

## **Harvard Public Schools Principal Job Description**

It is the policy of Harvard Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

**\* This Job Description is in addition to and supplements  
the Master Administrator Job Description\***

- A. Job Title:** Principal
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. Reports To:** Superintendent or Superintendent's Designee
- E. Required Job Tasks**

The Principal serves in both a leadership and management role. The responsibilities of the Principal extend to all activities of the school. The Principal may delegate performance of management duties. Such delegation does not relieve the Principal from ultimate responsibility or accountability.

1. Educational Leadership
  - a. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
  - b. Administer the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
  - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
  - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
  - e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend to the Superintendent, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.
  - f. Prescribe rules for the classification and advancement of students in accordance with policies.

- g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities comply with federal and state and local laws and regulations and Board policy or directives, and implement changes as appropriate.
- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives.
- i. Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
- j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- k. Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- m. Coordinate and direct extracurricular activities and programs, such as after-school events and athletic contests.
- n. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- o. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- p. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- q. Enforce discipline and attendance rules.
- r. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- s. Teach classes or courses to students when necessary in the absence of teachers.
- t. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
- u. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- v. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
- w. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
- x. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- y. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Superintendent
  - a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
  - b. Participate in special education-related activities, such as attending meetings and providing support to special educators throughout the district as requested by the Superintendent.
  - c. Prepare and submit to the Superintendent and administrative team recommendations relative to all matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
  - d. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
  - e. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
  - f. Make a continuous study of the development and needs of the school. Inform and advise the Superintendent about the programs, practices and challenges of the school.
  - g. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Superintendent of significant developments in these areas.
  - h. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
  - i. Serve as a leader to assist the Superintendent to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Superintendent, annually, district-wide goals and monitor and report on the progress toward achieving established goals.
  - j. Confer periodically with professional and lay groups concerning the school programs and transmit to the Superintendent and administrative team suggestions gained from such conferences.
  - k. Assist in planning, coordinating, and overseeing school logistics programs, such as bus and food services.
  - l. Assist in reviewing and interpreting government codes, and developing programs to ensure adherence to codes and facility safety, security, and maintenance.

**F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in

the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**G. Essential Functions:** The essential functions of the Principal position include: (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

<b>Physical Requirements Principal</b>		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
<b>E = Essential</b>						
<b>NE = Non-Essential</b>						
<b>Stamina</b>						
1. Sitting					X	
2. Walking					X	
3. Standing					X	
4. Sprinting/Running		X				
<b>Flexibility</b>						
5. Bending or twisting at the neck more than the average person				X		
6. Bending or twisting at the trunk more than the average person				X		
7. Squatting/Stooping/Kneeling				X		
8. Reaching above the head				X		
9. Reaching forward				X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X		
<b>Activities</b>						
11. Climbing (on ladders, into large trucks/vehicles, etc.)				X		
12. Hand/grip strength				X		
13. Driving on the job				X		
14. Typing non-stop					X	
<b>Use of Arms and Hands</b>						
15. Manual dexterity (screwing a lid on a jar)			X			
16. Finger dexterity (typing)					X	
<b>Lifting Requirements</b>						
17. Lifting up to 10 pounds (Mark all that apply)						
Floor to waist				X		
Waist to shoulder				X		
Shoulder to overhead				X		
18. Lifting 11 to 25 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead		X				
19. Lifting 26 to 50 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead		X				
20. Lifting 51 to 75 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
21. Lifting 76 plus pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X				
<b>Pushing/Pulling</b>						
23. 25 to 50 pounds			X			
24. 51 to 75 pounds			X			
25. 76 to 90 pounds		X				
26. Over 90 pounds		X				
<b>Carrying</b>						
27. 10 to 25 pounds			X			
28. 26 to 50 pounds			X			
29. 51 to 75 pounds		X				
30. 76 to 90 pounds		X				
31. Over 90 pounds		X				