

**CLASS SPECIFICATIONS FOR THE
PRINCIPAL, HIGH SCHOOL**

DEFINITION

Serve as the educational leader and chief executive of a high school; to manage effective relationships with students, staff, parents, and community organizations; to interpret and implement state requirements and district policies and regulations in administering the school; participates in recommending district policies, procedures, and regulations to the superintendent; and to exercise independent decisions in those situations not covered by same.

QUALIFICATIONS

Credential: Possession of a valid standard supervision credential, with authorization to serve as a school principal, or a credential of equivalent authorization issued by the California Commission on Teacher Credentialing is required. A standard administration credential, or its equivalent, warrants priority consideration.

and

Education: A bachelor's degree from an approved institution is required. Advanced degrees are preferred.

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TYPICAL DUTIES AND RESPONSIBILITIES (Continued)

- _____ 11. Is responsible for keeping abreast of trends, policies, procedures, practices and laws that affect the school and its constituents. Growth experiences may include attendance at conferences and workshops; membership in professional associations; attendance at pertinent school board meetings; ongoing reading of professional publications; and participation in district assignments and problem-solving experiences.

- _____ 12. Is responsible for being knowledgeable about learning theories, human needs, curriculum development, motivation theory, school finance and budgeting, collective bargaining, staff organizational theories, and the supervision of personnel.

- _____ 13. Is responsible for being skilled in effective communications, including initiating individual and group discussions, listening, clarifying, and facilitating interaction among group members. Specific functions include verbal skills to communicate effectively with a wide variety of people with varying educational and sociocultural backgrounds; research, reading, public speaking, writing skills to effectively convey ideas, reports, letters, memoranda and survey questionnaires; understanding of goal-setting techniques, including needs assessment and evaluation; high degree of self-restraint, judgment and strategies in dealing with a variety of people, adversaries and advocates under varying situations and conditions; high degree of skill in defining problems, collecting information, establishing facts, evaluating alternate solutions, and drawing valid conclusions; and effective screening of applicants through job-related interviews.

- _____ 14. Is responsible for establishing procedures to insure that effective intergroup relations and affirmative action policies prevail at the school.

- _____ 15. Is responsible for utilizing all available personnel and resources in order to provide an effective and comprehensive counseling/guidance program which is articulated within the school and within the district, and which provides articulation with the world of work and other educational institutions.

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