



American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate

Upper School Associate Principal

Job Overview

Systematically ensuring that all students learn at high levels and are socially emotionally healthy at AISZ is at the heart of our schoolwide mission. The role of the Upper School Assistant Principal (Grades 6-12) is to ensure that both of these essential concepts are systematically implemented. This important role will support student behavior at the upper school while also creating strong systems across the entire school to ensure the learning and wellness of all of our students. This leader will work directly with students, parents, and teachers as well as create and manage foundational data and systems to ensure student and school success. We are seeking a candidate with a strong background in Middle School Leadership.

The Upper School Associate Principal will report directly to the Upper School Principal.

Preferred Qualifications

- Licensure or degree in administration, educational leadership or similar certification
- At least five years of demonstrated leadership experience at the Upper School level
- Experience in systems of supporting students such as Multi Tiered Systems of Support (MTSS), Professional Learning Communities (PLCs) or similar

Upper School Associate Principal Responsibilities and Duties

Positive Culture and Behavior Intervention Duties

- **Professionalism and positive example.** Build strong relationships and when needed, advocate for students who struggle with behavioral issues and relationships. Build strong relationships with students, staff, and parents to leverage in this effort. Ultimately, promoting a culture of positive behavior intervention and support at AISZ.
- **Middle School Identity.** Begin to help the organization recognize the unique learning, developmental and social-emotional needs of middle school students. Help to build an age-appropriate middle school identity and program that is more than just a “preparation

for high school” approach. The middle school student council and grade-level leads should be leveraged to help achieve this effort.

- **Support Appropriate Student Behavior.** Work with grade-level teams grades 6-12 to support intervention strategies before they become discipline problems, assist teams in classroom management training, and direct the process for Stage 2 infractions. Implement behavior plans in coordination with the academic registrar for academics as needed. This will include liaising with referring teachers on supporting them and proactive efforts to prevent future infractions. Partnering with parents of students who exhibit behavior challenges is an essential part of this work. Finally, collaborate with other school leaders to define, redefine and consistently enforce our behavior code.
- **Community Blocks and Student Life Events:** Liaise with the Principal, Academic Registrar, and Grade Level Leads on the structure and planning of community blocks, rallies, special events, project weeks, special visitor/lectures, and community building.
- **Grade Level Leaders Student Behavior Mentor.** Work directly with grade-level leaders to organize behavior support for students including mentoring grade-level leads and coaching of homeroom teachers on a range of intervention strategies. This includes training and guidance that enables them to counsel homeroom and classroom teachers on successful behavior interventions and supports. This includes the organization of mentors for each student and an organized mentoring program.

Curricular/Academics

- **Manage and Act on Data:** Collect, monitor, and act on behavior data trends. This includes ManageBac behavioral data, attendance data, SSRS data and actions, and academic grades in collaboration with Principal and Academic Counselor.
- **Diversity, Equity and Inclusion Informed Practices.** Monitor individual behavior and schoolwide data in a way that helps us identify and address bias-based incidents within our system. Specifically, identify organizational practices that may inequitably overrepresent or unfairly target certain groups of students at AISZ. This may be based on, but not limited to, race, religion, gender, culture, or nationality.
- **Leadership & Facilitation.** Work directly with upper school PLC teams to support their collaboration and student learning goals. This includes supporting their efforts to review student learning data and act on that data by altering instructional practice or implementing interventions. There will be elements of modeling for and coaching PLC teams where appropriate and needed.
- **Multi Tiered Systems of Support (MTSS).** Work directly with divisional Social Emotional Leaders, Student Services Coordinator and Curricular Leads to manage and ensure our MTSS system is implemented with fidelity. This will include leading the Upper school Student Services Team (SST) meetings.

- **Learning and Participating in Meetings.** Lead or participate in essential data and learning meetings needed to organize classroom and division intervention efforts.
- **Curriculum Support.** Support the AISZ Curriculum Coordinator with curriculum creation, alignment, and documentation efforts. This may include assisting teachers and PLC teams with “unpacking” curriculum standards to ensure learning target clarity for students.
- **Professional Development.** Advise the curriculum coordinator and Academic Leadership team on PD opportunities for staff.
- **Lead Social Emotional Support Programs.** Responsible for working collaboratively with SEL leaders on the creation, implementation, and tracking of all SEL-related programs at AISZ. This includes working directly with division-level social-emotional counselors and division principals as they do the routine work of this effort.
- **Supervision of Upper School Faculty.** Assist the Upper School Principal in hiring and providing instructional feedback to Staff and Faculty.
- **Teaching:** There may be opportunities for the Associate Principal to teach, co-teach or lead advisories. This will be decided in conjunction with the Upper School Principal based on interest and need.
- **Other Duties as Assigned.** As this is a new position it is hard to describe every responsibility that will be needed. The person in this position will need to be flexible and adaptable until the role is more fully defined. It is expected that the person in the role will give feedback and input on what job responsibilities will need to be added, altered or deleted. This position aligns to the Academic Administration work calendar.