



JOB DESCRIPTION FOR LCCA PRINCIPAL

JOB TITLE:	Principal
DEPARTMENT:	Administration
REPORTS TO:	The LCCA Board
CLASSIFICATION:	Full time; exempt
LOCATION:	In (or reasonably near) Delafield, Wisconsin

About LCCA:

The concept of a public, tuition-free classical charter school was proposed by founding members in September 2018. What started as a group of parents in the Lake Country area concerned with the technology-based, self-directed learning culture at nearby public schools, has grown to include a team of business and education professionals from Waukesha county and beyond. Many families in the Lake Country area desire an education for their children that is academically focused with a content-rich curriculum with rigor for K-12 students, delivered by teachers using traditional learning methods.

The name of the school - Lake Country Classical Academy (LCCA) - is based upon the community/area in which it will serve and the curriculum it will provide. LCCA will open its doors in Sept. 2021, initially serving K-9, with students progressing through 12th grade (fully K-12) by 2024.

Operating under the strict governance of its board of directors, LCCA's liberal arts and sciences curriculum is developed with support from Hillsdale College, a leader in classical learning since 1844. LCCA is working towards recognition as an affiliate school of the Barney Charter School Initiative (BCSI), an outreach of Hillsdale College. BCSI works as a curricular advisor to 22 existing charter schools across the U.S. and has a complete set of curricular and resource recommendations from Kindergarten through 12th grade. BCSI will provide the architecture for LCCA's academic program and will provide guidance during the founding process and beyond. LCCA will be the first K-12, public, tuition-free charter school offering a classical curriculum in the state of Wisconsin.

Mission and Vision:

LCCA's mission is to train the minds and inspire the hearts of young men and women through a content-rich, classical education in the liberal arts and sciences, with instruction in good character and civic virtue. LCCA seeks to employ well-educated and articulate teachers who convey real knowledge using tried-and-true teaching methods. Students are educated in the liberal arts, emphasizing Western thought and with special attention to the American tradition. Through the study of mathematics and the sciences, students learn to think clearly and contemplate the natural order. LCCA students will learn to read, write, and speak well, and to understand themselves and the world around them. LCCA seeks to educate students to be people of character, young men and women who have the moral and intellectual virtue necessary for a life of citizenship and of learning.

The Role of Principal:

The LCCA Principal will be entrusted with the education and well-being of an expected 350 pupils in grades K-9 (beginning in 2021; and growing to 550 students, K-12, by 2024), and the overall reputation of the school, its constituency, and its surrounding community. He or she will be charged with considerable fiduciary duties, not only acting as a steward of substantial public funds but as a contributor to the future viability of American society through the passing on of wisdom and virtue to its future citizens. The school leader is the single most impactful and important figure in a school and its surrounding community—the guardian of a learning tradition that must characterize the school and influence its mission.

General Characteristics of a Good Candidate:

- Prudent leadership, or the ability to discern the ends that fulfill the nature and purpose of classical learning, and to chart a course to reach those ends; the ability to instruct and inspire people to follow, to commit, to take responsibility, and to perform together in an effective manner. The ability to raise up self-governing leaders within the school.
- Intellectual depth and a serious understanding of the life of the mind. The leader of an academic institution demonstrates a love of learning by the ongoing personal pursuit of knowledge for its own sake and the desire to share that knowledge with others.
- A commitment to school reform, motivated by courage and governed with discretion.
- A person of high moral character whose leadership will generate trust and hold the confidence of others. He or she exhibits unwavering personal integrity, honesty, decisiveness, and empathy.
- Well-organized, able to delegate with clear direction, and ready to assume responsibility for everything that happens under his or her charge.
- A sentinel of the moral imaginations of young minds.

Knowledge and Aptitude Required for the Position:

- A broad understanding of the classical liberal arts, its roots in the Western tradition, and its historical presence in American education prior to the 20th century.
- Knowledge of the craft of the educator, and the ability to teach well.
- The ability to communicate effectively in both oral and written forms.
- The facility to maintain a high degree of energy and personal productivity, and to effectively manage the yield of others. The ability to prioritize and get things done.
- A general understanding of personnel management principles, including recruiting, hiring, supervising, and evaluating, as well as individual and organizational development. He or she must know the needs this education demands.
- The intellectual and emotional strength to have difficult conversations, when necessary, and the prudence to know when that is.
- A general understanding of financial management principles, including planning a budget and the skills to manage to it throughout a school year; he or she understands the needs and expectations of regular auditing and a proven system of sound fiscal controls and processes.
- An understanding of the school's respective state accountability and accreditation systems for public charter schools, as appropriate, and laws relevant to same.
- The fortitude to act with fidelity to the scope and sequence of the Hillsdale College model for classical education.
- The prudence and insight to understand and accomplish local, state, and federal compliance regarding all aspects of the school.
- Has a recognizable executive aptitude for the business and operational aspects of school leadership. He or she is able to put first things first and can multi-task when needed.
- Can build an administrative team. He or she knows the mission and knows how to hire well to support that mission.
- Knows his or her own strengths and weaknesses and will hire assistant principals and deans who will offset those weaknesses.
- Has a clarity of focus, and yet is open to ideas and implements the best of them from his or her community, not just from personal preferences.
- Is pleasant, engaging, personable, and empathetic—important traits as he or she interacts with parents, benefactors, community members, teachers, students, and others. The school leader knows how to build trust through excellent communication, which oftentimes means only listening, and by being consistent with expectations and follow-through. He or she is firm and kind, prudent and just.
- Understands and communicates with the broader classical movement to promote education that is elevating and high-minded. He or she has the aptitude and capacity to invite young men and women into the ongoing discourse of what kind of place the world is and what kind of beings we all are and can become.
- Is public-spirited, ambitious about the school and its effect on the wider community, state, and, ultimately, the nation. He or she is committed to the local community as an active participant, an energetic advocate for classical education as being good for all learners of every background.

- Likes interacting with children and believes that classical education leads them on the path to true happiness.

Duties and Responsibilities of the Position:

- Provides general management of all school operations, including academic, financial, personnel, regulatory, and facility areas.
- Observes and can effectively coach teachers at defined intervals; documents results, and provides feedback as mentor and supervisor.
- Reports at regular school board meetings on the status of the school and plans for upcoming activities.
- Represents the school as the senior executive leader in interactions with the public, the school constituencies, the authorizer or accreditor, and government agencies.