



# John Lewis Invictus Academy Leadership Profile

**In order to determine the leadership traits that would best describe the ideal Principal candidate for John Lewis Invictus Academy, staff and community meetings were held virtually to gather input. The following profile summarizes the leadership characteristics and qualities valued by the school community:**

## Types/Years of Experience

- A. 1-5, 2-3, 3-5, 5-10, 6+, 10+
- B. Experience must be in the same population they are attempting to lead; know the dynamics of the school, in & outs, and what isn't working firsthand to truly lead
- C. Experience as a principal at a turnaround school
- D. Proven track record working in a turn around school, improving discipline/behavior concerns and improving school culture.
- E. Be familiar with urban, inner city school population(s); have working knowledge of the APS 5; understand budget structures
- F. The ability to effectively managed students from diverse backgrounds
- G. The knowledge of what it means for a teacher to be "highly qualified"
- H. Variety of experience levels in different settings
- I. Experience as a class room teacher and assistant principal
- J. More than 5 years as a Lead principal
- K. Proof of an effective discipline model that has worked
- L. Previous building leader experience
- M. Principalship experience, experience creating/keeping high morale of staff, fair, firm, visible, and having experience successfully running a high poverty/low performing school
- N. Urban setting for 10 years
- O. Experience with data collection and dissemination, improving overall student academic performance

## Instructional Leadership

- A. They should have overall instructional knowledge
- B. A vision of how they want every classroom to run within the building from opener to closing
- C. Have ideas about what happens when teachers are out in reference to instruction
- D. Data driven
- E. Goal oriented
- F. Flexible
- G. Knowledge of best practices
- H. Willingness to allow others to support and lead instruction
- I. Knowledgeable about the instructional program
- J. Able to motivate the staff to be better
- K. A deep understanding of what rigorous and engaging instruction looks like
- L. A strong knowledge base around research-based best practices
- M. Follows up with classroom concerns
- N. Understanding of how to manage an instructional leadership team to effectively coach and develop teachers

- O. How to identify and select effective teachers in the hiring process who are a strong fit for our school and student population
- P. Visits all classrooms on a regular basis
- Q. Open mind to view data to make critical decisions what instructional curriculum to keep or revamp, & seek new practices
- R. Respect for all subjects and how they help the whole child and not just testing subjects, but electives as well.
- S. Support for classroom staff to grow
- T. Open to ideas from others, especially the leadership team
- U. Helps teachers with support and collaboration
- V. Use the skills of others to key in and directly support the vision of the school
- W. Versed in developing teaching strategies as well as tried and true strategies
- X. Experience overseeing the instructional program is vital
- Y. Instructional Coach experience

## Discipline Management

- A. Prioritize safety for teachers and students
- B. An effective consistent discipline model that is followed
- C. Be clear, concise, and consistent
- D. Know how to create a clear and easy to follow code of conduct; explicitly state the importance of every student being held to it
- E. Firm and have no tolerance for interruptions to the learning environment
- F. Firm and fair
- G. Listens to all sides of an issue, collecting adequate evidence
- H. A proven record of discipline improvement
- I. Realistic ideals and expectations around discipline and the implementation of a structured discipline plan for the student population being served
- J. How to build relationships with students and staff to help curtail discipline
- K. Be able to set and hold high behavioral expectations for students and build buy-in and consistent practices among staff so that they can do the same
- L. Strong focus on implementation of restorative practices to provide students with healthy conflict resolution skills and to learn how to repair relationships when needed
- M. Be able to put clear systems and structure for accountability--consequences and incentives--and also provide adequate training and support to teachers on effective classroom management practices, so that teachers feel equipped to handle minor misbehaviors effectively
- N. Maintain the Rules of Conduct set forth in the Student Handbook
- O. Strongly support teachers and staff and ensure your leadership not have double-standards regarding disciplining unruly, and disrespectful students
- P. A discipline management plan (and be willing/able to work with others to create/better a plan)
- Q. At least three years experience with managing behaviors in a similar environment
- R. Able to provide appropriate consequences and incentives
- S. Principals should know how to de-escalate situations when necessary
- T. Experience implementing alternative consequences to OSS
- U. Before implementing any type of disciplinary procedures is to identify the school overall vision and mission; transform the school culture and a positive environment
- V. Someone that knows how to create buy in



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- W. Reward good behavior
- X. Put structures and systems in place when rules and guidelines are not adhered to

## Leadership Style

- A. They must possess relationship-building skills
- B. Ability to communicate with staff, parents, etc.
- C. Clear vision for the school and be able to communicate the goals to the students and staff
- D. Understand the community context and what it means to both empathize and set high academic and behavioral expectations for our low-income student population
- E. Cares about staff and student voice
- F. Cares for quality student lunch and on time lunch and meals
- G. Cares about scheduling structure(schedule that is consistent in all grade levels - Regional classrooms planning block -Regional students receiving the required elective block for the entire class with their regular ed peers)
- H. Comes to the sporting events and cheers the teams on
- I. Shows up to academic events to lead
- J. Builds parent relations
- K. Know how to bring in community partners
- L. Invested in school's vision
- M. Knows their staff's strengths and weaknesses
- N. Able to have tough conversations
- O. Possesses leadership quality that will allow them to Develop a Plan, Have Patience, Be Intentional, and Show Honor
- P. Visibility around the school and in classroom
- Q. Build a strong rapport with the community which would encourage sponsors to donate or contribute to educating students sporting equipment, educational supplies
- R. Capacity to understand and empathize with what teachers experience
- S. Have a growth mindset
- T. Is present in the building
- U. Build morale, build capacity, and build relationships with staff and students
- V. Builds a culture where all voices are welcomed, heard, and seriously considered
- W. Student centered with a teacher focus
- X. Provide SUPPORT to staff & students Highly Visible Effective listener & problem solver  
Empowers staff Clear vision how they want the school to operate
- Y. open door policy and
- Z. Create a safe, nurturing, challenging, engaging, environment
- AA. Able to reach the kids and ensure all the teachers thrive
- BB. Lead and be out in front
- CC. Transformational Leadership where our leader inspires, motivates and supports staff with enthusiasm and explosive energy; leading by example
- DD. Open to hear feedback and willing to adjust and make changes
- EE. Be able to work with a diverse group of people regardless of beliefs and opinions
- FF. Principal should always serve in the best interest of the students
- GG. Principal should be willing to support staff members and show genuine appreciation when appropriate
- HH. Willing to listen to all stakeholders and work to understand their needs and concerns
- II. Logical in their actions
- JJ. Implement programs in the school that provide stakeholders to take more ownership in the



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- school(hopefully increase buy-in and positive outcomes)
- KK. Ability to create a positive school culture, develop and strengthen instructional practices
  - LL. Open minded to new ideas
  - MM. Has a direct plan for the school and informs staff, parents, students, and community partners about the plan for the school
  - NN. Encourages staff, students, parents, and community leaders work together to uphold Atlanta Public Schools values
  - OO. Communication=Transparency
  - PP. Building culture
  - QQ. Collaboration
  - RR. Approachable
  - SS. Professional
  - TT. Empathy
  - UU. Nurturing
  - VV. Knowledgeable
  - WW. Tough but fair
  - XX. Respected
  - YY. Firm
  - ZZ. Relational
  - AAA. Honest
  - BBB. Direct
  - CCC. Strict
  - DDD. Compassionate

## Community Engagement

- A. Understanding the dynamics of the community and being sensitive to the environment but not using this as an excuse but an motivation tool
- B. Feel the pulse of the community so they can identify their needs
- C. Genuine, open to communication, supportive
- D. Welcoming, strategic thinking, a willingness to foster and maintain partnerships and community relationships
- E. Open to inviting the community to become involved with instruction, volunteer opportunities, etc.
- F. Welcomes community involvement in the school; able to build relationships with parents, neighborhood associates, and businesses
- G. Strong community network with major partners and business that will drae relationship and with parents and students
- H. Comfortable engaging with our community and set a vision for strong partnerships between the school and its families, business partners, local organizations, etc.
- I. Be able to effectively manage and monitor the key staff members who lead our community engagement work (business manager, social worker, STEAM specialist, SEL coach, etc) to ensure they are driving towards the vision for community engagement and partnership
- J. Show up in the community at events; a strong voice for our school and what we represent
- K. Know who (staff) is in the building that can connect our school to opportunities that are beneficial to the school



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- L. The principal should be able to connect with community through recreation activities and other programs that promote community engagement among students and parents
- M. Builds a strong team that was in place to help build partnerships in the community
- N. Able to bridge the community to the school, in a meaningful way
- O. Should have been a part of parental involvement efforts at some point and they should be willing to learn if not
- P. Be jovial and love the community
- Q. Welcome community collaboration, & become more a COMMUNITY school
- R. Host monthly food-give-away, invite the community to open-house to hear the good things happening at JLIA