

Jordan School District
ADMINISTRATION JOB DESCRIPTION

Job Title: **Assistant Principal-Special Education School**

Department / Location: Various Schools

FLSA Classification: Exempt

Supervisors Title: Principal

Contract: 242 Days

Original date: 04/85 Revised: 03/92 Revised: 08/09 Revised: 04/11 Revised: 06/17

Revised: 02/2022 Revised: 07/25 Revised: _____ Revised: _____ Revised: _____

EDUCATIONAL LEADERSHIP STANDARDS

In Utah, the State Board of Education has established the following Leadership standards and expectations for effective leadership. Individuals seeking employment as a school administrator must be able to demonstrate the following Educational Leadership Strands.

- Visionary Leadership
- Teaching and Learning
- Management for Learning
- Community Engagement
- Ethical Leadership
- School Improvement
- Equity & Cultural Responsiveness

GENERAL FUNCTION

The **Assistant Principal** at a special education school reports to the principal and is responsible for assisting in the leadership and direction in all matters pertaining to the educational programs and practices of the school, including the operation of the school and the proper involvement of parents and community members in the planning and decision making process.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

- Assist the principal in the overall administration of the special education school.
- Assume responsibility for maintaining discipline throughout the school (e.g. safe school enforcement/expulsions, discipline referrals, tardy intervention program, teacher/student conflict, monitoring of hallways, lunchroom and parking lot).
- Coordinate school activities (e.g. generating the school calendar, designing regular and activity bell schedules, scheduling assemblies and other co-curricular activities).
- Assist in conducting safety inspections and safety drill practice activities.
- Assist in the coordination of transportation, custodial, cafeteria and other support services.
- Supervise the reporting and monitoring of student attendance.
- Member of Faculty Advisory, Staff and or other committee as assigned.
- Provide leadership and direction to the operation and activities of the special education school and to comply with Board of Education goals, policies and guidelines.
- Assist in disseminating and interpreting information to employees and media concerning the programs and activities of the special education school and to respond to community problems and concerns as required.
- Assist in the implementation of a comprehensive staff development program for personnel of the special education school.
- Assist the principal in administering personnel policies that pertain to the school staff and to assist the Human Resource Department in the employment and/or discipline of school personnel.
- May assist in developing, implementing and/or managing appropriate budget allocations to provide fiscal accountability in the school.
- May be expected to provide support for individual (Tier III-LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:

- **Physical Guidance**-Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or other, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs or head.
- **Physical Restraint**-Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body or head.
- Establish, maintain and protect records and required information in a secure location. Maintain confidentiality of all student and employee information.
- Develop and implement policies, guidelines and procedures for the effective utilization of the physical facilities of the school.
- Manage the development and implementation of appropriate programs to maintain appropriate student behavior and discipline.
- Assist in the distribution, utilization and inventorying of instructional related materials. Follow District procurement guidelines.
- Will be required to attend meetings, events and activities outside of normal work hours on a regular basis.
- Required to travel to District schools or other locations using own transportation.
- This position requires punctual and regular daily attendance at assigned location.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal background check.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Minimum Job Qualifications:

- Requires a Master's Degree from an accredited college or university.
- Requires a valid Professional Educator License for the State of Utah with a "License Area of Concentration" of "Administration".
- A minimum of one (1) year of administrative experience preferred which may include a one year full-time administrative internship.
- May be required to complete research-based District trainings on understanding the cycle of crisis and de-escalation strategies (i.e. ASPEN, Mandt, etc.).
- Understanding of federal and state special education programs, rules and regulations preferred.
- Requires strong oral and written communication skills.
- Requires effective problem solving, organizational, multi-tasking, and time management skills.
- Requires the ability to establish and maintain a positive working environment.
- Ability to manage the development and implementation of appropriate programs to maintain appropriate student behavior and discipline.
- Ability to develop and implement policies, guidelines and procedures for the effective utilization of the physical facility of the school.
- Required to travel to District schools or other locations using own transportation.

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

Machines, Tools & Equipment Used:

- Standard office equipment, educational technology, computers and office programs, standard machines used in teacher work room.
- Incumbent may be trained to operate a variety of Special Education equipment (e.g. office equipment, therapeutic equipment, adaptive devices, wheelchairs, physical education equipment, medical equipment lifts, language board and electronic communication devices, etc.).

Physical Requirements – Not limited to the following:

- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.), single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Constant hearing, near/far visual acuity and depth perception.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.
- Physical demands and stamina vary according to location/level.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

NOTE: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*