



Position Title:	Lower School Assistant Principal (PreK-4 to 5 th grade), with concentration/expertise in early childhood level
Reports to:	Lower School Principal
Member of:	Educational Leadership Team (ELT), Admissions & Advancement and Assistant Principals' Group (<i>Petit Comité</i>)
Profile:	Expatriate through Bucks County Association of Intercultural Advancement (BCO)
Calendar:	Mid-July to mid-June for an initial period of two academic school years (2019-2020 and 2020-2021) with the possibility of subsequent one or two-year renewal
Schedule:	Academic Administration Schedule (Monday to Friday from 7 AM to 4 PM with some weekend responsibilities throughout the year)

About the American School of Guatemala/*Colegio Americano de Guatemala* (CAG)

The American School of Guatemala was founded in 1945 and is an independent, non-profit, non-denominational, college-preparatory institution that offers a rigorous academic program modeled after the best educational practices and methodologies of the United States of America. CAG is founded on the principles of a co-educational, bi-cultural (Guatemala-United States), bilingual (Spanish-English) program and is fully accredited in the U.S. by the New England Association of Colleges and Schools and recognized by the Guatemalan Ministry of Education as a Laboratory School.

With enrollment of approximately 1,615 students, we focus on continuity in a PreK-12 one school model, committed to student-centered learning and community connectedness.

The CAG Lower School

CAG currently has 4 sections (Early Childhood, Elementary, Middle School and High School). Each section has a Principal and an Assistant Principal. To improve strategic alignment across the School, faculty standards and expectations, and to build a stronger continuum in academic and student life programs, during the 2019-2020 school year CAG will begin to merge the Early Childhood and Elementary Sections into one Lower School, with a Principal who oversees the strategic direction of the section within the school's mission and philosophy. The Lower School will retain the current Assistant Principals and add a third to the team so that all areas of school life, student needs and parent support—including admissions and orientation of new students to the school - are met under one direction. The purpose is to build a strong base in the early years in both teaching and learning, character development and school culture that grows through the school to build a one-school identity.

Purpose

The Lower School Assistant Principal is a member of a three-Assistant Principal team, each of whom assists the Lower School Principal in providing leadership, direction, supervision and strategic oversight for the administrative and instructional functions of the Lower School program specific to assigned grade levels and functions.

The Assistant Principal supports the instructional process with specific responsibility for directing assigned programs and services for the Lower School in the early grade levels specifically in the areas that support admissions, serves as an important resource for parents, supervises assigned faculty and staff, coordinates school activities and events for Lower School, and supports the planning and strategic development of the section. The Assistant Principal must be skillful in establishing a strong relationship with students, parents, and colleagues.

Essential Functions

- Serve as a liaison between the Lower School Principal and the Admissions Office in supporting enrollment procedures, open house, tours, testing details, orientation and outreach to new parents
- Assist with curricular oversight and planning with teachers at assigned grade levels and subjects
- Assist the Lower School Principal with faculty coaching and feedback to improve instructional skills and in meeting student centered expectations
- Help monitor student academic performance and attendance, communicating concerns to relevant faculty, principal, parents, and students
- Assist the Lower School Principal and the Curriculum Teaching and Learning team in evaluating Lower School specific to early childhood curriculum and instruction to ensure that student needs are considered and met
- Oversee routine disciplinary measures with students: communicate with students, parents and faculty, and provide documentation as indicated for lower school student disciplinary process
- Help plan and organize lower school special events (e.g., lower school back to school night night, first day of school programming, math night, etc.)
- Provide input and assistance to new faculty orientation, pre-planning programming, and post planning activities
- Help plan and chaperone field trips
- With the lower school administrative assistants, set teacher schedules for student-led conferences
- Authorize ordering of materials for Lower School instruction, specific for early childhood grade levels
- Assist in the Lower/Middle/High School master school calendar development
- Assist in the building and management of the Lower School budget
- Assist Principal in following procedures to be used in the event of school crisis and provide leadership in the event of such incidents
- Assist Principal in emergency situations such as facilities problems, student disciplinary incidents, and safety
- In consultation with the Principal, investigate student accidents and other incidents, taking appropriate action
- Assist Principal with interviews and selection of Lower School personnel, specific for early childhood grade levels

- Support the professional development and coaching needs of the Early Childhood faculty and staff

Job Description

- Attend parent meetings representing lower school leadership and providing parent support
- Represent the Lower School in the Admissions process for Early Childhood grade levels, managing enrollment targets, exit interviews, testing and placement, planning open houses and tours, and orientation for successful CAG family and student induction and transition
- Assist in providing teachers and students with a safe and secure teaching/learning environment
- Work with staff to establish a plan for personal and professional growth, seeking to improve skills and knowledge through in-service and other professional development activities
- Communicate pertinent information to promote and ensure accurate decision making by administrative team members
- Demonstrate a proactive orientation in recognizing and solving lower school problems
- Anticipate potential problems in planning and implementing lower school programs and activities
- Exhibit confidence and commitment to the vision and mission of the school
- Set high standards of performance for self, others, and school
- Confer with students, parents, and teachers to resolve problems that inhibit learning
- Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment
- Be visible in areas of the building with high potential for disruptions
- Support and attend community functions
- Assist in preparing and disseminating newsletters, memos, and letters to parents, students, and faculty/staff
- Use effective strategies to communicate with a variety of audiences
- Make presentations to faculty, students, and parents as requested by the principal
- Seek advice on topics and/or functions that reach beyond acquired level of expertise
- Perform other tasks consistent with the goals and objectives of this position
- Perform other duties as requested by the Lower School Principal or Head of School

Qualifications and Abilities

- Leadership experience preferred, classroom experience required
- Advanced Degree in Education, Leadership, Administration and or Early Childhood Education preferred
- Flexible, collaborative, creative, organized and passionate about emerging research, pedagogy, and educational initiatives
- Ability to collaborate and work well with all faculty and staff
- Ability to make decisions aligned with mission and vision of school
- Passion for the development of student-centered and aligned learning communities
- Knowledge of scheduling and supervision
- Ability to communicate effectively orally and in writing with empathy and precision
- Ability to plan, organize, and prioritize
- Ability to use data in the decision-making process
- Flexible teaching background and interest in teaching electives, coaching and/or advising clubs is a plus

Child Protection and Safeguarding

The American School of Guatemala promotes a safe and positive community and takes its obligation to protect all students with the utmost seriousness. All members of the community are responsible for the safety and well-being of every child. At the onset of employment and every six months, all employees and BCO Fellows assigned at the school are required to submit a police clearance certificates.

CORE VALUES OF THE AMERICAN SCHOOL OF GUATEMALA'S PROFESSIONAL LEARNING COMMUNITY

1. Protect and project the established mission of the school.
2. Provide student centered instruction commensurate with class needs and individual abilities; aspire to provide such in a manner that students will want to learn.
3. Pursue school-wide goals of healthy socialization and self-concept by supporting all students in each of their school-related activities. At all times, in and out of school, be clear in the limitations of this support by avoiding in fact or appearance inappropriate fraternization.
4. Collaborate to the maximum extent possible with colleagues, establish and maintain a healthy, cooperative working relationship with other CAG staff. Aspire to practice same in the spirit of collegiality and common cause.
5. Establish and maintain a system of education accountability approved by the General Director and Section Principals.
6. Establish and maintain healthy communication with parents and students; avail yourself of their concerns to the maximum extent possible without compromising the collective judgment or authority of the school
7. Provide all relevant and required information and reports to the General Director and Section Principals in a competent and timely manner.
8. Attend staff and faculty meetings and take initiative to acquire a sound knowledge base in the theory and practice of behavior management, content area expertise, and topics that advance the interests of CAG's learning community.
9. Manage personal and professional differences in such a way that presents a coherent administrative and organizational climate to parents, students, staff, and board. Acknowledge and seek to resolve differences in a respectful and discreet manner.
10. Take initiative to investigate, understand and solve problems at the most immediate effective organizational level. Keep the General Director, Section Principals and others informed of sensitive information on a proactive and need-to-know basis.

CAG Faculty Profile

At the American School of Guatemala/*Colegio Americano de Guatemala* (CAG), our Student Learner Profile is encapsulated in the acronym VIDAS (Spanish for LIVES, and representing the various components that lead to an individual growing and developing meaning and purpose for their own life.) CAG embraces a constructivist philosophy to learning across all grade levels and content areas and seeks faculty who are equipped to nurture these qualities in our students through a robust academic and student life program.

Values Oriented	Innovative	Dynamic	Actively Engaged	Service Driven
<p>How does a faculty member instill a values oriented culture in students and in the classroom?</p> <p>A CAG faculty member who is values oriented is...</p>	<p>How does a faculty member inspire an innovative mindset among students?</p> <p>An innovative CAG faculty member can be described as...</p>	<p>How does CAG faculty member encourage students to be dynamic learners, citizens, thinkers?</p> <p>A dynamic CAG faculty member is...</p>	<p>How do faculty members lead students to be actively engaged at school, in service, in learning?</p> <p>A CAG faculty member who is actively engaged is....</p>	<p>A faculty member who models a service driven perspective for students is...</p> <p>A service driven CAG faculty member is...</p>
<ul style="list-style-type: none"> • Demonstrates respect • Embraces diverse perspectives • Models ethical decision making in and out of school • Maintains accurate records • Shows commitment to the profession through contributions and their own continued learning 	<ul style="list-style-type: none"> • Creates space and facilitates opportunities for students to innovate • Allows students to take risks • Sees themselves as a designer • Recognizes education as a constantly evolving field and actively works to stay engaged with new and emerging trends 	<ul style="list-style-type: none"> • Proactive • Shows flexibility • Communicates effectively to different audiences (students, parents, colleagues, community) • Engages collaboratively • Inspirational 	<ul style="list-style-type: none"> • Seeks feedback • Committed to personal and whole school improvements • Reflective • In tune with student needs • Promotes student voice • Actively engages in Professional Learning structures in the school. • Seeks and actively engages in other networks to support learning. 	<ul style="list-style-type: none"> • A systems thinker • Aware of social and cultural needs in the communities they serve • Aware of their own impact • Incorporates opportunities for students to understand their impact, responsibilities, and possibilities