supports, supervises, evaluates and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement.• 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.• Establishes and maintains a culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their team.• Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities.• Develops, implements and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan.• Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.• Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the wellbeing of all stakeholders.• 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. |

| ESSENTIAL RESPONSIBILITIES (CONTINUED) |
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| <ul style="list-style-type: none"> • Oversees and monitors disciplinary procedures for all students, in alignment with the Code of Student Conduct. • Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning which develops highly-effective staff members through collaboration, planning, design and implementation of feedback, coaching and modeling to improve staff practice. • Establishes 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, staff or the community. • Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals. • Develops the leadership skills of assistant principals and others who are preparing for school-based or district positions. • Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth and improved practices related to the role and responsibilities. • Develops reports and analyses for district leaders and the community regarding the status and performance of the school. • Directs resources toward instructional improvement, development and implementation of quality standards-based curricula. • Leads and manages 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, 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. • Recommends hiring and termination of school staff. • 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. School Board of Pinellas County, Florida. • Performs other related duties as required. |
| TERMS OF EMPLOYMENT |
| <p><i>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.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>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.</i></p> |
| HISTORY OF JOB CLASSIFICATION |
| <p>ISSUED: 3/82; TITLE AND QUALIFICATIONS BOARD APPROVED: 4/27/83; FORMAT REVISED: 5/88; TITLE CHANGE BOARD APPROVED: 6/8/88; MQ'S REVISED: 4/89; BOARD APPROVED: 4/12/89; REVISED: MQ'S 8/95 PBL; BOARD APPROVED: 3/27/96; REVISED (MQ's): 10/98 PBL; BOARD APPROVED: 10/13/98; TITLE CHANGED: 7/99 PBL; BOARD APPROVED: 7/27/99; REVISED: D&R, & PREF 6/23/10 LMCK; REVISED FORMAT, RT, SUP, MQ, MF, ER, TE, 6/21/21 NG; BOARD APPROVED: 10/26/21</p> |

PRINCIPAL ESE CENTER

| 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 | | | | |

Principal, ESE Center - ADM