

**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.



## PRINCIPAL, HIGH SCHOOL

### 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.

**UPE**

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