Role Profile
for the Position of Deputy Principal

This role profile includes the contractual obligations of the Deputy Principal as set out in circular Letter 4/98. The sample core competencies may be amended to meet the needs of each particular school.

Circular 4/98 SPECIMEN CONTRACT FOR DEPUTY PRINCIPAL TEACHERS IN SECONDARY SCHOOLS

HOURS OF WORK

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

The Deputy Principal may also be required by the Board of Management/Manager 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/Manager.

The Deputy Principal's maximum teaching hours shall be as follows-

Number of teachers in the school	Teaching Hours
30 and over	8 hours
17 – 29	10 hours
<17	15 hours

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

DUTIES

(i) 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.

(ii) 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.

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(iii) The Deputy Principal shall assist the Principal through the carrying out of the specific professional duties for which responsibility is delegated (cf. Schedule One).

(iv) 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.

(v) 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. In schools not governed by the *Articles of Management existing practices in relation to this arrangement will continue to apply. Such practices must be in accord with the principles enshrined in the Articles of Management. The Deputy Principal shall not, however, have automatic right of succession to the post of Principal or Acting Principal. *[Note: In light of this provision, Boards of Management are advised to consult the **JMB Sample Role Profile for the Position of Principal]***

(vi) 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.

(vii) The Deputy Principal shall be kept informed, as appropriate, by the Principal about the decisions of the Board of Management/Manager. In schools which have a Board of Management established under the *Articles of Management, the Deputy Principal shall be kept informed about the decisions of the Board in accordance with the terms of the *Articles of Management.

REVIEW

(i) The duties of the Deputy Principal will be reviewed periodically by the Principal and Deputy Principal 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.

(ii) In the event of a dispute arising between the Principal and Deputy Principal about any aspect of the duties of the post of Deputy Principal and, if the matter cannot be resolved through discussions between the parties, the matter will be referred to the Board of Management/Manager for resolution. As an alternative, the Deputy Principal may process any grievance concerning the level of duties or the implementation of the duties and responsibilities attached to the post of Deputy Principal through a Grievance Procedure where such has been agreed.

*The Articles of Management for Catholic Secondary Schools are based on an agreement between the Association of Secondary Teachers, Ireland, and the Association of Management of Catholic Secondary Schools and govern the establishment and operation of boards of management in AMCSS affiliated schools.

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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 inservice.
- Developing effective communication systems with pupils, staff, parents 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.
- Liaising with the school union representative on matters relating to the school.
- Conducting the ordinary activities of correspondence, making reports and returns of information as required by the Department of Education and Science 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 are informed regularly of the progress of their children at the school.

This list is not exhaustive.

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Core Competencies required to successfully carry out the above duties

A review of the JMB framework of competencies for Principal and for Deputy Principals was commenced in November 2018 in the light of feedback from members of selection committees, Principals, Chairpersons of Boards of Management, Trustees representatives and the Department of Education & Skills.

During this review it was decided to redefine four of the six competencies to more explicitly include the four domains identified in the Department of Education (DE) published document, *LOOKING AT OUR SCHOOL 2022: A Quality Framework for Post-Primary Schools (LAOS).* This document identified two key areas or dimensions of the work of a school, namely, Teaching and Learning, and Leadership and Management. Within the dimension Leadership and Management, which is the dimension most relevant to the recruitment of Principals and Deputy Principals, four domains are identified:

Domain 1: Leading Learning and Teaching
Domain 2: Managing the Organisation
Domain 3: Leading School Development
Domain 4: Developing Leadership Capacity

The document goes on to identify *standards* under each domain, each with a set of *statements of effective practice* and *statements of highly effective practice.*

The JMB review group drew on three strands: the previous collaborative work with Principals, Deputy Principals, Chairpersons of Boards of Management and representatives of Trustees that identified the original framework; the aforementioned feedback from selection committees; and, the DES publication *LOOKING AT OUR SCHOOL 2022: A Quality Framework for Post-Primary Schools (LAOS).*

The review group identified the following key competencies, which include the domains from LAOS, as being essential for the effective performance of the role and function of a Principal and Deputy Principal in a faith school:

A. **Leadership in a Faith School**
B. **Promotion of a Holistic Development Culture including Leading Learning and Teaching**
C. **Interpersonal Relationships including Developing Leadership Capacity**
D. **Management & Administration including Managing the Organisation**
E. **Strategic Management including Leading School Development**
F. **Self-awareness & Self-management Skills**

While there is not congruence between the six competency areas and the four DE identified domains, all of the domains and their respective standards are included in the revised competency framework.

Each of these competencies is defined in a school context below. Sample Behaviour Indicators are also included.

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A. Leadership in a Faith School
Definition: The Deputy Principal promotes the building of a school community in its religious tradition and in accordance with the values of the school's mission statement and expressed philosophy. As a significant occupational requirement of Deputy Principalship the successful candidate will be called upon to understand, protect and promote the stated characteristic spirit of the school. He/she will be committed to the demands implied in such protection and promotion. He/she will operate in accordance with the quality of action, function and presence laid down by the Board of Management on behalf of the Trustees, as necessary for the carrying out of this role. This competency will include the ability to articulate clear objectives for faith development in the school, placing faith development appropriately within the whole school planning and review process. Included within this competency is the expectation that the successful candidate would: ● Be a reflective practitioner in regard to faith development and show commitment to the integration and transmission of Gospel values through the curriculum; ● Demonstrate the capacity to be a motivational leader of staff in relation to characteristic spirit and to commit to reflective practice, the ongoing professional development of staff and the leadership role of others in this regard. ● Demonstrate an ability to foster a commitment to inclusion, equality of opportunity and the holistic development of each student. ● Contribute to the shaping and implementation of a vision, based on high expectations, for the all-round development, including appropriate academic success, for each student who is seen as a unique child of God. ● Demonstrate an ability to clearly communicate the guiding vision for the school to all key partners and lead its realisation. ● Demonstrate a resolve that is tempered with moderation, flexibility and compassion around the issues and conflicts that faith gives rise to in an increasingly diverse and secular society.
B: Promotion of a Holistic Development Culture including Leading Learning and Teaching
Definition: The Deputy Principal assists the Principal in creating and promoting a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing the planning and implementation of the school curriculum. He/she fosters 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. He/she fosters 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 would: ● Promote and support 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 ● Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment

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- Show commitment to on-going evidence-based school self-evaluation for the achievement of high educational standards and demonstrate capacity in implementing strategic improvement planning in teaching and learning
- Establish and support the development of 'staff teams' in all areas of school life in support of the achievement of the school's aims and objectives, empowering staff to take on and carry out leadership roles
- Be personally familiar with what is required to improve the quality of learning and teaching
- Promote and facilitate the development of student voice, student participation and student leadership

C. Interpersonal Relationships including Developing Leadership Capacity

Definition: The Deputy Principal critiques his/her practice as leader and develops his/her understanding of effective and sustainable leadership. He/she collaboratively builds and maintains professional and respectful relationships with the Principal, staff, students, parents and other support agencies, including building professional networks with other school leaders. In consultation with the Principal, the Deputy Principal establishes, builds and leads staff teams in all areas of school life. He/she promotes and facilitates 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. He/She appropriately anticipates, addresses and manages 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 support 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 would:

- Demonstrate an active involvement in professional networks with other school leaders and demonstrate a willingness to contribute to and learn from such networks.
- Build and maintain relationships with parents, with other schools, and the wider community
- Set up teams and empower staff to take on and carry out leadership roles, thus building leadership capacity within the school
- Develop and implement a system to promote professional responsibility and accountability
- Have the ability to manage challenging and complex situations in a manner that demonstrates equity, fairness and justice
- Promote a clear understanding of change processes and manages this change in a collaborative, flexible and sensitive manner.

D: Management & Administration including Managing the Organisation

Definition: With the Principal, the Deputy Principal 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 equity, fairness and justice. In consultation with the Principal, 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). He/she uses a range of relevant planning and organisational techniques and

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systems to set, with the Principal, priorities, goals and timetables that ensure effective use of time and resources. He/she establishes an orderly, secure and healthy learning environment, and maintains it through effective communication. He/she develops and implements a system to promote professional responsibility and accountability.

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

- Display 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 DES requirements and arising out of School Self Evaluation
- Demonstrate an understanding of the relevant systems and policies to foster a safe place of learning and teaching for the whole school community e.g. Health & Safety; Child Protection; Pastoral Care; Code of Behaviour etc. These systems and policies will be reflective of the Characteristic Spirit of the school and will be in keeping with legislation
- Demonstrate evidence of engagement with the whole school community in the development and review of school policies as appropriate
- Provide evidence of managing school's human, physical and financial resources in an effective and efficient manner to create and maintain a learning environment.

E. Strategic Management including Leading School Development

Definition: The Deputy Principal 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 assists the Principal in leading the school's engagement in a continuous process of self-evaluation and strategic planning. He/she builds and maintains relationships with parents, with other schools, and with the wider community.

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

- Lead the school's engagement in a continuous process of self-evaluation
- Have an understanding of the detail of relevant legislation
- Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
- Understand the long term needs of the school and demonstrate a vision for working towards meeting those needs.
- Demonstrate a willingness and capacity to develop strategies for the future and think through the consequences of actions taken.
- Have the ability to reflect on and analyse how the school might best serve the educational needs of the local community

F. Self-awareness & Self-management Skills

Definition: The Deputy Principal demonstrates an awareness of his/her strengths and areas for improvement and has the capacity to manage them appropriately. The Deputy Principal receives and gives feedback; he/she models and promotes a culture of self-reflection. He/she attends to his/her own wellbeing as well as assisting others to attend to their own wellbeing. The Deputy Principal demonstrates the capacity to manage his/her own difficult emotions and is self-aware enough to know when to seek support particularly when dealing with challenging situations. He/she is able to motivate himself/herself and attend to developing his/her self-awareness and self-management skills.

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

- Have a clear knowledge of his/her personal strengths and challenges and the ability to understand their impact on others
- Recognise the importance, and display a willingness, to regularly critique his/her professional practice with the leadership team and develop his/her understanding of effective and sustainable leadership
- Recognise the role that emotions can play in thinking and cognitive activity
- Demonstrate a caring outlook and express concern in a positive and healthy way.
- Look to their own wellbeing.

Specific Context of St Emmet's Secondary School

The person appointed to the position is expected to actively support the XXXXX ethos and educational vision and to continue the work of the Board of Management, the Principal and staff in focussing on … (e.g. learning and teaching, raising expectations and promoting enrolment in the school.)

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