



Title: **Secondary Principal Supervisor**

About our District: At **Champaign Unit 4 Schools**, every employee plays an essential role in preparing students for success in school, career, and life. We believe exceptional schools are built by exceptional people, and we are committed to attracting, developing, and supporting talented professionals who are passionate about serving students and our community.

Whether working directly with students or supporting district operations, our employees are part of a collaborative team dedicated to innovation, continuous improvement, and educational excellence. We foster a workplace built on respect, integrity, inclusion, and professional growth, where every employee is empowered to contribute, lead, and make a meaningful difference.

Position Overview:

The Secondary Principal Supervisor provides direct supervision, evaluation, coaching, and differentiated support to the District's middle school and high school principals. The position strengthens principal effectiveness, promotes coherent implementation of District priorities, and supports equitable academic, social-emotional, and operational outcomes across secondary schools. Serving as a liaison between secondary schools and central administration, the Secondary Principal Supervisor monitors school performance; supports improvement planning, instructional leadership, school culture, staffing, safety, and operations; aligns cross-department resources; and develops a strong pipeline of current and future school leaders.

Qualifications:

1. Master's degree or higher in educational leadership, educational administration, curriculum and instruction, or a related field from an accredited institution.
2. Valid Illinois Professional Educator License with a Principal, General Administrative, or Superintendent endorsement appropriate to the assignment. Superintendent endorsement is preferred.
3. Minimum of five years of successful administrative leadership experience, including successful experience as a middle school or high school principal. Experience supervising or coaching school leaders is preferred.
4. Demonstrated record of improving student outcomes, strengthening school culture, developing staff members, and leading sustained school-improvement efforts.
5. Thorough knowledge of secondary curriculum, instruction, assessment, professional learning, school-improvement planning, Multi-Tiered Systems of Support, student services, and college, career, and postsecondary readiness.
6. Demonstrated ability to analyze school-performance data; identify root causes; establish measurable priorities; monitor implementation; and support leaders in adjusting strategies based on evidence.
7. Knowledge of applicable Federal and State laws, Illinois School Code requirements, Board of Education policies, collective-bargaining agreements, employee evaluation requirements, student discipline requirements, and school-safety expectations.
8. Demonstrated skill in principal supervision and evaluation, executive coaching, conflict resolution, strategic planning, change leadership, communication, and collaboration with diverse stakeholders.
9. Ability to travel regularly among District schools and work evenings, weekends, and extended hours when necessary to support school operations, emergencies, and District events.
10. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

Reports To: Chief of Schools or designee

Supervises: Secondary school principals and other administrative personnel, staff members, and programs as assigned

Key Responsibilities:

1. Supervises, evaluates, coaches, and develops middle school and high school principals through regular school visits, performance feedback, goal setting, and differentiated leadership support.
2. Monitors secondary school performance and supports principals in implementing evidence-based improvement plans that advance student achievement, belonging, attendance, graduation, and postsecondary readiness.
3. Coordinates central-office services and resources to ensure secondary schools receive timely, coherent support in curriculum, student services, staffing, operations, safety, family engagement, and compliance.
4. Builds leadership capacity and succession pipelines while promoting consistent expectations, equity-centered decision making, accountability, and collaboration across secondary schools.

Performance Responsibilities:

Principal Supervision, Evaluation & Leadership Development

- A. Provides direct supervision, evaluation, coaching, and support to assigned middle school and high school principals.
- B. Establishes clear performance expectations aligned with the District's strategic priorities, principal evaluation framework, Board policies, and applicable State requirements.
- C. Conducts frequent school visits, leadership observations, data reviews, and coaching conferences to assess progress, identify needs, and strengthen principal practice.
- D. Provides timely, specific, and actionable feedback focused on instructional leadership, school culture, talent development, operational effectiveness, and student outcomes.
- E. Develops individualized support plans for principals based on experience, school context, performance data, and identified professional-growth needs.
- F. Supports principals in leading effective administrative and instructional leadership teams and in establishing distributed-leadership structures within their schools.
- G. Facilitates communities of practice, professional learning, and collaborative problem solving among secondary principals and other school leaders.
- H. Ensures principal evaluations are evidence-based, growth-oriented, timely, and completed in accordance with District procedures and applicable law.
- I. Intervenes promptly when school leadership performance, implementation, or conditions require intensive support, corrective action, or additional District resources.

School Improvement, Instructional Leadership & Student Outcomes

- A. Supports principals in developing, implementing, monitoring, and revising comprehensive school-improvement plans aligned with District goals and student needs.
- B. Reviews student-learning, attendance, behavior, climate, graduation, credit attainment, course performance, and postsecondary-readiness data to identify strengths, disparities, and priority areas.
- C. Coaches principals in establishing instructional priorities, monitoring teaching and learning, supporting high-quality professional learning, and using evidence to improve classroom practice.
- D. Collaborates with Teaching and Learning leaders to ensure coherent implementation of curriculum, assessment, instructional frameworks, grading practices, and professional development across secondary schools.
- E. Supports effective implementation of Multi-Tiered Systems of Support, special education services, multilingual learner services, restorative practices, and other systems designed to meet diverse student needs.
- F. Promotes rigorous, engaging, culturally responsive, and inclusive educational opportunities across academic, career and technical education, fine arts, athletics, activities, and student leadership programs.
- G. Supports principals in strengthening transitions into middle school, between middle and high school, and from high school to college, career, military, or other postsecondary pathways.
- H. Monitors progress toward District and school goals and ensures principals take timely corrective action when implementation or outcomes are not meeting expectations.
- I. Identifies promising practices across schools and develops structures for sharing, scaling, and sustaining effective strategies.
- J. Provides regular updates and recommendations to the Chief of Schools and other District leaders regarding school performance, emerging risks, and needed supports.

School Climate, Student Support & Operations

- A. Supports principals in creating safe, inclusive, orderly, and student-centered learning environments that promote belonging, engagement, and high expectations.
- B. Monitors school climate, student discipline, attendance, chronic absenteeism, student mobility, and other indicators that affect student success and school functioning.
- C. Partners with Student Support Services, Special Education, Equity and Engagement, Safety and Security, Human Resources, and other departments to address complex school needs.
- D. Assists principals with significant student, family, personnel, operational, or community concerns and ensures appropriate follow-through and communication.
- E. Supports principals in implementing District emergency-response, crisis-management, threat-assessment, safety, and continuity-of-operations procedures.
- F. Monitors the effective use of school schedules, staffing allocations, budgets, facilities, technology, transportation, food service, and other operational resources.
- G. Reviews and supports secondary master schedules to promote equitable access, appropriate staffing, efficient use of resources, and student progress toward graduation.
- H. Ensures school-level practices are aligned with Board policies, administrative procedures, collective-bargaining agreements, and applicable legal and regulatory requirements.
- I. Provides leadership support during school emergencies, significant incidents, principal absences, leadership transitions, and other situations requiring District-level coordination.

Strategic Leadership, Collaboration & Resource Alignment

- A. Serves as the primary central-office liaison for assigned secondary schools and communicates school needs, progress, risks, and opportunities to District leadership.

- B. Collaborates with Cabinet members, department leaders, and school-based administrators to ensure District initiatives are coherent, sequenced, appropriately resourced, and responsive to school context.
- C. Coordinates cross-functional support teams to resolve barriers and deliver timely assistance to principals and schools.
- D. Translates District strategy, Board priorities, and administrative decisions into clear expectations and actionable plans for secondary school leaders.
- E. Provides feedback to District leaders regarding the impact of policies, programs, timelines, and resource decisions on school implementation and student outcomes.
- F. Leads or participates in District committees, planning processes, task forces, and administrative meetings related to secondary education and school leadership.
- G. Develops recommendations regarding school organization, leadership assignments, resource allocation, program design, and operational improvements.
- H. Maintains strong working relationships with families, community partners, employee groups, governmental agencies, and other stakeholders who support secondary students and schools.

Talent Management & Leadership Pipeline

- A. Partners with Human Resources and District leaders to recruit, select, onboard, support, evaluate, retain, and, when necessary, transition secondary school principals and other administrators.
- B. Identifies emerging leaders and develops succession plans and leadership-development opportunities for assistant principals, deans, teacher leaders, and other prospective administrators.
- C. Supports principals in developing, supervising, evaluating, and retaining effective school leadership teams and staff members.
- D. Monitors leadership vacancies, anticipated transitions, and school-specific talent risks and recommends proactive staffing and continuity plans.
- E. Promotes consistent, fair, and legally compliant personnel practices across secondary schools, including performance management, documentation, employee relations, and progressive intervention.
- F. Collaborates with labor leadership and Human Resources, as appropriate, to address systemic concerns and support constructive labor-management relationships.

Equity Leadership and Student Success

- A. Leads with an explicit commitment to educational equity and ensures school decisions are grounded in student needs, access, opportunity, and outcomes.
- B. Uses disaggregated data to identify and address disparities in achievement, discipline, attendance, course access, advanced learning, special education, multilingual services, extracurricular participation, and postsecondary outcomes.
- C. Coaches principals in building culturally responsive, inclusive, and affirming school environments for students, families, and staff members.
- D. Promotes meaningful student, family, staff, and community voice in school-improvement planning and decision-making processes.
- E. Ensures that District resources, interventions, and leadership attention are differentiated based on school and student needs.

Acting with Integrity, Fairness, and in an Ethical Manner

- A. Demonstrates accountability for the quality, timeliness, and effectiveness of principal supervision and support.
- B. Models the attributes of an effective District leader, including ethical conduct, sound judgment, a positive demeanor, collaborative relationships, and responsiveness to the school community.
- C. Handles confidential personnel, student, legal, and operational matters with discretion and in accordance with applicable requirements.
- D. Communicates honestly and respectfully, addresses difficult issues directly, and applies expectations consistently and fairly.
- E. Maintains a visible, service-oriented leadership presence and demonstrates commitment to the success of every school, principal, staff member, and student.

Other Responsibilities

- A. Assists with the development of, complies with, and monitors budgets relevant to assigned schools, programs, and administrative responsibilities.
- B. Complies with and ensures assigned personnel comply with Federal, State, and local laws; applicable regulations; and the District's Board of Education Policies and administrative procedures.
- C. Assists with the development of administrative procedures, leadership standards, school-support systems, and recommendations regarding District policies.
- D. Implements the District's supervision and evaluation program for designated administrators and other assigned personnel.
- E. Builds relationships with staff members, promotes a team-oriented environment, and maintains high standards of accountability.
- F. Develops and maintains successful, cooperative relationships with personnel, union leadership, families, community partners, vendors, governmental agencies, and the general public.
- G. Participates in professional growth opportunities, including regional, State, and national conferences; professional associations; executive coaching; and review of current research and promising practices.
- H. Performs all other duties necessary to the position and such other duties as may be assigned.

Terms of Employment: Salary, fringe benefits, and work year as established by the Board of Education

Evaluation: Performance will be evaluated annually by the Chief of Schools or designee

FLSA Status: Exempt

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