



Deputy Principal, Revere High School

A. POSITION OR ROLE TITLE: Deputy Principal, Revere High School

B. Type Position: Full-Time, year round

C. Salary Range/Grade: 150,000-170,000

D. Date Created/Updated: 3/31/22

E. Supervisor: Superintendent of Schools

F. Performance Appraisal Date: Annual

G. Direct Reports: RHS Teachers, administrators, and staff

H. Qualifications (experience, training, degrees, licenses, certifications):

- Master's Degree or higher from an accredited college or university
- Licensed or licensable from the MA DESE as an administrator (Principal/Assistant Principal 9-12)
- At least five years of satisfactory, full-time paid experience as a professional public or private school educator
- Excellent written and verbal communication skills in English
- Proficiency in Spanish preferred
- Knowledge of current trends in urban education and language acquisition including most up to date curriculum frameworks
- Experience working with urban high school students

I. Purpose: The Deputy Principal works alongside the Principal as a thought partner and confidant. Together, they function under the direction of the Superintendent of Schools to recommend policies and programs, to effectively implement approved policies and programs, and to effectively meet the educational needs of all students. They recommend individuals for employment and they supervise/evaluate the work of all building personnel. The Deputy Principal acts in the absence of the principal. Except in times of need, the Deputy Principal is more curriculum and instruction focused while the Principal is more operations focused.

J. Primary Tasks, Duties, & Responsibilities	K. Primary Working Relationships
<ul style="list-style-type: none"> • Provide leadership in the development of curriculum, promotion of innovative instructional practices, and the coordination of the teaching and learning activities for High School Students. • Provide effective and timely supervision/evaluation in alignment with state regulations and contract provisions. • Ensure that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not meeting standards. 	<ul style="list-style-type: none"> • Assistant Superintendent of Equity and Inclusion • Assistant Superintendent of Curriculum, Instruction, and Assmnt • Assistant Superintendent of Pupil and Personnel Services



<ul style="list-style-type: none"> • Assist the Principal as they work with stakeholders annually to revise or develop, plan, and implement school programs and activities in accordance with district goals and objectives • Lead all staff in the effective implementation of district/school priorities including Competency (Mastery) Based Learning/Grading (CBL), Restorative Practices, Cultural Competency, Detracking, and Deeper Learning • Provide leadership to ensure that instructional strategies and materials meet the needs of Revere’s diverse student population, including but not limited to differences of ability, developmental level, gender, interest, race, ethnicity, and experience • Assist the Principal as they coordinate protocols to ensure the safety of staff and students throughout the day including lunch, passing periods, assemblies, concerts, dances, and sports events; assign supervisory faculty for all student activities • Develop and maintain cooperative relationships with families and community organizations • Respond promptly to inquiries and concerns of families, students, staff and others 	<ul style="list-style-type: none"> • Other curriculum and program directors • Building Administration • Teachers • Director of Guidance and Testing • Families
<p>L. Secondary Tasks, Duties, & Responsibilities</p>	<p>M. Secondary Working Relationships</p>
<ul style="list-style-type: none"> • Collaborate with educators to support the on-going work of PLG and Advisory • Continuously evaluate existing programs of instruction and make recommendations to improve student outcomes • Comply with all accreditation guidelines, school committee policies, and legislative requirements • Support and guide Vice Principals in the management of student issues • Facilitate regular meetings of student council/student advisory groups to amplify student voice • Coordinate the work of Lead Teachers, Coaches, and other building-based teacher leaders 	<ul style="list-style-type: none"> • Building Admin • District Admin • Teachers • Lead Teachers and Instructional Coaches • Superintendent
<p>N. Tertiary Tasks, Duties, & Responsibilities</p>	<p>O. Tertiary Working Relationships</p>
<ul style="list-style-type: none"> • Assist the Director of Guidance and Testing as well as the curriculum directors with the annual creation of student and teacher schedules; adjust schedule to meet school, students, and staff needs • Maintain effective public communication • Collaborate with school-based teams and/or other Directors to plan community events centered on Curriculum and Instruction • Assist the NEASC team in coordinating site visits, interviews, etc. 	<ul style="list-style-type: none"> • Director of Guidance and Testing • Curriculum Directors • Outside Partners • Families • Instructional Leadership Team
<p>P. Process Accomplishments</p>	<p>Q. Performance Outcomes</p>
<ul style="list-style-type: none"> • Effective feedback to educators in Educator Growth Process Site • Retention of high performance faculty • Effective use of all district and grant funds 	<ul style="list-style-type: none"> • Quantitative student growth data



R. Authority/Final Word - decisions that can be made without approvals:

- Purchasing Technology/Classroom Supplies
- Formative and Summative Ratings of teachers

S. Competencies:

- Those Competencies viewed as core for every position or role in the Revere School District are noted in **CAPITALS and BOLD** text, and should be evaluated as part of the screening of any candidate for any position in the district, and as part of the performance evaluation process.
- In the list of Competencies in the chart below, bold and italicize those competencies that are high priority for this position, i.e., an individual without the competencies noted (in bold and italics) will not be successful in the job.

Note 1: While the competencies have been thematically grouped to reflect typical role emphasis, they can be applied to any position or role as required, e.g., effective communication is an asset in any role/position.

Note 2: The letters following the competency reflect level of effort to acquire or enhance: L = Low; M = Moderate; H = High.

A. LEADERSHIP	B. STUDENT GROWTH & LEARNING	C. PERSONAL CHARACTERISTICS	D. MANAGEMENT & OPERATIONS
1. COMMUNICATION (M-H)	1. STUDENT CENTERED (M-H)	1. PROFESSIONALISM (M-H)	1. Functional Expertise (L-H)
2. RELATIONSHIP BUILDING (MH)	2. <i>Teaching & Learning (L-H)</i>	2. INTEGRITY (H)	2. Technology Savvy (L-M)
3. <i>Build Trust & Credibility (M-H)</i>	3. Counseling (M-H)	3. Courage (M-H)	3. Financial Mgmt. & Budget (L-M)
4. <i>Motivating & Influencing (M-H)</i>	4. Advising (M)	4. Resilience (M-H)	4. <i>Problem Solver (L-H)</i>
5. Political Savvy (H)	5. GROWTH MINDSET (M)	5. Flexibility (H)	5. <i>Data-Based Decision Making (M)</i>
6. Coaching (M)	6. Reflective Practitioner (M-H)	6. Pragmatic (H)	6. MULTI-TASKING (H)
7. <i>Supervision & Evaluation (L-M)</i>	7. INSTRUCTIONAL LDRSHP (M-H)	7. <i>Results Driven (H)</i>	7. ORG, PLANNING, PRIORITIES (L-M)
8. Change Agent (H)	8. PROGRAM DEVELOPMENT (M)	8. HIGH STANDARDS (M-H)	8. Project Management (L-M)
9. <i>Collaborative Leadership (M-H)</i>	9. <i>Promotes Student Agency (M)</i>	9. <i>Attention to Detail (H)</i>	9. Talent Management (L-M)
10. <i>Climate & Culture Mgmt. (M-H)</i>		10. Creativity & Innovation (M-H)	
		11. Critical Thinking (M-H)	E. FAMILY & COMMUNITY ENG.
		12. Team Player (M-H)	1. CULTURAL SENSITIVITY (M-H)
			2. STAKEHOLDER FOCUS (M-H)

Interested candidates should apply through SchoolSpring and include the following information:

1. Letter of interest delineating their unique qualifications for the position, 2. Resume, 3. Copy of license

Application Deadline: May 2, 2022