



IRVINE UNIFIED SCHOOL DISTRICT

PRINCIPAL – ELEMENTARY SCHOOL

DEFINITION

Under general direction of the Superintendent, is responsible for the administration and coordination of an elementary school.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Instructional Leadership & Visionary Direction:

- **Develops and communicates a clear vision** for the school that aligns with district goals and embraces innovative teaching methodologies, personalized learning, and future-ready skills. This involves staying abreast of current educational research and trends.
- **Leads the implementation of a rigorous and relevant curriculum** that meets the diverse needs of all learners, ensuring alignment with California State Standards and district mandates. An effective principal understands the importance of adapting curriculum to foster critical thinking, creativity, and problem-solving skills.
- **Supports and evaluates instructional practices** by observing classrooms, providing constructive feedback, and promoting teacher growth through professional development opportunities focused on progressive pedagogies. This includes fostering a culture of continuous improvement and reflection among staff.
- **Analyzes student data** to inform instructional decisions, identify areas for improvement, and implement targeted interventions to close achievement gaps and ensure equitable outcomes for all students. An effective leader uses data accountability and as a tool to personalize learning.
- **Champions the effective use of technology** to enhance teaching and learning, promoting digital literacy and providing resources and training for staff to integrate technology meaningfully into their practice.

II. Fostering a Collaborative School Culture:

- **Cultivates a positive, inclusive, and equitable school climate** where all students, staff, and families feel valued, respected, and connected. This involves promoting understanding and appreciation of diverse backgrounds and perspectives.
- **Builds strong relationships** with students, staff, parents, and the wider community through open communication, active listening, and a visible presence. A collaborative leader understands the importance of partnerships in supporting student success.
- **Empowers teachers and staff** by fostering shared leadership, encouraging collaboration through Professional Learning Communities (PLCs), and providing opportunities for input in decision-making processes. This recognizes the expertise and value of the entire school team.
- **Facilitates effective communication** among all stakeholders through various channels, ensuring transparency and promoting a shared understanding of school goals, policies, and initiatives.
- **Works collaboratively with parents and families** as partners in their children's education, providing opportunities for engagement, addressing concerns, and fostering a supportive home-school connection.

III. Effective Management and Operations:

- **Manages the school's resources effectively and equitably**, including budget, staffing, and facilities, to support the instructional program and create a safe and conducive learning environment.
- **Ensures the safety and well-being of all students and staff** by implementing and monitoring safety protocols, promoting positive behavior interventions and supports and addressing disciplinary issues fairly and consistently.

- **Supervises and evaluates staff** in a fair and supportive manner, providing ongoing feedback, coaching, and opportunities for professional growth. A progressive leader focuses on developing the capacity of their team.
- **Oversees the implementation of school policies and procedures** in alignment with district, state, and federal regulations.
- **Maintains accurate records and manages administrative tasks efficiently.**

IV. Commitment to Professional Growth and Ethical Leadership:

- **Models ethical behavior, integrity, and professionalism** in all interactions and decisions.
- **Engages in continuous professional learning** to stay current with best practices in educational leadership, progressive education, and collaborative models.
- **Advocates for the needs of the school, students, and staff** within the district and community.
- **Demonstrates cultural competence and responsiveness** to the diverse needs of the school community.
- **Leads with empathy, understanding, and a commitment to the holistic development of each child.**

QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Valid California Administrative Services Credential (required).
- Master's degree or higher from an accredited college or university (preferred).
- Valid California driver's license.
- Three to five years of experience as an administrator; experience in a certificated position

Knowledge of: Board policy; applicable state and federal laws, regulations, and compliance requirements governing education programs in California; state and local funding allocation methods; principles of curriculum, instruction, student learning, professional learning.

Ability to: Communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to students, community, and staff; collaborate with others in planning and implementing effective education programs, including staff and parent training, within established budget constraints; analyze complex situations and prepare response alternatives for consideration by decision-making groups; ability to define problems, collect data, establish facts, and draw valid conclusions.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear and taste or smell. The employee frequently is required to stand and walk. The employee is occasionally required to sit; use hands to finger, handle, or feel objects, tools, or controls; and climb or balance.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Work is performed in a variety of settings, including schools, district offices, and community locations. Regular travel within the district to support school sites and attend meetings as needed. Occasional evening or weekend work may be required to support engagement events and respond to emergencies.