

EC/ES Associate Principal Job Description

General Information

Job Title	EC/ES Associate Principal
Reports to	EC/ES Principal

Overall Purpose of the Position

The Early Childhood/Elementary School Associate Principal is an educational leader who works collaboratively with the early childhood and elementary school leadership team to support the Principal in providing an excellent educational program collaboratively focused on student learning. The role of the Early Childhood/Elementary School Associate Principal is to provide visionary leadership and demonstrate exemplary management skills in the development of faculty, the implementation of a guaranteed and viable curriculum, and the provision of effective communication with all of the school's constituents. The Associate Principal provides positive leadership in both the social well-being and measurable academic growth of all students. The Associate Principal will assist with administrative responsibilities that strengthen and expand the breadth of support to students, teachers, and parents in the Elementary School.

The Associate Principal is also part of a school-wide instructional leadership team jointly responsible for the systematic development and implementation of programs that fulfill the mission of Colegio F.D. Roosevelt to “empower our students to pursue their passion for learning, lead lives of integrity and create socially responsible solutions”.

[Click here for the Profile of a Condor Teacher](#)

Desired Impacts = FDR Mission, Core Values, and Learning @ FDR

Mission

Our mission is to **empower** our students to **pursue** their **passion for learning**, **lead lives of integrity** and **create socially responsible solutions**.

Core Values

- Embracing **diversity** sustains and enriches life.
- **Service** develops the individual and builds community.
- **Experience** is the most profound source of learning.
- Each person has the potential to **contribute**.
- Individual **integrity** is fundamental to a healthy community.
- **Choice** empowers.
- Survival of humanity depends on the health of the **environment**.

Learning @ FDR

Learning @ FDR embodies our Mission, engenders our Core Values, and is realized through our Learning Principles.

The learning experience is connected through our transdisciplinary skills and guided by standards that develop the understanding, knowledge, skills and dispositions necessary for all Condors to flourish and thrive.

Learning Principles

- Students **learn** best when they can **apply** or **connect** their learning.
- **Learning** happens for individuals in **different ways** and at **different times**.
- Learning occurs best when **students** get clear, timely **feedback** as well as **opportunities** to apply that feedback
- Learning is enriched by multiple **opportunities to practice** in a **supportive environment**.
- Emotional well-being influences **educational performance, learning, and development**.
- Learning includes **active creation, integration, and application**, not just passive consumption.
- **Effective classroom** management is based on setting and communicating **high expectations**, **nurturing** positive relationships, and **providing** a high level of student support.
- **Learning** happens best in an atmosphere of **high expectations**.

Key Responsibilities of the Position:

The Above Will be Achieved By:

School Climate

The ES Associate Principal is expected to:

- Safeguard and promote the wellbeing of children and young people;
- Maintain an efficient, productive, and caring atmosphere where all students (and faculty) have the opportunity to be recognized for their best efforts and find success; and
- Model and encourage a culture of kindness, integrity, and positivity.

Communication

The ES Associate Principal is expected to:

- Communicate promptly, clearly, and effectively with teachers, students, and parents about program goals and procedures (eg. Condor Current, ES Dashboard, Bulletin, Handbooks); and
- Ensure appropriate parent partnership by leading parent meetings and workshops as well as attending individual parent meetings as needed.

Professional Development

The ES Associate Principal is expected to:

- Mentor all faculty, as well as encourage their professional growth and career advancement;
- Provide on-site professional development workshops linked to our divisional and school-wide goals; and
- Seek opportunities for professional learning and professional growth as a life-long learner.

Facilities

The ES Associate Principal is expected to:

- Ensure that all of the resources are identified and being used to serve students and faculty members effectively.

Administration & Leadership

The ES Associate Principal is expected to:

- Model traits that enable others to recognize the Associate Principal as a leader;
- Assume responsibility for the “mechanics” of all tasks assigned;
- Work collaboratively with the Elementary Leadership Team to instill a sense of common purpose and common pursuit toward consensus goals;
- Participate in and lead committee work, as well as be a contributing member of the Instructional Leadership Team;
- Plan for and lead relevant Professional Development that promotes divisional and school-wide goals, and develops leadership capacity;
- Observe, coach, and evaluate assigned faculty
- Perform other activities as might be required for the general welfare of the school and/or as requested by the Division Principal or the Superintendent.

Student Life

The ES Associate Principal is expected to:

- Model and encourage stakeholder participation in various school activities, parent meetings, student programs, and athletic events;

- Work collaboratively with the leaders of student organizations (e.g. STUCO, Condor Voices, ES Extracurricular Clubs) to support, coordinate, and further develop these programs;
- Uphold the ES expectations, grounded in FDR's mission and core values by working with students, parents, faculty, and staff to build greater understanding of school expectations;
- Investigate and resolve routine disciplinary infractions or concerns;
- Act as Administrative Liaison for the SST (Student Support Team); and
- Oversee field trips, risk assessments, student activities, and school-wide projects.

Teaching and Learning

The ES Associate Principal is expected to:

- Collaboratively develop schedules and reporting structures for faculty and students;
- Collaborate with the divisional principal to ensure that all teachers and support staff have a clear understanding of their performance expectations and to assist faculty towards becoming master teachers (evaluation and coaching);
- Collaborate with the principal in developing the leadership capabilities of teachers so that instructional leadership becomes a shared responsibility;
- Contribute to the development of curriculum documentation that specifies content and skills, instructional methods, and assessment practices; and
- Review assessment results that determine whether curriculum and instructional goals and student performance outcomes are being met.

Experience, Skills & Dispositions Required for the Position:

Qualifications

- Master's of Education in Educational Leadership, Educational Administration, and/or Curriculum.
- Teaching or Administrative Certification.
- At least five years of successful teaching experience.
- Proven record of effective leadership as a principal, deputy principal, or in a formal teacher leadership role.
- Experience leading major school-wide projects from conception to completion.
- Experience with American curriculum, standards, and pedagogy

Desired Skills and Attributes

- **Leadership**
 - Ability to motivate and collaborate with other administrators, teachers, and leadership team members.
 - Demonstrated ability to independently manage projects and tasks efficiently.
 - Results-oriented, with a proven track record of using data to inform and improve student learning and school programs.
 - Experience implementing and supporting culturally responsive pedagogy and leadership anchored in high academic standards.
 - Demonstrated knowledge of the structure, philosophy, and curriculum of an effective early childhood center and elementary school.
 - Experience with standards-based curriculum, instruction, and assessment models, as well as the 'Understanding by Design' planning model
- **Interpersonal & Communication**
 - Excellent interpersonal, facilitation, and communication skills.
 - Ability to communicate and collaborate effectively with all school constituents, including parents, students, and faculty.
 - A positive, professional, and collaborative disposition.
- **Technical & Foundational Knowledge**

- Knowledge and understanding of research-proven pedagogical practices, including Professional Learning Communities, Culturally Responsive Pedagogy, Multi-tiered Systems of Support, Understanding By Design, and standards-based assessment/grading.
- Confident technology skills for teaching and administrative tasks, including the use of school management systems such as PowerSchool, and Google Suites.
- A strong work ethic, including a willingness to contribute to the continual improvement of the school.

Note:

Approved & Acknowledged

Supervisor's Signature

Date

Employee's Signature

Date