



North Atlanta HS: Leadership Profile

Types/Years of Experience

- At least 10+ years in education, with a strong balance of classroom teaching and leadership roles (department head, assistant principal, principal).
- Minimum 5 years as a principal or assistant principal, preferably in a large, diverse high school setting.
- Proven experience leading a large school (similar in size to NAHS) and managing budgets, programming, and staffing.
- Ability to retain and support high-quality teachers, fostering a positive school culture.
- Strong leadership in student interventions, behavior management, and equitable discipline policies.
- Strong background in special education, ESOL, and diverse student needs
- Deep understanding of the NAHS and APS culture, climate, and student needs.
- A leader who is non-biased, fair, and open to new, innovative approaches to learning.

Instructional Leadership

- Expertise in high school curriculum, instructional best practices, and targeted interventions for student success.
- Strong advocate for IB, DLI, IEP/504, ESOL, and equitable learning opportunities.
- Supports culturally relevant pedagogy, teacher autonomy, and data-driven decision-making.
- Transparent, accountable, and compassionate leader who listens to staff, students, and families.
- Hires, mentors, and supports strong leaders while fostering a collaborative school culture.
- Actively involved in classrooms, staff meetings, and school events.
- Supports extracurricular activities, including arts, athletics, and student leadership.



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- Values high-quality instruction and ensures teachers have the resources to succeed.
- Maintains fair discipline while setting high expectations for student achievement.
- Prepares students for college, careers, and life beyond high school.
- Champions diversity, equity, inclusion, and a well-run, future-focused school.

Discipline Management

- The principal should be fair, firm, and consistent in enforcing rules, ensuring equal discipline for all students.
- Approachable Leadership that creates an environment where students and teachers feel safe to voice concerns without fear.
- Establish clear expectations, enforce consequences swiftly, and hold students accountable for their actions without punishing everyone for individual infractions.
- Implement structured and progressive discipline, incorporating alternatives to suspension and restorative practices to encourage positive behavior changes.
- Follow through commitments, resolve conflicts effectively, and maintain high standards for students and staff.
- Engage directly with students, be present in hallways, and build relationships to foster trust and behavioral improvement.
- Prior assistant principal experience, particularly in a large high school, with knowledge of best practices in de-escalation, crisis management, and school safety.
- Use discipline as a learning opportunity rather than purely punitive measures, ensuring students understand the consequences of their actions.
- Ensure teachers are backed in maintaining discipline, providing them with the necessary tools and policies to focus on teaching.

Leadership Style

- Build and maintain strong relationships with parents, PTSA, community leaders, nonprofits, and local businesses.

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- Partner with organizations to offer volunteer opportunities, student programs, and resources like free SAT/ACT prep.
- Expand engagement beyond athletics by supporting arts, academics, and underfunded programs.
- Foster a transparent, approachable, and collaborative leadership style.
- Ensure consistency, fairness, and accountability in decision-making.
- Possess strong communication skills, including public speaking and active listening.
- Be highly visible in the school—attending classes, hallways, bus duty, and student activities.
- Prioritize student success holistically, focusing on academics, extracurriculars, and well-being.
- Encourage project-based learning and curriculum improvements.
- Recognize and celebrate student achievements with community involvement.
- Support equity in funding and opportunities for all student programs, including women's sports.
- Engage with all community members, not just the most vocal or well known.
- Be culturally competent and open to diverse perspectives, with multilingual skills as a plus.

Community Engagement

- Build strong relationships with parents, PTSA, community leaders, businesses, and nonprofits.
- Expand engagement beyond athletics to include arts, academics, and underfunded programs.
- Lead transparently, fostering collaboration and trust.
- Maintain consistency, fairness, and accountability in decision-making.
- Be a visible leader—active in classrooms, hallways, and student events.
- Support students holistically, beyond academics, recognizing achievements and well-being.



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- Advocate for equitable funding, particularly for under-resourced programs like women's sports.
- Engage all community members, ensuring diverse voices are heard.
- Ensure responsible financial management for student success.
- Strengthen school-community ties through local partnerships and outreach.