WAVERLY COMMUNITY SCHOOLS
Position Announcement

Job Title:	Assistant Principal		
Location:	Winans Elementary	**Start Date:**	Immediate
Salary Range/ Level:	Per the current WAEA Master Agreement $93,338 - $104,986	**Terms of Employment**	2026-27, 202 work calendar
Date Posted:	November 5, 2026	**Application Deadline:**	November 22, 2026 @ 4 pm
Application Process:	A COMPLETED ONLINE APPLICATION IS **REQUIRED**. (See application instructions at Winans Ele Assistant Principal Nov 2026 Resume and cover letter may be: • Attached within the online application (preferred) • Faxed: (517) 321-8577 • Mailed: Waverly Community Schools, 515 Snow Rd., Lansing, MI 48917		

Job Description

JOB SUMMARY

The Assistant Principal serves as a school leader and is committed to and responsible for assisting the building principal in fulfilling duties related to the daily supervision of school operational and instructional issues while supporting the Waverly Community School's goal for increased student achievement and rigorous and relevant instruction. The incumbent will implement the school philosophy and beliefs by helping teachers and students become successful, while creating and fostering positive relationships between teachers, students, and parents. Position reports to the principal.

ESSENTIAL JOB FUNCTIONS

Essential functions under the Americans with Disabilities Act may include any of the following duties, knowledge, and skills. This list is illustrative only and is not a comprehensive listing of all functions and duties performed by employees in this position. Regular on time and in person attendance is an essential function of this job. Other essential functions may include, but are not limited to the following:

- Works with the building principal and Instructional Leadership Team (ILT) to coordinate and implement the district's instructional program ensuring that student achievement is the focus.

- Provides leadership and assists the principal to support teaching and learning for the following structures:
    - Observing and conferring with teachers.
    - Learning Walks to ensure that all elements of the rigorous and relevant curriculum and instructional model are implemented in an environment where all students experience success.
    - Professional Learning Communities (PLC's) in one or more content areas as assigned.
    - Credit/Unit Recovery.
    - Data Reviews/Governance Board process.
    - District Level Professional Development supporting Disciplinary Literacy.
    - Monitoring of Grade Book including the use of Common.
    - Assessments, Common Syllabi, and appropriate pacing.
    - Monitoring of Failure Rates by content area.
    - Processes that provide for incremental, ongoing, improvement in each content area.
- Designs plans for student support and academic intervention with the building Instructional Leadership Team.
- Assists principal in implementing a character education program and the Restorative Justice process.
- Follows the District evaluation processes, timelines, and procedures.
- Assists the principal in providing a safe and orderly school environment in a climate of high expectations for self, staff, students, and parents.
- Ensures building compliance with the:
    - District's Uniform Discipline Code of Student Conduct.
    - Student uniform and dress code policies.
    - District attendance and discipline policies and procedures notification, documentation, reporting.
- Assists the building principal with an efficient process for student scheduling and monitors the implementation of that process.
- Supports the building principal in school adherence to district policies and procedures for all staff and students.
- Supports the building's work in establishing and maintaining working relationships with the community and parents.
- Actively cultivates positive relationships with students and parents.
- Monitors student failure rates, absenteeism rates, and suspension rates of all individual teachers.
- Interacts with co-workers, administration, district internal and external customers in positive, supportive, and cooperative ways.
- Ensures compliance of discipline and attendance notification, documentation, and reporting.
- Demonstrates regular and predictable attendance.

Primary Management Functions (Operational):

- Ensures that the procedures and policies of the School District are implemented.
- Prepares discipline and attendance records per District procedures and policies.

- Assists principal with:
    - Coordinating the unique needs of students and human services agencies through inter-agency collaboration.
    - Planning and coordinating extra-curricular activities for students.
    - Assuming responsibility for reporting to parents.
    - Providing for the supervision of students during non-instructional hours (before school, lunch, after school, and bus loading and unloading).
    - Maintaining an up-to-date inventory of equipment, books, and supplies.
- Performs other duties as assigned.

QUALIFICATIONS

Education and Experience:

- A bachelor's degree.
- A minimum of three years successful teaching (Pre-K–12, college, or university level) or
- A minimum of three years of recent successful experience as an Instructional Lead Teacher (ILT) member.
- A valid Michigan school administrator's certificate, or not later than 6 months after employment begins, enroll in a program leading to certification as a school administrator. Completion of the program must occur within 3 years of hire.
- Experience working in a diverse environment.
- Experience with PBIS and EL Education.

Preferred Qualifications:

- Master's Degree in elementar5y administration, supervision, curriculum, or education.
- Knowledge of Mastery or Standard focused grading processes and Project/Place Based Education pedagogies.

Knowledge, Skills, and Abilities:

- Skill in leadership in effective problem solving, human relations, interpersonal communication skills, and providing a safe and orderly learning environment that is conducive to learning.
- Skill in the use of technology to include–mail, internet, Microsoft Office, and ability to learn and utilize District standard software.
- Ability to demonstrate advocacy for students and staff.
- Ability and desire in managing diversity by creating an environment for all in the school community regardless of differences and similarities, to reach their full potential in accomplishing the objectives of the school and the district.
- Ability and experience as a change agent including awareness, flexibility, and adaptability.
- Ability to provide demonstrated evidence of leadership and positive relationships with staff, students, and parents.

Knowledge, Skills and Abilities:

Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to demonstrate the character traits of respect, responsibility, honesty, and caring when interacting with staff, students, and community members.

ADA REQUIREMENTS

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is required to stand, walk, sit, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, talk, hear (in a quiet or noisy environment). Specific vision abilities required by this job include close vision, distance vision and ability to adjust/focus.

WORK ENVIRONMENT

The noise level in the work environment is usually loud to moderate. Work is performed indoors although there will be required outdoor activities.

MENTAL FUNCTIONS

While performing the duties of this job, the employee is required to compare, analyze, communicate both orally and in writing, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile, and negotiate.

Notice of Non-discrimination

Non-Discrimination

The Waverly Community Schools will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity and expression, height, weight, color, religion, national origin, age, marital status, pregnancy, disability, veteran, or military status.

Americans with Disabilities Act accommodations: Assistance with the application process may be requested through the Human Resources Department at (517) 319-3031) or msavage@waverlyk12.net.