



Job Description

Revised 2022

JOB TITLE:	Elementary Principal
HIRED BY:	Superintendent
REPORTS TO (title):	Superintendent
SUPERVISES:	Elementary faculty and staff, preschool director
DEPARTMENT NAME AND LEVEL:	Administration
EVALUATION SCHEDULE:	Annual written evaluation by superintendent
JOB STATUS (full/part):	Full-time
FLSA STATUS:	Exempt

GENERAL DESCRIPTION

The primary role and responsibility of the Elementary Principal is to lead and build an excellent, Christ-centered, Biblically-based academic program, overseeing all faculty, staff and students (grades K-6).

REQUIRED PROFESSIONAL QUALITIES

It is expected that the Elementary Principal will...

- Hold a graduate degree at the master's or doctorate level in administration, or a related educational area, from an accredited postsecondary institution or be willing to participate in a program to complete such a degree within a specified time period.
- Hold Oregon/ACSI administrative credentials or the equivalent thereof or be on an accelerated track to complete these certifications.
- Have a minimum of five years of successful classroom teaching experience, and one year of successful administration experience, preferably in a Christian school.
- Demonstrate a reasonable level of computer literacy, having a basic proficiency in doing word processing, creating and using a spreadsheet, e-mailing, and accessing the Internet.
- Possess evidence of other adequate preparation, background, or experience as determined by the Superintendent

ESSENTIAL JOB FUNCTIONS—ACCOUNTABILITIES

It is expected that the Elementary principal will...

Spiritual Leadership

- Have a conviction that God has called her or him to Christian school administration.
- Provide spiritual leadership and guidance to faculty, staff and students regularly on both a formal and informal basis.
- Motivate students to accept God's gift of salvation and be a Christian witness and role model to them in order to help them grow in their faith.

- Lead students to a realization of their self-worth in Christ.
- Ensure that the work environment in the elementary school is Christ-centered, nurturing, wholesome, and loving.
- Work with the faculty and staff to address the spiritual formation needs of the students.
- Carry out Christ-centered counseling with students and staff and refer such situations to others when appropriate.

Academic Leadership

- Embrace Salem Academy's mission, vision, and core values and lead the academic program in such a way that these are embraced.
- Have a thorough knowledge and understanding of a Christian philosophy of education that will enable him or her to provide leadership and guidance in the school's development of and commitment to a Christian worldview.
- Lead in such a way that the schools expected student outcomes are thoroughly addressed through educational programs.
- Model and promote an atmosphere of preparation, rigor critical thinking, and excellence.
- Monitor the certification and licensure status of elementary teachers.
- Ensure that elementary school classrooms reflect a professional and Christian environment.
- Evaluate employees of the elementary division by using formal and informal evaluation and by holding evaluation conferences for staff members.
- Provide supervision for the Pre-School Director and work with him/her to coordinate childcare and before/afterschool clubs for K-6 students.
- Have knowledge of the physical and emotional development of children and understand the problems they face.
- Stay informed of current major trends in education in general and Christian education in particular through reading, graduate studies, professional development opportunities, and contacts with other elementary principals and educators.
- Coordinate and supervise the parent-teacher conferences in the elementary program.
- Coordinate and supervise faculty professional development in the elementary program.
- Develop and maintain educational programs and services for all students, including those who struggle as well as those who excel.
- Oversee the process of developing, implementing, and evaluating the elementary curriculum.

Administrative Leadership

- Have the ability to accomplish the goals and objectives assigned by the superintendent and school policy.
- Meet regularly with elementary teachers to ensure coordination of programs and prompt problem resolution.
- Provide leadership in planning the elementary master schedule and coordinating field trips and other special events.
- Provide leadership in the supervision of staff, improvement of instruction, and selection of curriculum.
- Oversee the revision of the elementary parent/student handbooks, substitute teacher handbooks, and other such items.
- Consistently implement elementary policies.
- Maintain a physical presence with the students by attending and, when possible, participating in school chapels, assemblies, concerts, athletics events, and other presentations

- Respect professional ethics that require confidentiality concerning the sharing of information about students, parents, or staff.
- Interview the elementary students seeking enrollment and the parents of those students.
- Oversee the process of arranging for substitute teachers when needed, and assist them in successfully carrying out their responsibilities.
- In coordination with the other principals, conduct emergency drills on a regular basis.
- Coordinate annual fall teacher check-in and spring teacher check-out.
- Assume all other duties and responsibilities as assigned by the Superintendent.

Governance

- Provide information and counsel to the Superintendent on the educational challenges and procedures for the Elementary School level of the school.
- Offer professional advice to the school board when requested by the superintendent on items requiring board action, with appropriate recommendations based on thorough study and analysis.
- Keep the superintendent informed on the issues, needs, and operation of the elementary school.
- Provide input to the formation and maintenance of the school's long-range strategic plan.
- Write elementary school update/report for all school Board meetings and provide input when requested.
- Deal directly and frankly with the Superintendent in an earnest effort to resolve differences of opinion when they exist.
- Serve as liaison between the superintendent and personnel, working toward a high degree of understanding and respect between the elementary staff and the superintendent.
- Show support for school Board policy and decisions, as well as administrative policies and decisions, to the staff, parents, and public.

Personnel

- Provide input to the Superintendent that will help establish, implement, and refine procedures for the recruitment, hiring, orientation, supervision, evaluation, and motivation of personnel.
- Ensure that all elementary school personnel have current written job descriptions.
- Annually evaluate the elementary school staff and provide each employee with a written evaluation. Provide appropriate information to the superintendent regarding the evaluations.
- Ensure that all personnel files are current, treated with appropriate confidentiality, and adequately safeguarded.
- Make objective recommendations, with adequate supporting data, to the superintendent regarding cases of assignment, transfer, promotion, demotion, nonrenewal of contract, or dismissal.
- Develop and train a pool of competent substitute teachers and volunteers to ensure continuity of the school program.

Business and Finances

- Provide input to the Superintendent for the development and implementation of the school's long-range financial plan.
- Provide input to the Superintendent for the annual budget.
- Oversee and manage the elementary school's budgetary expenditures and procedures. Ensure that all elementary school spending adheres to Salem Academy policies.

REQUIRED PERSONAL QUALITIES

- Sign and live by the school’s lifestyle statement, found in the Employee Handbook, as a condition for employment and continued employment in this ministry.
- Compliance with Salem Academy’s general standards of attendance is acceptable.

REQUIRED SPIRITUAL QUALITIES (all employees)

- Acknowledge Christ as Savior and seek to live life as His disciple.
- Believe and actively support Salem Academy’s Statement of Faith.
- Demonstrate a desire for spiritual growth as evidenced by his or her prayer life, Bible study, and spiritual outreach to others.
- Be a Christian role model in attitude, speech, and actions toward others.
- Have a Christ-centered home and actively participate in a local Bible believing church.
- “Work willingly at whatever you do, as though you are working for the Lord rather than for people.” Colossians 3:23.
- Follow the Matthew 18 biblical principle in dealing with conflict with students, parents, staff and administration.

REQUIRED SPIRITUAL LEADERSHIP QUALITIES (for administration)

- Have a conviction that God has called her or him to Christian school administration.
- Provide spiritual leadership and guidance to faculty, staff, and students regularly on both a formal and informal basis.
- Build a Christ-centered program based on the total release of oneself to follow Christ’s example.
- Engage in Christ’s local and global mission of making disciples.

ESSENTIAL JOB FUNCTIONS – PHYSICAL, MENTAL, & ENVIRONMENTAL REQUIREMENTS

Physical Demands – the following represents the physical requirement that must be met by the individual to fully perform the essential functions of this job:

The physical effort typically applied in this job includes:

X	Lifting		Pulling		Shoveling
X	Carrying		Pushing		Stairs
X	Keying/typing		Reaching		Other (specify)

The amount of effort typically applied and frequency of application:

Amount of Effort Applied	% of Time Effort is Applied			
	Less than 15%	15 to 40 %	40 to 70 %	More than 70 %
Less than 1 lb.				
Between 1 & 5 lbs.	X			
Between 5 & 25 lbs.				
Between 25 & 60 lbs.				
More than 60 lbs.				

The types of physical actions typically applied in this job:

	% of Time Effort is Applied			
	Less than 15%	15 to 40 %	40 to 70 %	More than 70 %
Sitting		X		
Standing		X		
Walking		X		
Bending				
Confined				

Mental/Visual Demands – the following represents the mental/visual requirement that must be met by the individual to fully perform the essential functions of this job:

	Occasional mental and/ or visual attention; the operation performed is either close to being automatic or the duties require attention only at long intervals
X	Frequent mental and/ or visual attention; the flow of work is intermittent with checking or inspection involved.
	Continuous mental and/ or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor the production process and/ or defects.
	Concentrated mental and/ or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods.
	Intense and/ or exacting mental/ or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work.

Working Environment – Individual is exposed to the following work conditions while performing the essential functions of this job:

	Regularly	Occasionally
Indoors	X	
Outdoor weather conditions		X
Moderate levels of sound		X
Dust or airborne particles		X
High levels of sound, which may require use of ear protection		
Slippery surfaces		
Hot, cold, wet, or humid conditions		X

Attendance

- Compliance with Salem Academy’s general standards is acceptable.

Signatures and Dates

The following signatures are required to confirm the accuracy and completeness of the job description; that essential functions are aligned with Salem Academy goals and objectives; to validate that it is clear, concise, and supports compliance with legal considerations; and employee understanding of the job requirements.

NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.

Employee	Date	Next Level of Management	Date