



## LOGANVILLE CHRISTIAN ACADEMY Upper School Principal Job Description

### **QUALIFICATIONS**

#### *Personal*

- Evidence of health: physical, emotional, spiritual
- Gracious, courteous, friendly, likeable
- Strong communication skills; both verbal and written
- Exercises wise judgment with the ability to prioritize
- A spirit of diligence, responsibility, promptness, organization, and attention to detail
- Self-motivated; strong work ethic
- Commitment to ongoing personal and professional growth
- Ability to maintain confidentiality
- A good sense of humor
- Team player

#### *Spiritual*

- Loves Jesus and is in pursuit of a deep relationship with Him daily
- Actively involved in a body of believers
- Strong knowledge of scripture
- Alignment with the school's statement of faith and core values
- If applicable, an exemplary spouse and parent
- A shepherd spirit in caring for the welfare of those under his or her charge

#### *Professional*

- Master's degree in Educational Leadership minimal requirement
- Five (5) successful years of teaching experience
- Prior experience as secondary administrator
- Visionary
- Managerial skill in planning, organizing, delegating, and listening
- Inspires excellence
- Possesses the ability to build a healthy team around him/her
- Inspires the confidence of parents, team members, and students
- Demonstrates successful experience in shared decision making, program development, staff supervision and evaluation.
- Knowledge and skill in fiscal management, staff development, and human relations
- Knowledge and demonstrative skills in the use of technology for teaching and learning
- Knowledge of innovations in education; alternative instructional strategies, alternative assessment methods; blended instructional support; in-class support for special needs students, instruction based on student performance and decision making, peer tutoring, cooperative learning.
- Ability to foster growth, creativity, and flexibility using a variety of techniques
- Ability to facilitate resolution of complex interpersonal issues
- Ability to create a safe, orderly, positive school climate for students and staff
- Ability to react in emergency situations to include intervening as necessary, consistent with school policy.

## **RESPONSIBLE TO**

Administrator

### **Part I: Position Summary**

The US principal serves as the school and educational leader responsible for the overall vision, development, implementation, supervision, and evaluation of a comprehensive 6-12 educational program inclusive of student services and environment. He/she is responsible for ensuring that the mission of LCA is advanced daily.

### **Part II: Supervision and Controls over the Work**

Works under the general supervision of the Administrator, who is responsible for carrying out the policies of the Trustees. Annual evaluation will be based upon this job description, goals and objectives specific to the position, student achievement data, and the performance of the Principal.

### **Part III: Major Duties and Responsibilities**

**1. Creating a school culture that is thoroughly Christian, sustained in a Biblical worldview, and promotes the ongoing improvement of learning and teaching for students and staff:** Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Engages teachers, students, and parents in the essential conversations for ongoing improvement. Facilitates collaborative processes leading toward continuous improvement. Creates opportunities for shared leadership within the US school.

**2. Providing for school safety:** Effectively engages the entire community to develop a more nuanced/expanded understanding of what it means to be safe. Provides for the physical, intellectual, and emotional safety in order for effective teaching and learning to take place.

**3. Leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements:** Recognizes and seeks out multiple data sources. Analyzes and interprets multiple data sources to inform school-level improvement efforts. Implements data driven plan for improved teaching and learning. Assists staff in using data to guide, modify and improve classroom teaching and learning.

**4. Assisting the US Academic Dean, MS Assistant Principal, and faculty with alignment of curriculum, instruction and assessment.** Provides leadership that ensures congruency of the prescribed curricula in alignment to learning goals. Ensures alignment and implementation of best instructional practices to meet goals. Provides that assessment practices are aligned with both curriculum and instruction.

**5. Monitoring, assisting, and evaluating effective instruction and assessment practices:** Provide leadership that is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues; develops a working knowledge and ability to lead school initiatives; participates in professional development regarding identified initiatives; assists faculty/staff in developing required student growth plan and identifying valid, reliable sources of evidence to effectiveness; assists staff in implementing effective instruction and assessment practices, inclusive of virtual and off-site field trips; reliably and validly evaluates staff in effective instruction and assessment practices as well as professional practice.

**6. Managing both staff and fiscal resources to support student achievement and legal responsibilities:** Manages human and fiscal resources in the US program. The management of hiring, assignments, evaluations, ongoing professional development and the fulfillment of legal responsibilities is required. Decisions are made about resources that result in improved teaching and learning.

**7. Partnering with the overall school community to promote student learning:** Understands the greater PreK-12 community and works to establish a genuine partnership model between home and school. Aligns school and community efforts and values as a work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding. Community engagement decisions are made that result in improved teaching and learning.

**8. Demonstrating commitment to closing the achievement gap:** Uses evidence to support student improvement. Identifies barriers to achievement and works alongside the faculty to close gaps. Provides evidence of growth in student learning.

**9. Leadership and Governance:**

a. Consistently demonstrates high moral, ethical, and professional standards of performance and personal integrity, which includes addressing problems and issues in an open, honest, and timely manner. Ensures proper conduct which goes beyond the practice of avoiding what is wrong and instead focusing on choosing to do what is right. Serves as a champion for the school, avoiding actual or perceived behavior personally or among the staff or students which may cast a negative impression on the school.

b. Models and promotes trust, enthusiasm, rapport, respect and openness among faculty, staff, students, and members of the community. Celebrates successes and recognizes the achievements of others.

c. Creates a professional environment by assuring that personal and staff interactions with others in the school are conducted with utmost respect and professionalism.

d. Honors the ideas of others even when in disagreement with those ideas. Works collaboratively to resolve disagreements and seek mutually respectful solutions.

e. Actively participates in meetings, workshops and conferences that involve decisions affecting the school. Respects, supports, and implements decisions once made, and acts to ensure that staff are equally supportive.

f. Participates in school academic, athletic, and co-curricular activities to supervise and advocate for the school.

**10. Promotes a healthy environment for faculty and students:** Ensures that every student enrolled in 6-12 grade is contributing to a strong peer culture in word and deed. Works alongside parents and teachers to provide correction/discipline when necessary. Creates a process for training behavioral expectations. Monitors the work environment to ensure the building of a strong collegial community and accountability for professional responsibilities.