

Griffin-Spalding County School System

Title: Principal Job Class Code: 610 Job Details: 230 days/Exempt/Full-Time Updated: 02/26/2026 Reviewed: 02/26/2026	Category: Administration Reports To: Executive Officer of Secondary Education <u>or</u> Executive Officer of Elementary Education Salary Schedule: Administrative Pay Grade: Elem—AS 45, Middle—AS 47, High—AS 49
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JOB SUMMARY

The principal leads a school that is committed to the ongoing development and well-being of students, teachers, and staff. The Principal will provide strategic and instructional leadership and oversee the day-to-day operations of the school.

ESSENTIAL FUNCTIONS

(Essential functions, as defined under the Americans with Disabilities Act, may include any of the following tasks, knowledge, skills, and other characteristics. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all duties and responsibilities performed by incumbents of this class.)

- Provides strategic leadership for school improvement and development, and the day-to-day operations of the school
- Ensures high standards of achievement for all students
- Ensures an orderly, motivational culture and a strong school community where teaching, learning, and healthy relationships can thrive
- Ensures responsive and effective systems and management of people and systems such that all students, parents, teachers, and staff are well supported
- Creates and maintains a shared vision among all teachers of effective instruction
- Ensures on-going improvement of teaching for all staff through a variety of strategies, including; lesson observations; evaluation and feedback; regular use of data; collaborative planning and enquiry (including PLCs); regular professional development aligned to school improvement plan and goals; informal support strategies (including coaching and mentoring); systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
- Ensures that curriculum is aligned with state standards and structured in a manner designed to help the school and students achieve the required objectives of the district and all federal and state guidelines
- Ensures high levels of student achievement and learning through rigorous and engaging classes designed to ensure success of all students—including Special Education students, ESOL students, and students with 504 accommodations
- Sets and maintains high expectations for school culture and behavior by leading to align students, teachers, staff and parents around the system and school values and approach
- Provides ethical and motivational leadership appropriate to the cultural and political context in which the school operates
- Introduces and maintains data-driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the dignity of teaching and learning in the classroom
- Leads to ensure students are exposed to life-learning and character-building opportunities
- Provides and supports a culture that motivates students through positive relationships between students and teachers, student success in achieving worthwhile and challenging goals, a strong sense of community in the school, and a variety of activities (including sports) and opportunities for all students
- Fosters mutually supportive relationships with parents, characterized by good communication strategies and

involving parents where possible to grow buy-in and community with parents

- Provides strategic management, which includes analysis of teacher and student data and takes appropriate actions based on data to improve student achievement
- Ensures effective teacher and staff management that is ethical, legal, and consistent with the district mission and school needs, which provides clear definitions of responsibilities, expectations, and accountability
- Provides professional development, including a strong collaborative professional community, regular training opportunities, and strong support for induction teachers
- Manages school finances, including managing budgets; analyzing and controlling expenditures with an understanding of the relationship between school objectives and the budget process, and use cost benefit analyses for budgetary decisions—follows all district policies and procedures related to financial matters
- Provides school-level operations management with the appropriate district support services to ensure effective systems and manages on-going process of improvement in the following areas: school lunch program; transportation; facilities; student data; personnel data; information technology; safety and health, and risk-management—consulting with district personnel in times of uncertainty
- Builds and maintains public support for the school’s programs, including maintaining effective and strong working relationships with parents and the community
- Supports the use of technology for student achievement
- Shares effective practices with district administrators and colleagues
- Selects and recommends school personnel for employment
- Models and maintains high standards of professional and ethical conduct
- Oversight and management of building safety measures, which include the implementation of district safety protocols to mitigate the transmission of infectious diseases.
- Performs other related work as required
- Maintains prompt and regular attendance, as physical presence on the job site is required.

SUPERVISES

- All teachers and staff

MINIMUM QUALIFICATIONS

- Hold or be eligible for certification in Educational Leadership by the Georgia Professional Standards Commission
- Have three years of successful leadership experience, which included supervisory responsibility

PREFERRED QUALIFICATIONS

- Demonstrated experience as a transformative agent of change
- Demonstrated experience leading Professional Learning Communities
- Demonstrated experience managing school operations
- Demonstrated experience engaging with family and community stakeholders

COMPETENCIES NECESSARY TO DO THE JOB

- Knowledge of laws, regulations, and policies governing education, including special education
- Knowledge of curriculum and instructional programs and practices for the appropriate level
- Knowledge of developmentally appropriate needs of students, including social-emotional learning and mental health awareness
- Ability to communicate effectively orally and in writing
- Ability to plan, organize, and prioritize
- Ability to use data in the decision-making process
- Ability to create and interpret results of formative and summative assessments
- Ability to work positively and cooperatively with others
- Highly skilled in the use of technology
- Ability to maintain emotional control under stress
- Ability to be regularly, predictably, and reliably at work

- Ability to perform routine physical activities that are required to fulfill job responsibilities

EVALUATION

- Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of professional personnel.

