

## **DEPUTY PRINCIPAL ROLE SPECIFICATION**

Hansfield ETSS is a co-educational post-primary school situated in Hansfield, Dublin 15. Hansfield ETSS is equality-based and co-educational under the patronage of Educate Together. As such, it operates within the regulations laid down by the Department of Education and Youth and follows the curricular programmes prescribed. We welcomed our first cohort of students in September 2014.

The successful candidate will be joining the Senior Leadership Team in managing & leading the development of Hansfield ETSS to respond to the evolving needs of the school as it grows.

Besides the discharge of specific administrative and management duties, the Deputy Principal also exercises a leadership and motivational role in the direction of the school enterprise. Together the Principal and Deputy Principals form the Senior Leadership Team of the school, they must work in tandem to fulfil the aims and objectives of the school. That teamwork will also broaden to include future and current assistant principals and staff whose co-operation and commitment are vital to the achievement of the goals of the school.

The Deputy Principal is required to deputise for the Principal in his absence in all matters organisational/administrative and in relation to discipline within the school.

The Deputy Principal must be willing to work in conjunction with/under the direction of the Principal.

Notwithstanding the maximum number of teaching hours, the Deputy Principal will normally be required to be in attendance in the school throughout the school day.

The Deputy Principal will be required to be in attendance for days during the school year when the Board of Management of the school determines that the school should be open for pupils and in accordance with Department of Education & Youth regulations.

The Deputy Principal may also be required by the Board of Management to be present in the school for periods during the State Examinations and for other reasonable periods outside of the normal opening hours and days of the school such as may be necessary from time to time. The Deputy Principal shall enter into an agreement with the Principal in respect of arrangements for such attendances. This agreement shall be subject to endorsement by the Board of Management.

### **Duties**

- The Deputy Principal occupies a position of vital importance in the administration and development of the school. The Deputy Principal shall undertake responsibility under the direction of the Principal for the internal organisation, administration and discipline of the school.
- The Deputy Principal shall enter into an agreement with the Principal on the discharge of duties which arise outside of normal school hours or during school vacation periods.
- The Deputy Principal shall assist the Principal through the carrying out of the specific professional duties for which responsibility is delegated (cf. Schedule One).
- The Deputy Principal shall also enter into an agreement with the Principal to undertake other specific administrative duties from time to time, and commensurate with the responsibilities of the position.

- The Deputy Principal shall act as Principal when the Principal is absent, assuming the responsibilities and authority of the Principal's role in accordance with the provisions of the Articles of Management. The Deputy Principal shall not, however, have automatic right of succession to the post of Principal or Acting Principal.
- The Deputy Principal shall be consulted by the Principal about the implementation of policy in the school and shall assist the Principal with the day-to-day running of the school.
- The Deputy Principal shall be kept informed, as appropriate, by the Principal about the decisions of the Board of Management.
- The Deputy Principal will act as Deputy Designated Liaison Person (DDLDP) in accordance with Board of Management approval

### **Review**

The duties of the Deputy Principal will be reviewed periodically by the Principal and Deputy Principals or a review will be undertaken at the request of either party. Such a review will take account of the workload and responsibilities of the post, the changing needs of the school and the level of performance of the duties.

### **Schedule One**

#### **Outline of specific professional duties, responsibility for which may be delegated, in whole or in part, to Deputy Principals:**

- Developing the education aims and objectives of the school and devising strategies to achieve them.
- Developing the school curriculum and assessment policies.
- Preparing the school plan for approval by the Board of Management.
- Promoting an appropriate curriculum and methods of instruction which recognises the diverse aptitudes and needs of students.
- Promoting ongoing staff development and in-service.
- Developing effective communication systems with pupils, staff, parents/guardians and the wider community.
- Advising the Board of Management on staff requirements.
- Advising the Board of Management as to a probationary teacher's suitability for appointment to a permanent post.
- Monitoring and evaluating the professional performance of the school.
- Dealing with disciplinary problems both for teaching and non-teaching staff.
- Conducting the ordinary activities of correspondence, making reports and returns of information as required by the Department of Education & Youth and the Board of Management and ensuring that arrangements are made for dealing with such administrative matters during vacation periods.
- Student discipline in the school.
- Ensuring that parents/guardians are informed regularly of the progress of their children at the school.

**This list is not exhaustive.**



**To qualify for appointment, candidates must:**

- Have Post-Primary Teaching Qualifications recognised by the Department of Education & Youth for the purpose of teaching in a second level school as defined by Department of Education & Youth.
- Have a minimum of five years' whole time satisfactory teaching service or its equivalent.
- Be registered with the Teaching Council

**Core Competencies Required:**

A number of key competencies and associated behavioural indicators have been identified as being essential for the effective performance of the role and function of Deputy Principal.

**These competencies are as follows:**

**Lives the Educate Together Ethos** – Committed to principles of Educate Together second-level schools (as defined in the Educate Together Charter and the Blueprint for Educate Together Second-level Schools). The Deputy Principal assists the Principal in developing and sustaining a culture that aims to provide an education that will enable all students to contribute meaningfully to their communities, embrace the rights and responsibilities of citizenship in a democratic society and develop the knowledge and skills necessary to live their lives and to build their careers in the 21st century.

Included within this competency is the expectation that the successful candidate:

- Grasps how the ethos relates to and is relevant for the lives of students and teaching staff and for the overall curriculum, culture and climate of the school.
- Contributes to the shaping and implementation of a vision based on high expectations, for the all-round development, including appropriate academic success, for each student.
- Demonstrates the capacity to establish clear principles of inclusion and social justice to deliver equality of opportunity for students throughout all aspects of school life. (Domain 1)
- Demonstrates an ability to empower teachers to use digital technologies effectively to enhance teaching, learning and assessment. (Domain 1)
- Recognises students and parents/guardians as stakeholders, values their views and ensures their involvement in the operation of the school. (Domain 4)



**Promotion of a Holistic Development Culture including Leading Learning and Teaching** - creates and promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing the planning and implementation of the school curriculum. They foster a commitment to inclusion, equality of opportunity and the holistic development of each student through the formal Curriculum together with Co-Curricular and Extra Curricular subjects and activities, all of which are informed by and contribute to the school's characteristic spirit. They foster teacher professional development that enriches teachers' and students' learning, promoting the achievement of high educational outcomes.

Included within this competency is the expectation that the successful candidate:

- Be personally familiar with what is required to improve the quality of learning and teaching.
- Promotes and supports a culture of continuous professional development for staff in a range of areas to support high-quality teaching and/or to address the identified needs of the school (Domain 1)
- Shows commitment to on-going evidence-based school self-evaluation for the achievement of high educational standards and demonstrates capacity in implementing strategic improvement planning in teaching and learning.
- Displays an understanding of the need to create a positive atmosphere where staff develop their teaching, learning and assessment practices to improve student learning. (Domain 1)
- Promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment (Domain 1)
- Promotes and facilitates the development of student voice, student participation and student leadership to enhance learning and teaching and the holistic development of the student. (Domain 4)
- Demonstrates the ability to promote a culture of collaborative review of teaching and learning practices and outcomes, as part of an effective professional accountability process, in an affirming and developmental manner. (Domain 2)



**Interpersonal Relationships including Developing Leadership Capacity** - critiques their practice as leader and develops their understanding of effective and sustainable leadership. They collaboratively build and maintain professional and respectful relationships with staff, students, parents and other support agencies, including building professional networks with other school leaders. The Deputy Principal establishes, builds and leads staff teams in all areas of school life. They promote and facilitate the development of student voice, student participation, and student leadership. The Deputy Principal uses appropriate communication skills to empower staff to take on and carry out leadership roles. They appropriately anticipate, address and manage the conflictual challenges that inevitably accompany this role. The Deputy Principal also encourages and fosters the building of leadership capacity among staff in all areas of school life that supports the achievement of the school's mission and vision as articulated by the Board of Management.

Included within this competency is the expectation that the successful candidate:

- Demonstrates an understanding of the key relationships that exist between the Deputy Principal and the Principal, staff (teaching and non-teaching), students, parents/guardians, Department of Education personnel and other agencies, Board of Management and the Patron.
- Promotes communication within the school, developing and maintaining efficient systems of communication.
- Works to develop a positive school culture and demonstrates the skill to deal effectively with people.
- Demonstrates the ability to manage challenging and complex situations in a manner that demonstrates equity, fairness and justice. (Domain 2)
- Demonstrates an ability to manage conflictual situations that arise and exhibits a professional approach in finding a resolution.
- Is resilient and able to continue with a course of action despite setbacks and maintains an optimistic approach.
- Displays an understanding of the need to encourage teamwork in all aspects of school life, to create and motivate staff teams and working groups to lead developments in key areas, and thus to build leadership capacity. (Domain 4)
- In conjunction with the Principal develops and implements a system to promote professional responsibility and accountability (Domain 2)
- In conjunction with the Principal sets clear objectives for all team members and provides feedback to review performance standards
- Recognises students as stakeholders, valuing their views, and promoting their involvement in the operation of the school with an active role in decision-making and policy development. (Domain 4)



**Management & Administration including Managing the Organisation** - manages the school's human, physical and financial resources so as to create and maintain a learning organisation, managing challenging and complex situations in a manner that demonstrates equality, fairness and justice. The Deputy Principal leads the school in on-going evaluation of the school's activities and relationships in the light of its goals as established by the Board of Management and as identified as part of School Self-Evaluation (SSE). They use a range of relevant planning and organisational techniques and systems to set priorities, goals and timetables that ensure effective use of time and resources. They establish an orderly, secure and healthy learning environment, and maintains it through effective communication. They develop and implement a system to promote professional responsibility and accountability.

Included within this competency is the expectation that the successful candidate:

- Displays the capacity and or/experience to manage the design, planning and implementation of the school curriculum (programmes, subjects and activities) which support the achievement of the school's goals and objectives, in line with DE requirements and arising out of School Self Evaluation. (Domain 1)
- Displays an understanding of the need to ensure that systems and structures are in place to meet the priority needs of the school and develops/maintains these systems and structures. (Domain 4)
- Demonstrates capacity and/or experience to develop and implement systems of responsibility and accountability in all school activities and in so doing build leadership and management capacity. (Domain 2)
- Is fully aware of their statutory obligations, and the importance of ensuring timely compliance with all legislative and policy requirements. (Domain 2)
- Demonstrates an understanding of the school's responsibilities for child protection and health and safety matters and displays an ability to communicate these responsibilities very effectively to the whole school community, working constructively with the relevant statutory bodies. (Domain 2)
- Demonstrates the ability to establish and maintain effective and efficient data recording systems for student and staff information in keeping with relevant legislation and good practice (Domain 2)
- Displays an understanding of the need to be alert to potentially challenging situations, working pre-emptively and effectively to manage them, and adopt a solution-focused approach. (Domain 2)
- Demonstrates the ability to communicate very clearly the procedures for dealing with conflict and follow them as necessary, successfully implementing and monitoring agreed solutions. (Domain 2)
- Demonstrates an ability to use relevant evaluation tools to assess the school's progress in achieving its aims and objectives and to devise plans and policies to address areas requiring improvement.



**Strategic Management including Leading School Development** - demonstrates the ability to manage, lead and mediate change to respond to the evolving needs of the school and to changes in education including the legislative framework in which schools operate. This involves working with all stakeholders to communicate the characteristic spirit and guiding vision for the school and lead its realisation. The Deputy Principal leads the school's engagement in a continuous process of self-evaluation and strategic planning. They build and maintains relationships with parents, with other schools, and with the wider community.

Included within this competency is the expectation that the successful candidate:

- Demonstrates an understanding of how to develop a strategic plan for the school in conjunction with the Principal, Staff and Board of Management.
- Demonstrates personal pedagogical excellence and applies these personal standards in creating a community of learning.
- Lead the school's engagement in a continuous process of self-evaluation (Domain 3)
- Demonstrates commitment to responding to relevant legislation appropriately through policy and system development and improvement.
- Manages, leads and mediates change to respond to the evolving needs of the school and to changes in education (Domain 3)
- Understands the long-term needs of the school and demonstrates a vision for working towards meeting those needs.
- Demonstrates a willingness and capacity to develop strategies for the future and think through the consequences of actions taken.



**Self-awareness & Self-management Skills** - demonstrates an awareness of their strengths and areas for improvement and has the capacity to manage them appropriately. The Deputy Principal receives and gives feedback; they model and promotes a culture of self-reflection. They attend to their own wellbeing as well as assisting others to attend to their own wellbeing. The Deputy Principal demonstrates the capacity to manage their own difficult emotions and is self-aware enough to know when to seek support particularly when dealing with challenging situations. They are able to motivate themselves and attend to developing their self-awareness and self-management skills.

Included within this competency is the expectation that the successful candidate:

- Upholds professional integrity through discretion, confidentiality, loyalty and trust.
- Understands the concept of professional boundaries and maintains this in dealing with stakeholders.
- Is self-motivated and is committed to personal and professional growth and development.
- Recognises the importance, and displays a willingness, to regularly critique their professional practice with the leadership team and develop their understanding of effective and sustainable leadership. (Domain 4)
- Demonstrates an ability to manage emotions effectively, to respond appropriately to one's own emotions and to the emotions of others. (Domain 2)
- Has the ability to demonstrate politeness and empathy and understands the perspective of others.
- Demonstrates the ability to build genuine professional relationships to build and sustain effective leadership. (Domain 2)
- Demonstrates a caring outlook and expresses concern in a positive and healthy way.



**The successful candidate will:**

- Support the principal in promoting a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment by, for example, being a key member of teams and committees in school e.g. Student Support Team (SST), Additional Educational Needs (AEN) Core Team, Positive Behaviour Team, Learning & Assessment Team, Digital Learning Team and other teams as necessary.
- Have a commitment to the school's guiding vision which embeds and promotes a positive school culture recognising students as stakeholder, valuing their views and promoting their involvement in the operation of the school.
- Be a leader, committed to the highest standards of education provision, administration and governance.
- Have a passion for education with a view to optimising the educational experience for all students by, for example, helping the principal to embed highly effective subject department planning with links to the school's guiding vision and digital strategy.
- Have strong people management and organisation skills which will be demonstrated in helping the principal to construct a timetable in the best interests of the students, devising an ethical and fair substitution and supervision rota for staff and acting as an intermediary between staff, staff teams and the principal.
- Have experience in delivering projects through teamwork and be able to work closely with the principal on shared projects and to have the initiative to work independently.
- Have a commitment to promote and facilitate the development of student voice and student leadership in our school by organising for staff to take ownership in helping students to develop a highly effective student council.
- Foster a commitment to inclusion and equality of opportunity by facilitating any or all initiatives to promote a school culture where bullying in all its forms is not tolerated and where diversity and equality of access and parity of esteem are celebrated and promoted.
- Be kind, hardworking and resilient with an optimistic outlook.

**END**

