



TRINITY CHRISTIAN ACADEMY UPPER SCHOOL PRINCIPAL JOB DESCRIPTION

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

12 - Month Position - Upper School Principal (Grades 6-12)
Annual Salary is commensurate with experience and level of education

Position Summary:

- As principal, serves as the school and educational leader responsible for development, implementation, supervision, and evaluation of a comprehensive program of educational and student services for grades 6-12.
- Administers the program in accordance with board policies, administrative rules and regulations, and consistent with the mission of the school.
- Serves as an advocate for the staff, school, and school community as appropriate.

Supervision:

- Works under the general supervision of the Head of School, who is responsible for carrying out the guidance and direction of the Board of Directors.
- Utilizes the Head of School's approved strategic and improvement plans, the school's mission and vision, and policies and procedures to guide personal leadership, training and management of the school staff, and plans for and guardianship of students.
- Annual evaluation will be based upon this job description, goals and objectives specific to the school or the position, and job performance of the Principal.

Major Duties and Responsibilities:

Creating a mission-honoring school culture that promotes the ongoing improvement of learning and teaching for students and staff: Develops and sustains focus on a shared mission and clear vision for improvement, learning, teaching, and spiritual growth.

Providing for school safety: Effectively engages in providing and affirming a safe learning environment and safe campus. Provides for the physical, intellectual, and emotional safety in order for effective teaching and learning to take place. Collaborates with other administrators in safety and security policy evaluations and effective practice.

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement: Analyzes and interprets multiple data sources to inform school-level improvement efforts in conjunction with the Guidance Department. Implements data-driven plan for improved teaching and learning. Assists faculty in using data to guide, modify and improve classroom teaching and learning.

Assisting instructional staff with alignment of curriculum, instruction and assessment with the minimum of state approved learning goals and standards. Ensures alignment and implementation of best instructional practices with lesson plan training and management to also include differentiated instruction and authentic biblical integration.

Monitoring, assisting, and evaluating effective instruction and assessment practices: Knowledgeable about and deeply involved in the design, implementation, and monitoring of the instructional program; prioritizes effective teaching by visiting and observing classrooms and working with teachers on instructional issues; and develops a working knowledge and ability to lead/manage faculty and professional development initiatives within the school, and potentially beyond as a representative of the school. Assists and trains staff in implementing effective instruction and assessment practices for varied learners.

Partnering with the school community to promote student learning: Understands the greater community and works to establish a genuine partnership between home and school. Aligns school and community efforts and values as a work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding. Community engagement decisions are to be mission supportive.

Demonstrating commitment to closing the achievement gap: Demonstrates a commitment to close the achievement gap and provides evidence of growth in student learning.

Leadership and Governance:

a. Consistently demonstrates high moral, ethical, and professional standards of performance and personal integrity, which includes addressing problems and issues in an open, honest, professional, and timely manner. Works towards God-honoring conduct which goes beyond the practice of avoiding what is wrong and instead focusing on choosing to do what is right as a seeker of Christ. Serves as a leader and champion for the school and its mission, avoiding actual or perceived behavior personally or among the staff which may cast a negative impression on the school and its Christ-centered mission.

b. Models and promotes trust, enthusiasm, positive rapport, respect and openness among faculty, staff, students, and members of the community. Celebrates successes and recognizes the achievements of others.

c. Creates a professional environment by assuring that personal and staff interactions with others in the school and community are conducted with utmost respect and professionalism.

d. Honors positive peer collaboration and respectful problem-solving, considering the ideas of others even when in disagreement with those ideas. Works collaboratively to find mutually respectful solutions.

e. Respects, supports, and implements decisions and policies once made, and acts to ensure that staff and students are supportive in a Christ-like and professional manner.

f. Participates in school academic, athletic, and co-curricular activities to supervise and advocate for the school as appropriate and assigned.

g. Oversees the Athletic Director in all aspects of the Athletic Director's responsibilities and partners with Head of School in expectation and collaboration regarding athletics; vets major decisions regarding athletics with appropriate administrators.

h. Oversees the Upper School Guidance Department in all aspects of duties, responsibilities, and performance. Collaborates with appropriate administrators regarding any change in graduation requirements, grading scale/weight, community service requirements or other major student decisions affecting the school.

I. Oversees the Upper School Administrative Assistant/Attendance Coordinator in partnership with the Dean of Students.

j. Performs other duties as assigned.

Minimum Qualifications:

- A desire to join a Christ-centered education community in ministry as a transformational leader of students, faculty, and staff
- A minimum of a Master's Degree in education or leadership realm
- A minimum of (5) successful years of teaching experience
- Prior experience as a secondary school administrator is highly preferred
- A minimum of (2) successful years K-12 administration required
- A strong Christian testimony
- A minimum of three positive professional recommendations relating to the applicant's character, work ethic, professionalism, integrity, qualifications, competency, and walk with Christ
- A clear criminal background report
- Excellent organizational skills
- Excellent verbal and written communication skills
- Computer proficiency: data base, word processing, etc.

Please submit completed "TCA Faculty Staff Application" along with a resume and cover letter to cheryle.emison@mytcalions.com or mail them directly to:

Cheryle Emison
Assistant to the Head of School
10 Windy City Road
Jackson, TN 38305

Mission Statement

God has called Trinity Christian Academy to assist Christian families and their churches in providing a Biblically-directed, academically excellent education that equips students to be Godly leaders and servants in their homes, churches, and communities.

Vision Statement

Our vision is to train young champions for Christ who are equipped to serve the Lord by being prepared spiritually, academically and physically.

Trinity Christian Academy does not discriminate on the basis of race, color, national and ethnic origin in employment, student admissions, administration of policies and procedures or otherwise.