



**CHATTANOOGA
PREPARATORY
SCHOOL**

**PRINCIPAL IN RESIDENCE
CHATTANOOGA PREPARATORY SCHOOL
2024 - 2025**

PROGRAM OVERVIEW

The Principal in Residence (PIR) Program is a highly selective one-year residency designed to prepare rising leaders to be successful leaders in the future. All participants are full-time, paid members of the school leadership team with daily opportunities to practice the skills and competencies required to one day lead high-achieving schools. The program combines on-the-job learning, professional development, mentorship, and coaching opportunities to support participants with their growth and development.

POSITION OVERVIEW

A Principal in Residence (PIR) is an aspiring principal preparing to lead a school in two years. PIRs are committed to and actively contribute to the success of their placement school. Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

*This role will begin July 1, 2024

AS A PRINCIPAL IN RESIDENCE, LEADERS WILL:

- Act as a member of the school leadership team and gradually transition to school leadership responsibilities: The PIR's role mirrors that of an assistant principal for the majority of the development program, namely: coaching and developing teachers, teacher leaders and deans and contributing to the overall academic and cultural vision of the school. Towards the end of their time as a PIR, the role mirrors more of a school leader, with clear responsibilities fully owned by the PIR at the school level.
- Actively develop School Leader leadership skills & competencies: In addition to their school-based performance goals, PIRs regularly engage in on-the-job opportunities to develop the leadership skills and competencies needed to thrive as school leaders, outlined in a development roadmap.

- Benefit from on-the-job mentorship: PIRs are supported in their development by a mentor school leader who acts as the coach and model for exceptional school leadership.
- Receive ongoing one-on-one coaching: PIRs also receive regular coaching to support them in developing the mindsets and dispositions of highly effective leaders
- Readiness Checkpoints: Provide an opportunity for the PIR and support team to reflect on progress towards becoming a school leader.
- Formal Professional Development: PIRs will receive formal professional development aligned to Chattanooga Prep's competencies and targeting specific developmental needs.
- Build and Engage Lifelines: PIRs will engage in all learning alongside peers.

KEY RESPONSIBILITIES

Model and support implementation of the school's vision and goal

- Supports development of the school-wide vision and takes an active role in investing and mobilizing teachers to achieve the collective goals of the school; owns the implementation of select school priorities in support of the school-wide vision.
- With guidance, the Principal and CEO leads the planning and goal setting for the grades/departments that he/she coaches and ensures alignment with school-wide goals.

Contribute to school-wide planning, goals and outcomes

- Provides input into the strategic planning of the school and identifies areas of ownership for self and direct reports.
- Effectively plan to meet goals through prioritization and excellent time management and coach others to do the same.

Develop teacher and emerging leaders with CEO's guidance

- Leads grade level/department level collaboration and learning.
- Effectively manages and develops teachers of a wide range of skill and experience level by defining responsibilities, setting goals, and providing ongoing high-impact feedback and support.
- Supports the CEO in developing emerging teacher leaders through goal setting, coaching, and providing feedback.

Model strong culture and manage school-wide behavioral systems

- Manages parts of school operations (e.g. arrival/dismissal, lunch)
- Acts as the first Leadership Team contact on student intervention and parent engagement and determines appropriate next steps.
- Assists educators in comprehending their roles in student support and intervention processes, while also establishing systems and structures to effectively fulfill those roles.
- Supports teachers in building an inclusive environment for all students.

Build own and team's content knowledge

- Develops deep mastery over the academic standards, curriculum, and assessments in the subjects/grades for which he/she coach.
- Engages in self-driven, ongoing learning regarding curriculum, pedagogy, coaching and school leadership.
- Collaborates with content coaches to support teachers in instructing and assessing and connects teachers with relevant resources to improve their content knowledge and instruction.
- Identifies gaps across grade level or department and develops and executes strategies to close gaps

Develop and coach teachers

- Leads data-driven instruction by analyzing homeroom specific and grade/department level data and developing and executing plans to address gaps and by helping teachers do the same thing for their classes.
- Provides high-quality instructional coaching by accurately diagnosing classroom instruction and providing frequent feedback for teachers across skill level; coach new and struggling teachers with a range of techniques.
- Leads effective school-wide professional development

Model personal leadership traits

- Embody personal leadership traits by building trusting relationships, reflecting on own identity, practicing strong self-care practices, demonstrating a growth mindset, and remaining calmly committed to Chattanooga Prep's mission and vision through difficult circumstance.

REQUIRED QUALIFICATIONS

- Current Tennessee School Administrator License
- Possesses a deep commitment to both racial and educational equity; supports the building of an organization that reflects the community Chattanooga Prep serves; holds self and others on team accountable for centering equity.
- Demonstrated ability to drive academic results directly and through others.
- Demonstrated leadership, management and coaching experience
- A combination of five years of teaching and school-level instructional experience (with a minimum of two years of school-level leadership experience in addition to the current school year)
- At least one year of experience as an Assistant Principal or equivalent role with a level 5 TVAAS growth score on TN Compass

PREFERRED QUALIFICATIONS

- Experience teaching and/or coaching core subjects.
- Record of Results on TVAAS
- Entrepreneurial Skills (New School Start Up Experience)
- Community Engagement Experience

COMPENSATION

Salary is commensurate with experience.

