



Aspiring School Administrator Pool

Position Details

Reference Code: B101

Division: Leadership and Professional Learning

Classification: Licensed Administrator

Terms of Employment: Step 40 – 41 (depending upon assignment) of the Unified Administrative Salary Schedule, 11 Months

FLSA STATUS: EXEMPT

Position Summary

The Clark County School District is seeking outstanding candidates for possible openings at the elementary, junior high/middle or high school level. Successful candidates will be part of an educational system focused on developing the skills and talents of all students through rigorous learning experiences, supportive relationships, and relevant real-life applications.

This posting will generate a pool of candidates from which the Human Resources Division (HRD) will conduct preliminary screening activities for the purpose of acceptance into the Aspiring School Administrator Pool. Candidates who are selected for placement into the pool may remain in the pool for three (3) years. Site-specific vacancies will be advertised as retirements, resignations, or transfers become known. Hiring administrators will then choose finalists for specific positions as they become available.

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Assists the principal in maintaining a school organizational team (SOT), which must include parents/guardians, students, licensed, administrative, and support professional personnel, in accordance with Nevada Administrative Code (NAC).
2. Assists the principal in leading a diverse staff, student body, and the community in development and implementation of building-level goals focused on the improvement of student learning.
3. Assists the principal in establishing building-level priorities in the context of community and District priorities and student/staff needs through the SOT.
4. Assists the principal in planning and developing the school strategic budget with input from the SOT; allocates and adjusts fiscal and material resources ensuring resources are aligned with student achievement data to target services and supports to promote school improvement.
5. Assists the principal with improving school outcomes and implementing initiatives to accomplish sustainable results by adopting various approaches and engaging a variety of stakeholders to support school goals.
6. Assists with the supervision and evaluation process for teachers, if applicable, in alignment with the performance evaluation system.
7. Conducts frequent classroom observations with actionable feedback conversations in alignment with instructional and professional responsibilities standards to promote reflection and growth.
8. Models and establishes clear and high expectations for all students and staff members.
9. Engages in professional, respectful, transparent, and honest communication and interactions with all stakeholders.
10. Assists the principal in developing strategies in alignment with the District's strategic plan.
11. Assists the principal in providing and/or facilitating training of staff regarding the most effective practices which lead to higher student achievement regardless of race, ethnicity, socioeconomic status, or prior academic achievement.
12. Analyzes and interprets school-level data; works with the administrative staff to develop school performance plans that improve student academic growth and ensures the alignment of curriculum, instruction, and assessment to promote continuous school improvement.
13. Interprets and implements District policies and regulations, statutes, laws, and collective bargaining agreements (CBA).
14. Assists the principal in leading staff in the development and implementation of District and building-level goals relating to cultural competency and student learning.

15. Assists the principal in establishing a school climate that promotes equal opportunities for all students, positive conduct, and positive attitudes and values. Accepts responsibility for the attendance, conduct, health, and safety of students.
16. Assists the principal in engaging staff in the development of professional learning activities designed to support individual school/District goals and programs to improve student learning.
17. Assists the principal in the development, ongoing improvement, and implementation of the District and school curricular program.
18. Assists the principal in overseeing the school's academic and extracurricular programs, including the evaluation, and reporting of student learning and development.
19. Provides for effective staff communication; collaborates and resolves conflicts with others.
20. Provides a safe and respectful learning environment with a positive culture for all students and staff by establishing a set of culturally responsive standard operating procedures, practices, and routines.
21. Assists the principal with developing and implementing structures and processes to promote teacher discourse and collaboration.
22. Assists the principal with managing the condition of the physical assets, including the neatness and cleanliness of the buildings and grounds and the safety, security, and state of maintenance and repair of the buildings, grounds, furnishings, and equipment, except to the extent that responsibility has been assigned to a department of the District.
23. Assists the principal in working cooperatively with other administrators; advises appropriate District administrators of progress, challenges, and other information regarding the school.
24. Provides leadership in academic, behavioral, and social-emotional prevention and intervention.
25. Supports, mentors, and models best practice instructional strategies and techniques.
26. Develops, conducts, and oversees professional learning related to and the implementation of instructional practices, Multi-tiered System of Supports (MTSS) and Restorative Approaches.
27. Coordinates programs, workshops, special events, and meetings designed to inform, train, motivate, recognize, and engage parents/guardians.
28. Develops and implements systems and structures to ensure every student has a supportive, positive, and meaningful relationship with an adult on campus.
29. Accepts responsibility for the attendance, conduct, health, and safety of students.

30. Serves as a member of the school SafeVoice multidisciplinary team and conducts investigations and interventions related to the tips, which includes providing prevention and intervention steps and measures.
 31. Persuades and motivates parents/guardians to become involved in effective activities that increase student achievement and encourage students to stay in school.
 32. Works closely with school communities and external agencies as the site liaison to ensure access to needed services.
 33. Attends and provides supervision at school events and activities.
 34. Helps resolve problems that impede student learning and/or participation in school activities.
 35. Serves as site liaison for student safety, transitional placements, wellness, and student engagement.
 36. Performs other duties and obligations related to the position, as assigned.
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Minimum Requirements

1. Master's degree from an accredited college or university.
 2. Have previously demonstrated at least five (5) years' successful licensed teaching experience; and, be able to acquire, by time of appointment to the position, a Nevada school administrative endorsement; or, have previously demonstrated at least three (3) years' of successful licensed teaching in an accredited K-12 public or private school; and, currently hold a valid Nevada school administrative endorsement.
 3. Successful completion of the Clark County School District's Leadership Preparatory Academy; or, at least one (1) year (12-months) of successful experience as an administrator in an accredited K-12 public or private setting. (Site-based administrative experience is strongly preferred.)
 4. Successful performance in the position held at the time of application.
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Preferred Qualifications

Strong preference will be given to those candidates who can share various types of specific school or District data that improved as a direct result of their leadership.

Position Expectations

1. Demonstrated success in philosophy, curriculum, and instruction at the secondary level, including an understanding of a culturally responsive instructional process and a variety of instructional techniques, as well as a commitment to the improvement of instructional programs.
2. Demonstrated success in leading the improvement of student learning, as evidenced by the improvement of school-based and/or District-based data points.
3. Demonstrated successful and culturally responsive leadership experiences in staff leadership, supervision, and evaluation, and demonstrated ability to work effectively with teachers to improve instruction.
4. Demonstrated ability and desire to establish positive relationships with persons regardless of race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or military status or other characteristics protected by applicable law, with an active commitment to equal opportunity for all students and staff.
5. Demonstrated ability to foster an environment that focuses on quality results while motivating, developing, and supporting a diverse staff, encouraging continuous improvement, and working effectively as a member of a diverse team.
6. Provides vision and direction to others in accomplishing goals and solving problems.
7. Demonstrated understanding of the change process and its relationship to current trends in education at the position's grade level.
8. Demonstrated effectiveness in planning, scheduling, allocating resources, reaching logical conclusions, and making high-quality decisions using appropriate decision-making processes and accepting responsibility for actions and consequences.
9. Demonstrated effectiveness in using computer technologies to enhance instruction and to manage building functions.
10. Demonstrated success in exercising good judgment, insight, self-awareness, integrity, and cultural responsiveness when interacting with diverse employees, students, and stakeholders.
11. Demonstrated commitment and ability to continue one's own lifelong learning, to develop talent and leadership skills in others, to provide critical feedback, and to receive critical feedback to maintain high standards for one's self and the school.
12. Demonstrated ability to communicate effectively in both written and verbal form with the ability to make clear, persuasive presentations to diverse groups.
13. Demonstrated success incorporating culturally competent strategies and utilizing culturally responsive communication and engagement strategies with all members of the school community.

14. Demonstrated effectiveness representing the school in the community through business partnerships and activities.

Salary and Benefits

*Elementary Assistant Principals or Student Success Coordinators are eleven (11)-month positions with placement on Step 40 (\$70,279 - \$94,182) of the Unified Administrative Salary Schedule.

*Junior high/middle or high school Assistant Principals are eleven (11)-month positions with placement on Step 41 (\$73,876 - \$98,901) of the Unified Administrative Salary Schedule.

Placement will be made in accordance with Clark County School District Administrative Regulation 4291 (Placement and Advancement on the Unified Administrative Salary Schedule).

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or military status or other characteristics protected by applicable law. Here at Clark County School District we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity we have the power to reflect the community we serve.

Job Revision Information

- Revised: 03/29/22
- Created: 07/30/20