SCOPE OF RESPONSIBILITIES

Under administrative direction, to assist and support the educational and administrative leadership of a High School; to assume responsibilities in the absence of the Principal; and to provide highly responsible and complex administrative support to the Principal.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Important and essential duties may include, but are not limited to, the following:

- Assist in the management of the High School including business operational activities such as personnel, budgeting, and facilities management, and for High School instructional, curriculum, student services, and administrative programs, services and activities; assume responsibilities in the absence of the Principal.

- Participate in the development and implementation of goals, objectives, policies, and priorities for each assigned service area of the High School in accordance with Education Code and policies of the Board of Education.

- Represent the High School to other District departments, schools, elected officials, outside agencies and the community; explain and interpret programs, policies, and activities to students, parents and faculty; negotiate and resolve sensitive, significant, and controversial issues.

- Train, motivate, and evaluate High School personnel including certified and classified personnel; provide or coordinate staff training and orientation; work with employees to correct deficiencies; meet with staff to identify and resolve problems.

- Participate in the development and administration of the High School budget; research and coordinate the forecast of additional funds needed for staffing, equipment, materials, and supplies; monitor and approve expenditures; prepare and implement budgetary adjustments as necessary.

- Provide staff assistance to the Principal; prepare and present staff reports and other necessary correspondence.
ESSENTIAL DUTIES AND RESPONSIBILITIES continued

- Assist in the conduct of organizational studies, investigations, and operational studies; recommend modifications to High School curriculum and instructional programs, policies and procedures as appropriate.

- Review pertinent legislation and ensure compliance with rules, regulations, and laws; implement State Department of Education recommendations; ensure timely and accurate reporting of data to Federal and State authorities.

- Evaluate and coordinate High School programs; meet with faculty, department heads, and community representatives to discuss curriculum; assist in curriculum planning, development, and implementation including staff training.

- Meet with students, parents, and faculty to resolve behavior and/or performance issues; establish and enforce student behavioral performance standards; promote a climate conducive to personal growth and a productive learning environment.

- Supervise a variety of auxiliary services including data processing operations, record maintenance, population surveys and reports, equipment inventories, storage management and distribution, field trips, and special programs.

- Serve as administrator in charge at assigned weekend and evening extra curricular activities.

- Participate on a variety of committees and commissions; attend and participate in professional group meetings; stay abreast of new trends and innovations in a variety of subject matters and in the field of public school administration.

- Respond to and resolve difficult and sensitive inquiries and complaints.

- Serve as Principal upon the request of or absence of the Principal.

- Perform related duties and responsibilities as assigned.
MINIMUM QUALIFICATIONS

Knowledge of:

- Operational characteristics, services, and activities of public high schools.
- Basic organization and management practices as applied to the analysis and evaluation of high school programs, policies, and operational needs.
- Principles and practices of high school program development and administration.
- Current trends, research, and development in the areas of high school student learning, student needs, and instructional responses.
- Principles and practices of high school curriculum development and instructional teaching strategies.
- Principles and practices of budget preparation and administration.
- Principles of supervision, training, and performance evaluation.
- Pertinent Federal, State and local laws, codes and regulations.
- Safe driving principles and practices.

Skill to:

- Operate modern office equipment including computer equipment.
- Operate a motor vehicle safely.

Ability to:

- Provide administrative and professional leadership and direction for high school services, activities, and programs.
- Participate in the implementation and administration of high school goals, objectives, and procedures for providing effective and efficient curriculum, instruction, and student services programs and services.
- Plan, organize, direct, and coordinate the work of professional, technical, and clerical personnel; delegate authority and responsibility.
- Supervise, train, and evaluate staff.
MINIMUM QUALIFICATIONS continued

- Identify and respond to community, Principal’s, School Board, and Superintendent’s issues, concerns, and needs.

- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of high school goals.

- Research, analyze, and evaluate new service delivery methods, procedures, and techniques.

- Prepare and administer budgets; allocate limited resources in a cost effective manner.

- Interpret and apply the policies, procedures, laws, and regulations pertaining to high school programs and functions.

- Communicate clearly and concisely, both orally and in writing.

- Establish, maintain, and foster positive and harmonious working relationships with those contacted in the course of work.

- Work in a standard office environment.

- Travel to different sites and locations.

- Work evenings and weekends.

SUPERVISORY RESPONSIBILITIES

- Exercises direct supervision over professional, technical, and clerical staff.

EDUCATION and/or EXPERIENCE

- Master’s Degree from an accredited college or university with major course work in education or a related field.

- Four years of responsible teaching experience including some supervisory and administrative experience.

- Appropriate Wyoming Credentials.

- Valid driver’s license
**LANGUAGE SKILLS**

- Ability to read, analyze and interpret the most complex documents. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or board of directors.

**MATHEMATICAL SKILLS**

- Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory and factor analysis.

**REASONING ABILITY**

- Demonstrated ability to analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

**PHYSICAL DEMANDS**

**Under 1/3 of the time:**

- Sit
- Climb or balance
- Stoop, crouch
- Crawl – distance 2-5 feet
- Kneel – duration at one time: 5 minutes - 30 minutes
- Taste or smell

**1/3 to 2/3 of the time:**

- Stand, walk
- Twist – body part – above waist
- Rotate – body part – above waist

**Over 2/3 of the time:**

- Use hands to finger, handle or feel
- Reach with hands and arms
- Talk or hear
- Push or pull less than 50 pounds
### WEIGHT REQUIREMENTS

**Under 1/3 of the time:**

Lift up to 25 – 50 pounds

**Over 2/3 of the time:**

Lift up to 10 pounds

### VISION REQUIREMENTS

- Close vision (clear vision at 20 inches or less)
- Distance vision (clear vision at 20 feet or more)
- Color vision (ability to identify and distinguish colors)
- Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- Depth perception (three dimensional vision, ability to judge distances and spatial)
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)

### HEARING DEMANDS

**Noise Levels:**

Moderate noise levels will be present (example: business office computers, printers, light traffic)

**Hearing Demands:**

- Ability to discriminate verbal commands and environmental safety sounds.
- Ability to be employed where moderate degrees of hearing loss are unimportant (e.g. able to converse, talk, and make notes in meetings, hears warning bells/sounds, tone of running motors, answer phone over high noise levels, etc.)
WORK ENVIRONMENT

Under 1/3 of the time:

Exposure to the following may occur:

- Wet or humid conditions (non-weather)
- Work near moving mechanical parts
- Work in high precarious places

Exposure to the following may occur (continued):

- Fumes or airborne particles
- Toxic or caustic chemicals
- Outdoor weather conditions
- Extreme cold (non-weather)
- Extreme heat (non-weather)
- Risk of electrical shock
- Work with explosives
- Risk of radiation
- Vibration

I have read and understand the scope of this job and hold the minimum requirements:

Employee Name (please print): ______________________________ Date: ________

Employee Signature: ________________________________________________