

High School Vice Principal

Mission: *Educating and equipping discerning disciples of Jesus Christ for restorative work in His kingdom*

Job Title: High School Vice Principal

Date Established:

Department: High School

Success Responsibility: Principal

Relationship to Mission:

The High School Vice Principal's primary role is to provide leadership and support to high school teachers in their front-line "educating and equipping" work with students. He/She also works collaboratively with the administration team to execute the school's Strategic Plan, engages in restorative work with students through one-on-one discipline, and promotes the kingdom mission and vision of the school with parents and the larger Prince George community. The Vice Principal is to be a representative of Jesus, and to model and help others become a "peculiar people – a people who desire the kingdom of God and thus undertake their vocations as an expression of that desire" (Smith, 2009).

Duties, Responsibilities, and Authority:*

The Vice Principal hires, orients, and is responsible for the success and growth of high school teachers through informal, ongoing conversations, and annual reviews in which the mission and values of the organization are discussed and yearly objectives are agreed upon. The Vice Principal builds an intentional "relationship of influence in which [he/she] seeks to influence the behavior, attitudes, vision, values or beliefs" (Wright, 2009) of staff, students and parents. He/She sharpens and encourages his/her staff through monthly staff meetings, early-dismissal Wednesday professional development opportunities, individual coaching and mentoring, and sharing of relevant educational literature. The Vice Principal works closely with the administration team to review, write, and uphold school policy that increasingly resonates with the values of a "community of grace" (Drexler, 2007). A portfolio of school-wide supervision (Music, French, Library, etc.) is also discussed with the administration team at the beginning of each year, and responsibilities are assigned based on need and expertise.

In collaboration with high school teachers, the Vice Principal not only ensures compliance with BC independent school requirements, he/she explores program scheduling, new course offerings, teacher assignments, and partnerships that will more effectively prepare our students for restorative work. It is the responsibility of the Vice Principal to "identify, reinforce, or change the culture" (Schein, 1992) of staff, student, and parent interactions through supervision, affirmation, one-on-one counseling, and open communication through phone calls, emails, newsletters, and face-to-face meetings.

The Vice Principal will engage in a collaborative, annual review with the Principal, and set objectives for the following school year each May or June.

Skills and Abilities Required:

The High School Vice Principal should have a strong commitment to Christian education, an understanding of the unique needs of high school students, a proven track record of working well with youth and adults in a collaborative setting, and strong organizational skills.

Time Required:

The Vice Principal is required to meet his/her contractual obligations at the school, in person, between 8am and 3:30pm – beginning the third week of August through to the end of June. In addition, he/she is required to:

- make him/herself available to students, teachers, and parents upon request outside the typical work day
- lead grad committee meetings (monthly) in preparation for ceremony, banquet, after grad, and gala events
- prepare and lead monthly high school staff meetings (Mon, 3:30-5pm)

- attend and collaboratively lead bi-monthly, all-staff meetings (Thurs, 3:30-5pm)
- participate in all staff devotions, and plan weekly professional development on Wednesdays (1:45-3:30pm)
- attend school society meetings (fall and spring AGMs)
- contribute to extracurricular or professional aspects of the school (coaching, curriculum review, etc.) as needed
- meet weekly with the administration team to discuss and help make operational decisions
- compose and submit reports to the Principal in the week prior to monthly board meetings

Training Required and Provided:

The High School Vice Principal is expected to hold a current and valid BC teaching certification with completion of five Christian education courses as well as a minimum of five years of teaching experience in a high school setting. The High School Vice Principal is expected to keep abreast of current trends and research in Christian education through professional reading, mentoring relationships, conference attendance, and coursework. Experience in student life and discipline, and completed university courses in teacher supervision and educational leadership are an asset.

Ongoing professional development is expected with conference fees and associated expenses covered by the school. Partial or full compensation is made available through a professional development application submitted to and evaluated by the board. Administrators without Masters level credentials are encouraged to work toward this or similar educational training.

Job Location:

The Vice Principal maintains an office in the main building to facilitate conversation with administrators, staff, parents, students, and the community at large.

**See Appendix for complete list of duties and yearly objectives.*

Drexler, J. L. (2007). *Schools as communities: educational leadership, relationships, and the eternal value of Christian schooling*. Colorado Springs, Colo.: Purposeful Design Publications.

Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco: Jossey-Bass.

Smith, J. K. (2009). *Desiring the Kingdom: Worship, Worldview and Cultural Formation*. Grand Rapids, MI: Baker Publishing Group.

Wright, W. C. (2009). *Relational leadership: a biblical model for influence and service* (2nd ed.). Carlisle: Paternoster.

Appendix: High School Vice Principal - Duties and Yearly Objectives

The High School Vice Principal works closely with the Principal and High School Staff to perform the following duties:

A. Educational Leadership

- Keeps instruction and learning foremost in his/her own planning, making certain that they are central to all high school deliberations.
- Adapts Cedars' high school program and procedures to develop the unique potential of every student.
- Demonstrates sensitivity to the needs of the individual high school teacher, ensuring that human needs are not slighted for institutional convenience.
- Ensures that course outlines, IRP linkages, final exams and daily plan books are up to date and organized for each high school grade and course.
- Helps to establish and clarify both short and long-range goals for Cedars, and ensures that they are philosophically and educationally sound, as well as administratively feasible.
- Encourages high school staff to suggest new ideas and to try new ways of doing things, acting as a catalyst for innovative thinking and action on the part of others in the school.
- Suggests new ideas for the high school program, curriculum and organization.
- Accepts accountability for the overall effectiveness of the high school and its programs.
- Regularly evaluates the programs of the high school and the effectiveness of their implementation in consultation with the Principal.
- Builds a committed, competent and balanced high school staff through sound selection, orientation and continuing in-service activities, in conjunction with the Principal.
- Supervises individual high school teachers to assist them in their self-improvement efforts and provides opportunities for professional growth.
- Evaluates high school teacher performance, on the basis of co-operatively determined objectives and criteria, and in accordance with Board policy, in consultation with the Principal.
- Develops insight in Christian education, and is a resource person for staff, parents and the Board.

B. Administration

- Implements discipline policy, sharing the responsibility and authority considered in the best interest of the school.
- Recommends changes in policy when in the best interest of the school.
- Participates in the implementation of the Strategic Plan for Cedars Christian School together with the administration team
- Organizes the program of the high school including: creating staff assignments, chairing HS staff meetings, developing HS scheduling with the Principal, organizing with the ESS dept. for student classification, creating supervision assignments, coordinating textbook and supply ordering, coordinating registration and attendance procedures, coordinating student assessment and promotion procedures, seeing to the completion of forms, etc.) in consultation with the Director of Finance & Operations and the Principal.
- Ensures that high school classrooms and lockers are kept in an orderly condition throughout the school year, and especially prior to the departure of the Staff at major holidays and the summer break.
- Is available and frequently present in high school halls, classrooms, activities, faculty rooms, chapels and assemblies.
- Creates, monitors and ensures the effectiveness of the lunch supervision schedule.
- Assists in the professional development activities with high school staff.

C. Board Relations

- Presents a monthly written report to the Principal as a means to initiate consideration of future needs of the high school and other reporting as deemed necessary by the Principal.
- Determines high school personnel needs at the earliest possible opportunity, and makes appropriate recommendations to the Principal to fill these needs.
- Keeps the Principal continuously and adequately informed concerning the high school program, curriculum and problems.
- Expresses support for the Principal and the Board, by both word and action, to the staff, the parent body and the community at large.

D. Staff/Student Relations

- Attends to the supervision, general welfare, health and safety of high school students, as well as staff members while at the school, or in school-related activities.
- Implements programs of affirmation throughout the year to recognize excellence within the student body.
- Institutes a student/student mentorship program, which utilizes the strengths of our senior students.
- Establishes a wholesome Christian atmosphere at Cedars and provides positive Christian leadership to high school staff and students at all times.
- Fosters sound interpersonal relationships within Cedars, establishing a climate of love and respect.
- Provides counsel and assistance to all high school students, in conjunction with the Principal and high school academic advisors.
- Encourages staff members to live responsible Christian lives, to integrate their teaching and their Christian faith, and to promote Christian education.
- Functions as a Community spiritual leader.

E. Community Relations

- Ensures that proper contact and open communication is maintained between the home and high school, through individual contact when necessary, and by newsletters, parent/teacher interviews, open houses and general or informational meetings.
- Provides information and direction to all persons interested in the high school and its programs.
- Participates in the admission process together with the administration team and the Principal in keeping with the Board's admission policy.
- Promotes Christian education in general and Cedars' philosophies in particular to the Christian community and the secular community at large.
- Participates in orientation meetings for new families.
- Participates in all Society general meetings.