

**Role Profile for the Position of Deputy Principal**

**St. Mary’s Knockbeg College**

**Diocesan school under the patronage of the Bishop of Kildare & Leighlin**

This role profile includes the contractual obligations of the Deputy Principal as set out in **Circular 04/98.**

Circular 04/98 (appendix 1) outlines the revised in-school management structures in voluntary secondary schools with particular reference to the appointment of principals and deputy principals and includes a specimen contract for deputy principals in secondary schools (appendix 2)

This role profile also includes the core competencies identified as being essential for the effective performance of the role and function of a deputy principal in a faith-based school. The formulation of this framework was informed by feedback from a needs analysis consultation process in HFSS and by the DES publication *‘Looking at our School 2016: A Quality Framework for Post-Primary Schools’.*

**Competencies, characteristics and qualities of the St. Mary’s Knockbeg College Deputy Principal as prioritised by the school community.**

**Mission Statement:** Our school exists to provide a balanced and holistic education for each of our students. Our aim is to enable and empower students to acquire the self-confidence, academic qualifications, life skills and attitudes for leading satisfying lives which should contribute to the

betterment of the Church and society. We regard ourselves as a Christian community where the values of the Gospel find daily expression in our Catholic ethos and all our policies and practices as we nourish a spirituality of compassion, justice and forgiveness. Here in Knockbeg, we have taken the name of Mary as our patron and as a Catholic community we take the story of Jesus, her Son, as the pattern and goal of our Christian living. We invite the active involvement of parents and past pupils in such decision making as is relevant to their respective roles in this community. We consciously strive to facilitate the active involvement of the wider Church and representatives of local organisations in the overall mission of our school.

**The Deputy Principal will have a strong record in all the key competency areas** (promoting the spirit of the school; leading learning & teaching; strategic planning; relationship & interpersonal skills; organisational management & administration; self-awareness & self-management skills).

**Promoting the Spirit of the School**: The person appointed to the position will have a deep and clear knowledge, understanding and appreciation of the school’s ethos and will play a leading role in ensuring that St. Mary’s Knockbeg College’s Catholic Mission, Vision and Ethos as a faith school are honoured, promoted, realised and strengthened. (See school website [www.knockbegcollege.ie](http://www.knockbegcollege.ie) ).

• **Leading Learning & Teaching:**

The Deputy Principal should understand students and promote a good work ethic within the school that develops a sense of pride for the school in each student. They should promote a safe and open environment for students. They should be aware of best teaching and learning practices, facilitate staff training, and peer consultation.

The Deputy Principal should inspire and encourage new ideas in teaching and learning which promote the highest educational standards. They should be capable of taking initiatives that are creative and innovative and lead to school improvement for all students. They should view teaching and learning in its broader sense encompassing the holistic development of students through academic, extra-curricular and co-curricular activities. They should communicate in an open and clear manner.

The Deputy Principal should be competent in understanding students with different needs and provide relevant and effective interventions. They should be competent in adapting the curriculum in support of all i.e. L2LP, new JC, LCA and new Senior Cycle.

• **Managing an Organisation:**

The Deputy Principal should develop and maintain effective communication with all staff. They should listen to the suggestions of staff and let them take initiative themselves. They should communicate in a gentle, trusting and approachable manner in a spirit of trust that each is supporting the core work of the school in a positive way.

The Deputy Principal should be a competent communicator. They should have excellent communication skills and should be approachable, a competent listener, willing to listen and take a measured approach to problem solving.

The Deputy Principal should display clear competency in organisational skill and be capable of developing good structures throughout the whole school but in particular good communication structures. They should lead Policy Development, understand the SSE process and know how to implement both in the management of change. The Deputy Principal should be competent in communicating with and listening to students in an open and honest manner. Aware of themselves and the students as partners in learning. Understand the perspective of students and be willing to give feedback to students in a respectful, fair and caring manner. Foster a good communication network with clearly defined communication channels across the organisation. The Deputy Principal should be mindful of the Restorative Practice approach. They should display a high standard of negotiation skills. They should be capable of taking difficult decisions in the best interests of the school and maintain their position displaying the courage of their conviction. They should exhibit an openness to creative solutions to problems, as part of a SMT. The Deputy Principal should be cognisant of the relationships and interactions that exist in the school and commit to building on them.

The Deputy Principal should promote and support staff discussion and engagement on the complex task of standardisation of results within classes, the school and national frameworks.

• **Leading School Development:**

The Deputy Principal should characterise, adopt, foster and promote the St. Mary’s Knockbeg College mission statement in all their dealings with students, staff, parents and the Board. They should be sensitive to the reality that we are a Catholic school and that influences our lives. They should not compromise on the values of our school. The Deputy Principal should be a competent communicator and endeavour to communicate more effectively with all parent(s)/guardian(s) of students.

The Deputy Principal should trust students’ motives in suggesting change as positive ones and understand that students are speaking on behalf of future generations of students. The Deputy Principal should trust the positive motives of staff and all the partners in our school community when suggesting changes.

The Deputy Principal should continue to strive for effective and high quality practice in our school through the engagement with the SSE process. They should nurture and prioritise the SSE process within the school recognising it as an embedded element of school life.

The Deputy Principal should have capacity to build relationships with the public and maintain good relationships with the wider community that is relevant and meaningful. They should support, encourage and develop authentic voice between the St. Mary’s Knockbeg College partners in education. They should be competent at managing change. They should be competent to lead teams to respond to change and exhibit a growth mind-set to changes proposed. They should exercise loyalty to the school. They should continually self-reflect on their responses to change in the spirit of the school mission.

The Deputy Principal should be a competent change manager. They should be comfortable embracing change yet adhere to the core beliefs of St. Mary’s Knockbeg College. They should exhibit strong openness to change, be adaptable to new ideas and be resilient throughout the process.

• **Developing Leadership Capacity:**

The Deputy Principal should have a high capacity for self-reflection. They should be capable of building authentic relationships with the senior management team in a trusting and confidential manner. They should act as a role model for honest and open self-reflection.

They should be confidential in all their dealings with SMT, staff and students. They should display significant team leadership and membership qualities. They should recognise and value the work that is being done in the school, in particular the extensive extra-curricular and co-curricular activities, which develop the students in a holistic way and benefit both students and staff relationships.

The Deputy Principal should model distributive leadership to give all staff equal opportunity to become involved. They should liaise with individual staff in appraisal to promote professional development and be competent in sourcing and supporting CPD opportunities.

The Deputy Principal should be a competent listener who is aware of all students’ voices and actively seek out the 'quiet voice' within the student body. They should foster accessible and effective communication channels for students’ voice to be articulated. The Deputy Principal should co-ordinate and oversee extracurricular development with a focus on inclusion for all students.

**APPENDIX 1 Circular 04/98**

**To the Authorities of Secondary Schools Revised in-school management structures in secondary schools. Further to Circular 3/98**, the Minister for Education and Science hereby authorises the implementation of the revised in-school management structures and procedures in relation to posts of Principal and Deputy Principal in secondary schools in accordance with the detailed terms set out in this circular as negotiated between the ASTI, the JMB and the Department of Education and Science.

It will be noted that in schools of 17 or more teachers, the appointment of Deputy Principals will be on the basis of open competition. This figure relates to the number as determined by reference to the calculation of whole-time teacher equivalents referred to in Circular 6/98.

APPOINTMENT OF PRINCIPALS AND DEPUTY PRINCIPALS IN VOLUNTARY SECONDARY SCHOOLS

Introduction: The Principal, Deputy Principal and holders of posts of responsibility together form the in-school management team for the school.

The Principal has overall authority under the authority of the Board of Management/Manager for the day to day management of the school. The Principal controls the internal organisation, management and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff. The Principal submits to the Board all such statements and reports affecting the conduct of the school as the Board requires.

The Deputy Principal acts as the Principal in the absences of the Principal, and assists the Principals in the fulfilment of the Principal’s role. This does not confer automatic right of succession to the Principalship or to any ‘Acting’ Principalship arising.

1. The appointment of Principals will be on the basis outlined in Articles 20 and 21 of the \*Articles of Management for Catholic Secondary Schools. In the case of schools not governed by the \*Articles of Management, the existing practices in relation to such appointments will continue to apply. The selection process must be in accord with the principles enshrined in Articles 20 and 21 of the \*Articles of Management.

2. The appointment of Deputy Principals will be on the basis of open competition except that in schools of less than 17 teachers the competition for appointment will be confined to the teachers in the school. The appointment procedures for Deputy Principals will be the same as those provided for Principals in the particular category of school identified in 1 above.

3. Candidates for appointment to the post of Principal or Deputy Principal will be required to have a minimum of five years whole-time teaching service.

4. On appointment, all Principals and Deputy Principals will be required to enter into appropriate contracts.

5. Principals’ contracts are governed by the principles set out in the Introduction above. The Principals are accountable to their Boards of Management/Managers for the execution of their duties.

6. Existing Principals shall have their allowances enhanced as provided for in the PCW Agreement provided that they enter into an agreement to undertake the duties and responsibilities attached to their posts as outlined in their contracts.

7. Existing Vice-Principals shall be appointed to the post of Deputy Principal and have their allowances enhanced as provided for in the PCW Agreement provided that they enter into the agreements and new contracts to undertake the duties and responsibilities attached to the post. A specimen contract for Deputy Principals is set out in Appendix A.

8. In recognition of the important position which the Deputy Principal occupies in the administration and development of the school, the maximum teaching hours which may be assigned to a Deputy Principal should be in accordance with the following scale:

No. of teachers in the school Teaching Hours 30 and over 8 hours 17 – 29 10 hours <17 15 hours

9. The Principal and Deputy Principal are accountable to the Board of Management/Manager. 10. The work of individual Principals and Deputy Principals will be monitored in accordance with the provisions of their contracts.

11. These revised arrangements will be reviewed regularly by the Department of Education and Science, the ASTI and JMB.

**John Dennehy, Secretary General. February, 1998**

**Appendix 2 Circular 4/98 APPENDIX A SPECIMEN CONTRACT FOR DEPUTY PRINCIPAL TEACHERS IN SECONDARY SCHOOLS**

1. Contract of Employment made this day [Date] between [name of employer and address] (hereinafter referred to as the School) and [name of Deputy Principal and address] (hereinafter referred to as the Deputy Principal).

The Board of Management / Manager of [school name] agrees to employ [name] as Deputy Principal teacher of the above-named school with effect from [date]

2. NATURE OF CONTRACT The contract is a contract of continuous employment whereby the school employs the teacher to undertake the teaching duties and the duties of Deputy Principal as described hereunder.

3. SALARY AND PENSION In consideration of the Teacher undertaking the duties assigned, the School shall authorise the Department of Education and Science to pay the appropriate salary and allowance for the appropriate grade of Deputy Principal post from the schedule of salaries and allowances for teachers at the rates agreed from time to time in the Teachers’ Conciliation and Arbitration Scheme or such other Scheme as may replace same or be otherwise agreed from time to time. The appropriate rate of Deputy Principal’s allowance which will be paid to the Deputy Principal in addition to scale salary will be determined by reference to the criteria agreed nationally from time to time and published in Department of Education and Science Circulars. Pension arrangements will be in accordance with the standard arrangements provided under the Secondary Teachers’ Superannuation Scheme.

4. EXPENSES: Expenses necessarily incurred by the Deputy Principal in fulfilling the duties of Deputy Principal will be reimbursed at the rates applying to Principals.

5. ENTITLEMENT TO LEAVE: Entitlement to personal leave, sick leave and other general terms and conditions of employment will be in accordance with agreements negotiated from time to time and published in circulars by the Department of Education and Science.

6. 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.

7. TEACHING DUTIES

Subject to the provisions of Section 5 above, the Deputy Principal will teach the following subjects--as assigned in the school timetable.

8. OTHER 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.

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

(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.

(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.

9. 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.

10. NOTICE

(i) Three months’ notice in writing shall be given by either side to determine the contract.

(ii) Subject to (iii) below the management authority shall have the power to determine the contract at any time, without notice, for serious misconduct or other sufficient reason.

(iii) (a) The procedure for dismissal and appeal in schools operating under Catholic religious authority will be that obtaining in the General Agreement Section E made on 11th May, 1957 between the Catholic Headmasters’ Association and the Association of Secondary Teachers Ireland and further adopted by the Conference of Convent Secondary Schools.

(b) In Secondary Schools other than those governed by the General Agreement the procedure for dismissal and appeal will be as agreed from time to time. Such procedures shall be implemented in the case of a dismissal.

11. Nothing in this contract shall operate to prejudice the rights of the Deputy Principal under Statute, Common Law or EU Laws pertaining to employment, whereby such rights are hereby confirmed.

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.

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 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.*

**KEY FURTHER REFERENCE DOCUMENT: LOOKING AT OUR SCHOOLS 2016**

https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/Looking-at-Our-School-2016-A-Quality-Framework-for-Post-Primary-schools.pdf