Adopted: July 18, 2000

ALTA LOMA SCHOOL DISTRICT

ELEMENTARY TEACHING ASSISTANT PRINCIPAL

DEFINITION

To support the Principal's and other personnel's job responsibilities; receiving, distributing and communicating information; enforcing district, state and school policy and maintaining safety of school environment; documenting actions, district policy and education code; coordinating site activities and addressing district, state and school policy; assisting students to modify inappropriate behavior and develop successful interpersonal skills; communicating information to staff, principal and public.

ESSENTIAL DUTIES

- **Perform** all duties and responsibilities as a full time classroom teacher.
- **Assist** principal and other personnel for the purpose of supporting their job responsibilities.
- **Attend** various meetings e.g. District, site, community, curriculum, etc. for the purpose of receiving, communicating and/or gathering information.
- **Manage** policies as assigned, e.g. disciplinary, attendance, etc. for the purpose of enforcing district, state and school policy and maintaining a safe and positive learning environment.
- **Process** disciplinary actions and related matters, e.g. student attendance for the purpose of documenting actions, adhering to district policy and education code.
- **Chair** meetings e.g. student study team, curriculum, safety, etc. for the purpose of coordinating site activities and addressing district, state and school policies.
- **Intervene** with student behavior and attendance issues for the purpose of assisting students in modifying inappropriate behavior and develop successful interpersonal skills.
- **Prepare** a variety of written documents e.g. correspondence, reports, analyses, etc. for the purpose of communicating recommendations and/or information to staff, principal and public.

QUALIFICATIONS

Knowledge of:
Curriculum, education code, district policies.

Ability to:
Appropriately manage personnel and programs;
Provide direction to others and make independent judgments based on common sense;
Keep and maintain accurate records;
Meet deadlines;
Communicate with individuals of varied cultural and educational backgrounds;
Communicate effectively in oral and written form.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:
Prior job related experience with increasing levels of responsibilities in school setting;
Varied experience as classroom teacher;
Experience in staff development programs;
Participation in professional and/or community organizations;
Experience in clinical supervision.

Education
Graduation from an accredited college or university, including graduate work in school and/or public administration;
Masters degree or acceptance into an accredited administrative services credential intern program.

License and Certificate Requirements
Valid California Teaching Credential authorizing service to students in grades Kindergarten through 6th (self-contained classroom);
Valid California Administrative Services Credential or acceptance into an accredited administrative services credential intern program;
Possession of a valid driver's license and evidence of insurability.

SUMMARY OF PHYSICAL DEMANDS RATINGS
The following analysis entails an evaluation of the "Physical Demands" factors of the job as it exists. This method provides a basis for permitting modification to fit the capabilities and needs of workers with disabilities.

Rating Symbol Key:
NP = Not Present – Does not exist
O = Occasionally – Up to 1/3 of the time
F = Frequently – From 1/3 to 2/3 of the time
C = Constantly – 2/3 or more of the time

1. STRENGTH:		
A. Standing		25%
Walking		25%
Sitting		50%
B. Lifting	O	50 lbs.
Carrying	O	50 lbs.
Pushing	O	10 lbs.
Pulling	O	10 lbs.
2. CLIMBING		O
BALANCING		F
3. STOOPING		O
KNEELING		NP
CROUCHING		O
CRAWLING		NP
4. REACHING		C
HANDLING		C
FINGERING		C
FEELING		O

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5. TALKING:	
Ordinary	C
Other	O
HEARING:	
Conversations	C
Other Sounds	F
6. SEEING	
Acuity, Near	C
Acuity, Far	F
Depth Perception	F
Accommodation	C
Color Vision	O
Field of Vision	NP

7. PHYSICAL DEMANDS RATING SUMMARY: Medium Work: (2) 3 (4) (5) (6) (DOL Physical Demand Categories 1 to 6 are very significant to the customary performance of the job if contained in parentheses).

8. PHYSICAL DEMAND COMMENTS: Example of sitting for extended periods are meetings, computer use; reaching/handling/fingering are manipulating papers and materials, using computer; ordinary talking/hearing are participating in verbal interactions; visual acuity/depth perception/visual accommodation are driving vehicle to and from meetings, preparing and using written, typed or overhead transparency materials.

SUMMARY OF ENVIRONMENTAL CONDITIONS RATINGS
The following analysis represents an evaluation of the surroundings in which the job is performed. Environmental Conditions must by definition be specific and related to the job.

Key to Environmental Factors Rating:

NP = Not present in the job environment
S = Seldom – Under 5% of work day
O = Occasionally – Up to 1/3 of the time
F = Frequently – From 1/3 to 2/3 of the time
C = Constantly – 2/3 or more time

1. ENVIRONMENT: Inside 80% Outside 20%	
2. EXTREME COLD	NP
3. EXTREME HEAT	NP
4. WET/HUMID	NP

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5. NOISE	65 decibels
VIBRATION	O

Comments regarding "Noise" = Office environment, playground, cafeteria
Comments Regarding "Vibrations" = Driving

6. HAZARDS:	
Mechanical	S
Explosives	NP
Electrical	NP
Radiant Energy	NP
Burns	NP
Other Hazard/s	NP

7. ATMOSPHERIC CONDITIONS:	
Fumes	S
Mists	NP
Odors	S
Gases	NP
Dusts	O
Poor Ventilation	NP
Other Atmospheric Hazards	NP

Comments regarding "Dust" = Paper

8. PROTECTIVE CLOTHING – DEVICES:

9. E. C. SUMMARY: Inside Work: 2 3 4 5 6 (7). Numbers encircled by () indicate significant involvement of factors enumerated and rated above.