



# CL 03/2018

## Leadership and Management in Post-Primary Schools

**Guidance on the Procedure for Conducting a  
Review and Assigning/Reassigning Roles and  
Responsibilities**







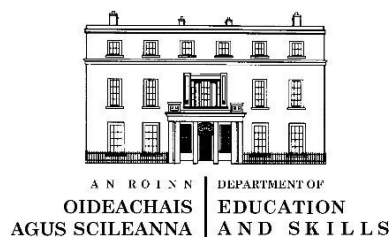
## Guidance Manual - Circular Letter 03/18

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**Circular Letter 0003/2018**

**To: The Managerial Authorities  
of  
Recognised Secondary, Community and Comprehensive Schools  
and  
The Chief Executives of Education and Training Boards**

### **LEADERSHIP AND MANAGEMENT IN POST-PRIMARY SCHOOLS**

High quality leadership is crucial in establishing a shared purpose and vision for a school and to the achievement of high quality educational outcomes for students. The primary purpose of school leadership and management is to create and sustain an environment that underpins high quality in student care, learning and teaching.

This circular, in the context of commencement of the restoration of posts, sets out a leadership and management framework for posts in recognised post-primary schools. This circular supersedes all previous circulars, memoranda, rules and regulations in relation to posts of responsibility at Assistant Principal level (including Special Duties Teachers) and Programme Co-ordinator posts and is to be implemented by each employer with immediate effect.

Posts of responsibility in relation to Self-Financing Part-Time Adult Education programmes are provided in accordance with Circulars 46/00 and 16/05.

Please ensure that copies of this circular are provided to all members of the Board of Management/ Education and Training Board and brought to the attention of all teachers in your employment including those on approved paid or unpaid leave of absence or on secondment.

This Circular can be accessed on the Department's website under [www.education.ie](http://www.education.ie)

All queries should initially be brought to the attention of the school management who may wish to consult with their representative organisation/ ETB. Queries in relation to the allocation of posts should be raised with the Teacher Allocations Section of the Department: [allocations@education.gov.ie](mailto:allocations@education.gov.ie) Any further queries may be directed to the following email address: [teachersna@education.gov.ie](mailto:teachersna@education.gov.ie)

Alfie Barrett  
Teacher/SNA Terms and Conditions Division  
16 January 2018

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Allocations Section  
16 January 2018

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## **Definitions**

For the purposes of this scheme the following terms shall have the meanings assigned to them here:

**Act** - refers to the Education Act of 1998 and Education (Amendment) Act 2012;

**Board of Management** - means a Board of Management/Manager in the case of voluntary secondary schools, community and comprehensive schools and ETB schools;

**Department** – means the Department of Education and Skills;

**ETB** – refers to an Education and Training Board;

**Minister** - refers to the Minister for Education and Skills;

**Post** - refers to a teaching post, whether full time or part time, which is funded out of monies provided by the Oireachtas;

**School Year** – 1<sup>st</sup> of September to 31<sup>st</sup> of August of the following calendar year is the official school year for contract purposes;

**Teacher** – means a person registered with the Teaching Council;

**Teaching service recognised by DES** – means teaching service which the Department of Education and Skills/ Education and Training Board (ETB) has recognised for incremental credit purposes.



## 1. Introduction

- 1.1 School leaders play a key role in improving educational outcomes by creating a positive school climate and environment as well as motivating and empowering educators and learners within their school community. It is generally accepted that the quality of school leadership is second only to effective classroom teaching, in having a crucial impact on student learning.
- 1.2 Leadership in a school context, creates a vision for development leading to improvements in outcomes for learners, and is based on shared values and robust evaluation of evidence of current practice and outcomes. In this way, leadership is distributed throughout the school as a key support for student learning.
- 1.3 Any system of school leadership and management should build on and consolidate existing school leadership and management structures in schools in line with best practice as set out in '[LOOKING AT OUR SCHOOLS 2016 – A Quality Framework for Post-Primary Schools](#)'. The leadership model should align the responsibilities of senior (Principal/Deputy Principal) and middle leadership (post holders) more clearly to the identified needs and priorities of the school, underlining the range of responsibilities for various leadership roles and providing opportunities for teachers to develop their leadership capacity.
- 1.4 Flexibility in identifying and prioritising the evolving leadership and management needs of the school and in assigning and re-assigning post holders to specific roles and responsibilities to meet the evolving needs of a school, is an essential feature of this school leadership model.
- 1.5 This circular, the terms of which are applicable to all holders of posts of responsibility, comprehends the agreement of September 2016 and contains the following:
  - Allocation of Assistant Principal posts.
  - The enhancement of a distributed leadership model in post primary schools.
  - The re-designation of the current post of Assistant Principal as *Assistant Principal I* and the current post of Special Duties Teacher as *Assistant Principal II*.
  - Revised criteria for appointment to Assistant Principal I and II posts using a competency based model.
  - Greater flexibility in relation to the assignment and re-assignment of roles and responsibilities to Assistant Principal I and Assistant Principal II posts holders appropriate to the level of the post.
  - An appeals procedure confined to an alleged breach of procedures in the appointment process as set out in this Circular.
  - Provision for reporting and regular review.
- 1.6 All parties agree that consistency, fairness and probity are essential in any appointment process, and this is to be reflected in the arrangements to make appointments set out in this Circular.

## 2. Leadership Framework

- 2.1 The Quality Framework for Leadership and Management in Irish schools, set out in *LOOKING AT OUR SCHOOL 2016 - a Quality Framework*, provides a common understanding and language around the organisation and practice of leadership and management roles in Irish second-level schools. It identifies the key leadership and management areas in a school (domains), and these are then further divided into various content standards for each domain.

### **Domain One: Leading Teaching and Learning**

#### ***School leaders:***

- promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
- foster a commitment to inclusion, equality of opportunity and the holistic development of each student
- manage the planning and implementation of the school curriculum
- foster teacher professional development that enriches teachers' and students' learning

### **Domain Two: Managing the organisation**

#### ***School leaders:***

- establish an orderly, secure and healthy learning environment, and maintain it through effective communication
- manage the school's human, physical and financial resources so as to create and maintain a learning organisation
- manage challenging and complex situations in a manner that demonstrates equality, fairness and justice
- develop and implement a system to promote professional responsibility and accountability

### **Domain Three: Leading school development**

#### ***School leaders:***

- communicate the guiding vision for the school and lead its realisation in the context of the school's characteristic spirit
- lead the school's engagement in a continuous process of self-evaluation
- build and maintain relationships with parents, with other schools, and with the wider community
- manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

### **Domain Four: Developing leadership capacity**

#### ***School leaders:***

- critique their practice as leaders and develop their understanding of effective and sustainable leadership
- empower staff to take on and carry out leadership roles
- promote and facilitate the development of student voice, student participation, and student leadership
- build professional networks with other school leaders

### **3. Leadership and Management in Post-Primary Schools**

Every teacher has a leadership role within the school community and in relation to student learning. However, the term ‘school leaders’ typically refers to formal leadership roles including teachers with posts of responsibility who carry out roles and responsibilities integral to the administration, management and leadership of the school. Therefore, both leadership and management roles are considered at all times as serving the school’s core work: learning and teaching.

#### **3.1 Board of Management/ ETB**

Under Section 15 of the Education Act, 1998, a statutory duty is placed on the Board of Management of a school to ensure that an appropriate education is provided to all of the school’s students.

In order to carry out this duty effectively, appropriate and regular oversight by the Board of Management/ ETB, as appropriate, of the teaching and learning in the school should take place. Furthermore, the Board of Management/ ETB, as appropriate, can and should play a key role in improving standards in the school. In this regard, and from a leadership perspective, Boards of Management/ ETBs have significant responsibilities in setting the direction of a school.

#### **3.2 Principal and Deputy Principal**

In accordance with Section 22 of the Education Act, 1998, and Section 23 of the Education (Amendment) Act 2012, the Principal provides leadership to teachers, other staff, to the students and the wider school community. The Principal has overall authority, under the direction of the Board of Management/ ETB, as appropriate, for the day-to-day management of the school. The Principal has overall responsibility for the internal organisation of the school, including the assignment of roles and responsibilities to members of the teaching and non-teaching staff. The Principal submits to the Board of Management/ ETB, as appropriate, all such statements and reports affecting the conduct of the school as the Board of Management/ ETB requires.

While the Principal is ultimately responsible to the Board of Management/ ETB, as appropriate, for the management and leadership of the school, the Deputy Principal occupies a position of vital importance within the senior leadership team in a school. Shared leadership requires openness and willingness on the part of Principals and Deputy Principals to share and to distribute leadership and management responsibilities amongst them in a manner that encourages and supports partnership. The Deputy Principal(s) co-operate/s with the Principal in the fulfilment of his/her role and acts or deputise/s as the Principal in the Principal’s absence.

#### **3.3 Assistant Principal Posts**

Under the provisions of this Circular the current post of Assistant Principal is re-designated as *Assistant Principal I (AP I)* and the current post of Special Duties Teacher is re-designated as *Assistant Principal II (AP II)*. All terms of this Circular, including the

re-designation (renaming) of posts, are applicable to all holders of Assistant Principal and Special Duties posts, irrespective of the date of their appointment.

Assistant Principals occupy positions of strategic importance in the leadership, management and administration of the school. In line with the principles of distributed leadership, Assistant Principals work in teams in collaboration with the Principal and/or Deputy Principal and have shared responsibility, commensurate with the level of the post (i.e. AP I or AP II), for areas such as:

- curriculum and learning
- student support and wellbeing
- school improvement
- leadership/management and development of staff teams

### 3.4 **Programme Co-ordinator**

- (i) A post of Programme Co-ordinator will be established in each school offering one or more of the following programmes:

Leaving Certificate Applied Programme  
 Leaving Certificate Vocational Programme  
 Transition Year  
 Junior Certificate Schools Programme

- (ii) The post does **not** form part of the normal cohort of school posts of responsibility and will lapse when none of the programmes listed above is being provided by the school.
- (iii) The eligibility, advertising, selection and appeal processes outlined in this circular are also applicable to Programme Co-ordinator posts.
- (iv) Remuneration will be at the level of the allowance for an Assistant Principal II post in the case of schools with up to and including 99 students on these programmes and at the level of allowance for an Assistant Principal I post where the number of students is 100 or more.
- (v) A school will arrange to provide a reduction in teaching hours to Programme Co-ordinator post holders for co-ordination purposes from within the overall hours available to the school. The reduction in hours will be on the following basis:

<b>Number of Students</b>	<b>Hours Reduction per week</b>
1-59	2
60-99	3
100-139	4
>140	6

The reduction in teaching hours will be compensated for by way of a commensurate concession in the teacher allocation to the school.

- (vi) In the event that the number of students in relevant programmes falls below 100 students where the Programme Co-ordinator had previously been in receipt of an allowance at Assistant Principal I level, the Co-ordinator will continue to hold the AP I level allowance but will have the reduction in hours provided in accordance with the table in (v) above.
- (vii) Appointment to a Programme Co-ordinator post shall have no implication for subsequent appointment to an AP I or AP II post of responsibility.
- (viii) Any existing post of responsibility holder may apply for a Programme Co-ordinator post and, if appointed, will receive the higher of the relevant allowances and the reduction in teaching hours. The post of responsibility thus vacated will be filled on a temporary basis at the level of the Programme Co-ordinator post or at the level of the vacated post of responsibility, if lower, and this temporary post will be retained by the school for as long as the Programme Co-ordinator post is warranted and the post-holder, thus appointed, does not revert to his/her original post. The reduction in teaching hours deriving from the level of the Programme Co-ordinator post will be compensated to the school for the purposes of co-ordination and fulfilment of roles having regard to the needs and priorities of the school. A post holder thus appointed may opt to revert to his/her original post status from the beginning of a school year having given notice of his/her intent at the latest by 1<sup>st</sup> May of the previous school year. Any revision of roles necessitated by this arrangement will be carried out in accordance with the terms of this circular.
- (ix) The holder of a Programme Co-ordinator post may apply for and be appointed to an Assistant Principal I or Assistant Principal II post of responsibility under the terms of this circular. If appointed, the teacher may retain the role of Programme Co-ordinator and the higher of the relevant allowances. The post of responsibility may be filled on a temporary basis at the appropriate level, for as long as the teacher appointed to the post of responsibility is carrying out the role of Programme Co-ordinator.
- (x) Arising from (ix) immediately above, a new competition will be held for the temporary post of responsibility retained by the school where an increase in the level of that temporary post is warranted by an increase in the level of the Programme Co-ordinator post.
- (xi) The roles and responsibilities attached to the post of Co-ordinator should reflect the level of the post (AP I or AP II) taking into account the size, needs and priorities of the school. Therefore, the role and responsibilities of the Programme Co-ordinator will vary according to the number of relevant programmes being offered by the school, the number of students taking different programmes and the reduction of teaching hours available with the post. In the distribution of responsibilities, where there is more than one programme involved, the Programme Co-ordinator may be assigned responsibility mainly for one programme.
- (xii) In implementing the programmes referred to at 3.4 (i) above, following consultation with those involved, roles and responsibilities in relation to the

programmes will be assigned to the available personnel, as provided for in 6.1 below, according to the needs and priorities of the school. In a school that offers more than one programme and/or where there are significant numbers of students taking a programme, roles in relation to the programmes may be assigned to other teachers, who may be post of responsibility holders, in addition to the Programme Co-ordinator.

### 3.5 Self-Financing Adult Education Programme

Outside of the revised allocation of posts at 5.1, schools offering Self-Financing Part-Time Adult Education programmes may appoint teachers to posts of responsibility in accordance with Circulars 46/00 and 16/05.

## 4. Identification of Leadership and Management Needs and Priorities of the School

- 4.1 A review process shall occur at least once every two years or when the Board of Management/ ETB, as appropriate, determines that a significant restructuring is required. Following initiation of a review process by the Board of Management/ ETB, as appropriate, a consultation process between the Principal, Deputy Principal(s) and the teaching staff shall occur. The required consultation process should be completed within 6 to 8 weeks and will inform:
- (i) the leadership and management needs and priorities of the school and
  - (ii) the roles and responsibilities which need to be performed for the effective leadership and management of the school.
- 4.2 When identifying the leadership and management needs and priorities of the school, developed through the process described at 4.1 (i), Boards of Management/ ETBs, as appropriate, shall firstly have regard to legal obligations and may have regard to:
- the school's Mission Statement and its aims and objectives;
  - the student and curricular profile of the school;
  - requirements of the Department of Education and Skills (and the ETB in the case of an ETB school) and its agencies;
  - roles being carried out by current post holders and contractual responsibilities being undertaken by other members of staff.
- 4.3 The determination of the leadership and management needs and priorities of the school should, in so far as possible, be achieved by consensus between the Board of Management/ ETB and the teaching staff. However, if, following consultation, consensus is not possible, final decisions in the matter rest with the Board of Management/ ETB.
- 4.4 The full list of identified leadership and management needs and priorities, as determined by this process, shall also be posted on the staff notice board and this shall be updated as necessary.

## 5. Allocation of Assistant Principal Posts

- 5.1 Assistant Principal posts of responsibility may be filled by Boards of Management/ ETBs, as appropriate, in accordance with the allocation set out in the *Table 5.1.1* below subject to full adherence to this Circular. This revised allocation of posts is effective from the date of this Circular. The number of Assistant Principal posts in a school is determined by reference to the final approved teacher allocation for the previous school year excluding supernumerary posts and substitution allocation. Schools that fall below the Assistant Principal thresholds set out in the following table can fill Assistant Principal vacancies as they arise to the level of the thresholds set out in this table.

*Table 5.1.1*

<b>WTE</b>	<b>AP I</b>	<b>AP II</b>
<b>4 - 8</b>	0	1
<b>9 - 12</b>	1	1
<b>13</b>	1	2
<b>14 - 17</b>	2	2
<b>18</b>	2	3
<b>19 – 20</b>	3	4
<b>21 – 24</b>	3	5
<b>25 – 26</b>	4	5
<b>27 – 33</b>	4	6
<b>34 – 37</b>	5	6
<b>38 – 43</b>	5	7
<b>44 – 46</b>	6	7
<b>47 – 49</b>	7	8
<b>50 – 55</b>	7	9
<b>56 - 64</b>	7	10
<b>65 - 80</b>	8	10
<b>81 +</b>	8	11

- 5.2 A post of responsibility held on a personal basis must be counted when calculating the threshold of Assistant Principal posts. In amalgamation situations, where a Principal or Deputy Principal does not assume the role in the new school they retain the post of responsibility allowance on a personal basis subject to performing the relevant roles and responsibilities at a minimum level of AP I. In the case of redeployment of a post of responsibility holder in circumstances of a school closure, refer to the *Redeployment*



*Scheme for Post Primary Qualified Teachers Surplus to Requirements in Consequence of School Closure.*

The thresholds for AP I and AP II post holders operate independently of each other. Where a school has excess AP I posts, this will not prevent the appointment of an AP II post where the number of AP II posts is less than the threshold.

<b>6. Assignment of Roles and Responsibilities</b>
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- 6.1 Having followed the process set out in Section 4 of this Circular, it is a matter for the Board of Management/ ETB, as employer, to prioritise and re-organise the appropriate roles and responsibilities for post of responsibility holders to meet the changing leadership and management needs and priorities of the school.
- 6.2 All post holders are subject to assignment/ re-assignment in accordance with this Circular. Furthermore, post holders who are being paid an allowance in a school, including holders of post of responsibility allowances on a personal basis, must undertake roles and responsibilities assigned or re-assigned to them.
- 6.3 Assignment/ re-assignment of roles and responsibilities to Assistant Principals is delegated by the Board of Management/ ETB, as appropriate, to the Principal. In assigning roles and responsibilities to teachers newly appointed to Assistant Principal I or Assistant Principal II posts, or in re-assigning roles and responsibilities (to and among existing post holders), the Principal will consult with the appointee or post holder and will have regard to the current needs and priorities of the school as determined by the process set out in Section 4 of this Circular. These roles and responsibilities shall be commensurate with the level of the post (AP I or AP II).
- 6.4 The roles, responsibilities and objectives associated with the post should be discussed during the consultation with each post holder and may be linked to school self-evaluation and some strategies used in school self-evaluation may be applicable. It is critical that the assigned roles and responsibilities continue to be relevant to the school's needs and priorities.
- 6.5 The roles and responsibilities of each post holder will be set out in a Statement of Roles and Responsibilities. The statement shall be completed on initial assignment or subsequent re-assignment of the post holder. (See Appendix 2 for template).
- 6.6 A list of the post holders, the level of their post and a summary of their roles and responsibilities shall be posted on the staff notice board and this list shall be updated as necessary.
- 6.7 Post holders who hold post of responsibility allowances on a personal basis must undertake post of responsibility roles and responsibilities at AP I or AP II level, as appropriate. Principals and Deputy Principals, who hold allowances on a personal basis, must undertake post of responsibility roles and responsibilities at a minimum level of AP I.



## 7. Eligibility

To be eligible to apply for leadership posts in post-primary schools, applicants must be:

Post	Criteria
Assistant Principal I and Programme Co-ordinator (AP I level)	<ul style="list-style-type: none"> <li>fully registered under route<sup>1</sup> 2 for voluntary schools and C&amp;C schools, route 2 or 3 in the ETB sector and</li> <li>have a minimum of 3 years teaching service recognised by DES/ETB for incremental credit purposes</li> </ul>
Assistant Principal II and Programme Co-ordinator (AP II level)	<ul style="list-style-type: none"> <li>fully registered under route<sup>1</sup> 2 for voluntary schools and C&amp;C schools, route 2 or 3 in the ETB sector and</li> <li>have a minimum of 1 years teaching service recognised by DES/ETB for incremental credit purposes</li> </ul>

## 8. Advertising

- 8.1 Notice of any vacant post shall be posted in a prominent position on the staff notice board(s) within the school for a period of not less than 5 school days, i.e. days on which the school is in operation for students.
- 8.2 Members of staff on approved paid or unpaid leave of absence or on secondment, are eligible to apply and, therefore, a copy of the advertisement for the vacant post shall be sent directly to the designated contact addresses or email addresses of such teachers.
- 8.3 The notice shall specify the closing date for receipt of applications which should not be earlier than 10 school days after the initial date of posting of the notice in the school. In the case of acting-up posts the closing date for receipt of applications should not be earlier than 5 school days after the initial posting of the notice in the school.
- 8.4 The notice shall specify the level of the post (AP I or AP II). The appointee will become part of the leadership and management team in the school. The roles and responsibilities of the post will be based on the leadership and management needs and priorities of the school and will be commensurate with the level of the post.
- 8.5 In relation to Programme Co-ordinator posts, the notice shall specify that the post is that of Programme Co-ordinator with remuneration at AP I level or Programme Co-ordinator with remuneration at AP II level. The notice shall also specify the number of students involved in the programmes on the 30<sup>th</sup> September of the previous school year and the reduction in teaching hours that will apply. Where a school did not previously operate any of the programmes referred to at 3.4 (i), on first introduction of one or more of these

<sup>1</sup> The registration of teachers is governed by Section 31 of the Teaching Council Acts 2001-2015. The Council registers teachers under the **Teaching Council [Registration] Regulations 2016** and **The Teaching Council [Registration] (Amendment) Regulations 2016**. Teachers may apply for registration in the following sectors:

- Route 1 – Primary
- Route 2 – Post-primary
- Route 3 – Further Education

programmes, the level of the post and the reduction in hours will be based on an estimate of the number of students taking the programmes in the first year.

- 8.6 Teachers who wish to apply for the advertised post should make an application to the Secretary of the Board of Management/ HR Department of the ETB, as appropriate, within the time limit specified on the notice
- 8.7 All application forms for posts of responsibility shall include reference to a candidate being able to access, **upon written request** all items listed (i) to (iv) below after s/he is notified of the outcome of the post of responsibility appointment process:
- (i) His/her marks under each selection criterion
  - (ii) The notes of the interview board pertaining specifically to the candidate alone
  - (iii) The marks of the recommended candidate(s) under each criterion
  - (iv) For the 2017/2018 and 2018/2019 school years, service in the school/scheme of the most senior applicant.

## 9. Interview Board

An interview board shall be constituted and shall comprise of:-

<b>Assistant Principal and Programme Co-ordinator posts</b>	
Voluntary secondary schools	<ul style="list-style-type: none"> <li>• The School Principal</li> <li>• 1 Nominee of the Board of Management</li> <li>• An Independent Chairperson with professional experience in education to be drawn from a panel to be agreed with the union(s).</li> </ul>
Post-primary schools administered by ETBs	<ul style="list-style-type: none"> <li>• CE or the nominee of the CE (may be the Principal)</li> <li>• ETB representative (member). In exceptional circumstances where an ETB cannot source an ETB representative (member) for the particular interview process and this is advised in advance of that interview process to the Chair of the ETB Board by the CE, the position shall be filled by a nominee of the ETB drawn from a panel endorsed by the Chief Executive and agreed by the Board and comprising persons only from within the geographical area of the ETB.</li> <li>• 1 Independent member to be drawn from a panel to be agreed with the union(s).</li> </ul> <p>Note: Chairperson can be drawn from either the ETB representative or the independent member.</p>
Designated Community Colleges	<ul style="list-style-type: none"> <li>• In Designated Community Colleges, the selection board for Assistant Principal I, Assistant Principal II and Programme Co-ordinator posts shall be constituted in accordance with the provisions of the Deed of Trust/Articles of Management which specify the composition of such boards. The Inspector's position on the board shall be understood to mean an Inspector or retired Inspector. The following should be noted in this regard:               <ul style="list-style-type: none"> <li>(i) The wording from the relevant paragraph in the Deed/Articles re. the composition of the selection board must be included in the letter notifying the candidates of interview in such circumstances.</li> <li>(ii) The Department of Education and Skills has previously stated that serving Inspectors will not be available to act as members of selection boards.</li> <li>(iii) In the event that an ETB is unsuccessful in sourcing a retired Inspector for a selection board, the Inspector's position on the board shall be replaced by an independent member to be drawn from a panel to be agreed with the union(s).</li> </ul> </li> </ul> <p>In Designated Community Colleges where the Deed of Trust/Articles of Management do not make provision for the composition of the selection board for Assistant Principal I, Assistant Principal II and Programme Co-ordinator posts, the selection board shall be constituted in accordance with the arrangements for the ETB sector (i.e. a three-person board as set out in the column above).</p>
Community and Comprehensive Schools	<ul style="list-style-type: none"> <li>• The School Principal</li> <li>• Trustee nominee</li> <li>• 1 Independent member to be drawn from a panel to be agreed with the union(s).</li> </ul> <p>Note: Chairperson can be drawn from either the Trustee nominee or the independent member</p>

The interview Board must have a gender mix, at least one woman and at least one man.

## 10. Selection Criteria and Marking Scheme

10.1. Selection for posts of responsibility has been revised. This will entail the phasing out of Seniority/ Length of Service as a stand-alone criterion, while still reflecting the value of a teacher's experience and how that contributes to his/her capacity to meet the requirements of the post.

### 10.2. 2017/2018 & 2018/2019 School Years: -

*Table 10.2.1* below details revised selection criteria based on the Leadership Framework set out in Section 2 above, a revised marking scheme and the phasing out of Seniority/Length of Service as a stand-alone criterion (see Appendix 1). This will be applicable to all Assistant Principal I and Assistant Principal II appointments (including Programme Co-ordinator appointments) from the publication of this Circular for both the 2017/2018 and 2018/2019 school years.

*Table 10.2.1*

<b>Assistant Principal I, Assistant Principal II and Programme Co-ordinator Posts</b>		
i.	Seniority (see Appendix 1)	12 marks
<i>Demonstrated capacity (with relevant examples of professional, educational and life experience) in relation to:</i>		
ii.	Leading Learning and Teaching	22 marks
iii.	Managing an Organisation	22 marks
iv.	Leading School Development	22 marks
v.	Developing leadership capacity	22 marks

### 10.3. 2019/2020 School Year and thereafter: -

*Table 10.3.1* sets out the revised selection criteria based on the Leadership Framework (see Section 2) and a revised marking scheme. This will apply to all Assistant Principal I and Assistant Principal II appointments (including Programme Co-ordinator appointments) from school year 2019/2020 onwards.

Table 10.3.1

<b>Assistant Principal I, Assistant Principal II and Programme Co-ordinator Posts</b>		
<i>Demonstrated capacity (with relevant examples of professional, educational and life experience) in relation to:</i>		
i	Leading Learning and Teaching	25 marks
ii.	Managing an Organisation	25 marks
iii.	Leading School Development	25 marks
iv.	Developing leadership capacity	25 marks

- 10.4. In addition to the guidance provided in “*Looking At Our Schools 2016 A Quality Framework for Post-Primary Schools,*” further guidance on completing a competency based application will be provided to candidates in the relevant application form.

## **11. Appointment of the Recommended Candidate**

- 11.1 The Interview Board, having interviewed such eligible applicants as present themselves, shall submit a written report to the Board of Management/CE nominating the recommended candidate(s) in highest ranking order for the post(s) advertised. The Board of Management/CE shall appoint the candidate(s) nominated by the Interview Board.
- 11.2 No teacher may hold more than one post of responsibility at any one time.
- 11.3 Appointment to a post of responsibility will be conditional on the teacher being available to carry out the roles and responsibilities assigned to the post. The responsibilities of such posts may require the post holder to fulfil some of their responsibilities outside of school hours and/or over the course of the entire school week.
- 11.4 The undertaking of these roles and responsibilities by a fixed term/part time/job sharing teacher may require a change in the attendance requirements of such a teacher on appointment to a post of responsibility. Any change in attendance will not result in any less favourable treatment than their whole time permanent comparator. Where a fixed term teacher is successful in his/her application for a post of responsibility, the entitlement of that teacher to the post will lapse on the expiry of the teaching contract except where the fixed term teaching contract is followed immediately by a Permanent/CID or further fixed term teaching contract in the school.

## **12. Reporting and Review**

- 12.1 All post holders are accountable to the Board of Management/ ETB, as appropriate, for the fulfilment of their roles and responsibilities and how their work contributes to the pedagogic and organisational advancement of the school.

### **12.2 Annual Report**

Each post holder will provide an annual report to the Principal/ Deputy Principal, as appropriate, with reference to the objectives set for the post holder in relation to his/ her assignment/ re-assignment to specific roles and responsibilities. This report will inform a discussion with the Principal/ Deputy Principal (see 12.3 and Appendix 3 for template annual report). These reports will form part of the Principal's annual report on leadership and management in the school to the Board of Management/ ETB.

### **12.3 Annual Review**

A post holder is required to undertake an annual review with the Principal/ Deputy Principal. This review will be informed by the post holder's annual report – see Appendix 3 and Section 12.2 above.

The review will include:

- (i) review of progress in the areas of responsibility;
  - (ii) review of the role in the context of the changing needs of the school;
  - (iii) review of professional development of the post holder.
- 12.4. As the needs and priorities of the school continuously evolve, this review may result in re-assignment of the post holder's role and responsibilities within the leadership and management team. Cognisance should also be taken of the importance of providing opportunities for post holders to build on and develop leadership skills and capacities within a number of leadership roles. This is seen as an important element of their own professional development.

## **13. Payment of an “Acting-up” Assistant Principal Allowance**

- 13.1 Where a school does not have post holder(s) in excess of the thresholds provided in Table 5.1.1 and an actual post holder is absent on approved paid or unpaid leave for a minimum period of 84 consecutive days, a teacher who carries out the role of Assistant Principal while the actual post holder is absent may be paid the appropriate allowance subject to the conditions at 13.2 and 13.4 below.
- 13.2 Payment of the allowance will be subject to the Board of Management/ ETB certifying that the teacher fulfilled the role and responsibilities associated with the post while the actual post holder was on approved paid or unpaid leave of absence for a minimum period of 84 consecutive days.
- 13.3 Subject to the actual post holder being absent for a minimum period of 84 consecutive days, payment will be made retrospectively. In the case of an acting appointee replacing

a teacher on sick leave, the allowance will be paid on a fortnightly/ monthly basis provided medical certification of absence in respect of the actual post holder has been recorded on the OLCS system/relevant ETB system.

- 13.4 Where an actual post holder is absent on approved paid or unpaid leave which expires **during** a school vacation period, and the Board of Management/ ETB, as appropriate, certifies that the acting roles and responsibilities were carried out up to the date of expiry, the acting up allowance may be paid up to the date of expiry only. Where the actual post holder is absent on paid or unpaid leave until the date of **commencement** of a school vacation period an acting allowance cannot be paid for the duration of the vacation period even if the Board of Management/ ETB, as appropriate, certifies that the acting role was carried out.
- 13.5 Applications for payment under the terms of this Circular should be submitted on the appropriate form to the Department's Payroll Section/ ETB.

## **14. Retention of an Acting-up allowance**

Retention of an acting-up allowance by an acting post holder (in respect of a permanent post of responsibility) is permitted where he/she has carried out the role for a period in excess of 5 consecutive school years. Where an acting Assistant Principal post is held for a period **in excess of 5 consecutive school years**, the acting-up allowance may be retained on a personal basis subject to the discharge of appropriate roles and responsibilities. The Assistant Principal post retained on a personal basis must be counted when calculating the threshold of Assistant Principal posts. An acting appointment for a 5 year career break is excluded. In reference to the Job Sharing Scheme, the acting post holder does not establish personal entitlement to the allowance and relinquishes same when the job sharer resumes full time duties.

## **15. Appeal Procedure**

This Appeal Procedure has been established to ensure that the correct procedures are followed in the appointment of Assistant Principal I, Assistant Principal II and Programme Co-ordinator posts. The appeal will not be a re-examination of the interview itself.

All application forms for posts of responsibility shall include reference to a candidate being able to access, **upon written request** all items listed (i) to (iv) below after s/he is notified of the outcome of the post of responsibility appointment process:

- (i) His/her marks under each selection criterion
- (ii) The notes of the interview board pertaining specifically to the candidate alone
- (iii) The marks of the recommended candidate(s) under each criterion
- (iv) For the 2017/2018 and 2018/2019 school years, service in the school/scheme of the most senior applicant.

## **16. Grounds for Appeal**

### **16.1 Initiating the Process of Appeal**

An applicant may appeal on one or more of the following grounds in relation to an alleged breach of procedure:

- (a) Pre-interview:
  - 1. Failure to consult staff on the roles and responsibilities as set out in 4.1
  - 2. Breach of the advertising rules
  - 3. Non-notification about the vacancy to teachers on leave of absence/secondment
- (b) Composition of the Interview Board:
  - 4. Lack of gender mix on Interview Board
  - 5. Incorrect/ incomplete composition of the Interview Board
- (c) Marking/Selection Criteria:
  - 6. A computational error in the Interview Board marking sheets which makes a material difference to the outcome
  - 7. A departure from the agreed selection criteria or marking scheme.

16.2 Supporting evidence<sup>2</sup> must be supplied in respect of the grounds for appeal.

## **17. Appeal Board**

- 17.1 The Appeal Board will consist of a nominee of the relevant union, a nominee of the relevant management body and an independent chairperson from a panel agreed by the unions and management bodies.
- 17.2 No member shall be appointed to the Appeal Board to consider a case referred to it who has had prior interest in or dealings with that particular case. However, in circumstances where there is more than one appeal lodged in relation to the appointment process to the same post, an Appeal Board member may hear more than one appeal.

## **18. Process of Appeal**

- 18.1 Appeals in respect of competitions for posts of Assistant Principals I, Assistant Principal II and Programme Co-ordinator posts shall be completed electronically on the agreed PDF appeal form. Only appeals completed and submitted using the electronic form will be processed. Appeals submitted after the *Appeal Date* will not be processed.
- 18.2 Both appeals and response to appeals are each limited to a total submission of 1,000 words.

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<sup>2</sup> Section 18 refers



- 18.3 Any costs incurred by appellants or the school/ ETB as the management respondent shall be their respective responsibility as a party to the appeal.
- 18.4 A candidate who wishes to appeal must lodge a completed PDF appeal form using the notified email address with the Secretary to the Board of Management/Manager/CE<sup>3</sup> within 7 school days of issue of the notification of the outcome of the post of responsibility appointment process<sup>4</sup>.
- 18.5 The final date and time (4.00 p.m.) for notification of appeals to the Secretary to the Board of Management/Manager/CE shall be stated in the letter outlining the outcome of the appointment process. The date will become known as the ***Appeal Date*** and will be at 4.00 p.m. on the seventh school day, with day one commencing on the day after the outcome of the process is issued. If no appeal is received within this timeframe, the Board of Management/Manger/CE shall proceed with the appointment of the recommended candidate.
- 18.6 Documentation (if any) which is relied on to support an appeal and referenced in the appeal form must be submitted by email or in hard copy to the Secretary to the Board of Management/Manager/CE by 4.00 p.m. on the *Appeal Date*. Any such documentation received after this time will not be processed and will be returned to the appellant.
- 18.7 School days are defined as days in which the school is in operation for students. Where the outcome of the competition is notified to applicants in the week immediately prior to the June State examinations, the *Appeal Date* shall occur within the first 12 official examination days of the State examination period. If an appeal is received by this *Appeal Date*, no appeal hearing shall be convened before the next school year.
- 18.8 The Secretary to the Board of Management/Manager/CE will issue an acknowledgement of receipt of the appeal within 3 school days of the *Appeal Date*.
- 18.9 The recommended candidate for the post will be advised by the Secretary to the Board of Management/Manager/CE that an appeal(s) has been lodged and that the appointment process is postponed pending the outcome of the appeal(s).
- 18.10 On receipt of an appeal, the Secretary to the Board of Management/Manager/CE will also notify the Appeal Board Secretariat by email of the *Appeal Date*. The Appeal Board Secretariat will request nominees from the General Secretary of the relevant teachers' union and the General Secretary of the relevant management body and will identify the independent chairperson from the agreed national panel having regard to the agreement reached with respect to the selection of such chairpersons.
- 18.11 The Secretary to the Board of Management/Manager/CE will forward the completed PDF management response form and supporting documentation to the Appeal Board Secretariat within 5 school days of the *Appeal Date* and will simultaneously send a copy of the management response to the appellant.

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<sup>3</sup> CE or designated officer

<sup>4</sup> When sent by email, the completed PDF appeal form attached will automatically be forwarded to the Appeal Board Secretariat for the relevant sector also.

- 18.12 The Secretary to the Board of Management/Manager/CE and the appellant will be notified by the Appeal Board Secretariat as to the composition of the Appeal Board within 7 school days of the *Appeal Date*.
- 18.13 The Appeal Board will undertake a preliminary review of each appeal submitted, the corresponding management response submitted, supporting documentation and relevant Department of Education circulars/forms appropriate to such competitions.
- 18.14 Only documents specifically referenced in the statement of appeal or management response to the appeal are admissible. Any additional and/or unsolicited documentation will not be considered by the Appeal Board and will be returned to sender. The Appeal Board may seek copies of certain documents relevant to its consideration of the appeal from either party to appeal. (See 19.2 below)
- 18.15 Appellants are required to substantiate **each** appeal ground selected on the online appeal form with a supporting rationale/defence. The supporting rationale must be **relevant** to the specific appeal ground selected. Where nothing is provided by way of a rationale/defence of the appeal ground selected, the appeal ground will be discounted by the Appeal Board and reference to this effect will be included in the Appeal Board determination.
- 18.16 The Appeal Board will examine each appeal ground selected and supporting rationale/defence. The Appeal Board will examine the management response to the appeal ground selected and management's rationale/defence. Each appeal ground will be considered and adjudicated upon.
- 18.17 Appeals shall not include observations or disparaging remarks of a personal nature including personalised comments about individuals. Where this transpires, it may lead to an appeal being disqualified by the Appeal Board or an oral hearing being terminated by the Appeal Board.
- 18.18 Where the Appeal Board, having considered the appeal and response, deems it unnecessary to conduct a hearing, it shall notify the appellant and the Secretary to the Board of Management/Manager/CE of the outcome of the appeal within 15 school days of the *Appeal Date*.
- 18.19 Where the Appeal Board, having considered the appeal and management response, decides that a hearing is necessary, it shall set a date for a hearing within fifteen school days of the *Appeal Date*. In the case of ETBs, the venue will be organised by the ETB and any meetings/hearings that arise thereto.
- 18.20 During the course of an appeal, no communication may be made with the Appeal Board or any member thereof except in accordance with the Appeal Procedure or at the request of the Board.

## **19. Appeal Board Hearing**

- 19.1 Purpose of the hearing:
- a) To allow the parties to the appeal to present their respective positions on the appeal
  - b) To allow each party to respond to the other party's position

- c) To allow the Appeal Board the opportunity to seek clarifications on various relevant matters.
- 19.2 Where additional documentation is sought prior to an appeal hearing by the Appeal Board, the parties shall co-operate in furnishing same as soon as possible to the Appeal Board to facilitate the exchange of such documentation to the other party not later than 3 school days prior to the hearing. No documentation shall be admissible at the hearing which has not been supplied in accordance with this timeline. The Appeal Board may draw any inference/conclusion it desires in respect of the failure of either party to provide documentation requested by the Appeal Board.
- 19.3 The parties are bound by the terms of reference and protocol for the conduct of oral hearings. The parties are required to maintain confidentiality throughout this process and subsequent to the process.
- 19.4 The Appeal Board will base the hearing on the following documents: the appeal form, the management response form, accompanying documentation, relevant Department of Education and Skills circular letters and any documentation requested by the Appeal Board.
- 19.5 The appellant may be accompanied by a work colleague or friend. The nature of appeal hearing is such that legal representation is not appropriate.
- 19.6 The Board of Management/Manager/CE may be represented by the Principal or a member of the Board and this person may be accompanied by a management colleague.
- 19.7 **Protocol for the Conduct of a Hearing**
- (i) The Chairperson of the Appeal Board will clarify at the outset the process to be followed in accordance with this protocol. The appeal hearing will **not** constitute a re-run of the competition interview process, but will confine itself to an exploration of the ground/s of appeal and response to appeal ground/s.
  - (ii) Proceedings before the Appeal Board shall be informal. It is not a legal process.
  - (iii) The normal rules of due process and fair procedures apply.
  - (iv) The hearing will be conducted in plenary session with both parties and those accompanying them present. Side bar meetings and/or adjournments are facilitated at the discretion of the Appeal Board. The hearing will be conducted in a reasonable, calm and professional manner.
  - (v) Discourse will be conducted through the Appeal Chairperson.
  - (vi) The appellant is provided with an opportunity to speak to his/her appeal submission. Matters of clarification can be sought by the Appeal Board.
  - (vii) The school/ETB is provided with an opportunity to speak to its appeal response submission. Clarification can be sought by the Appeal Board.

- (viii) Both parties are provided with an opportunity to comment on, ask questions on, address or rebut statements or commentary made or submitted by the other party to the appeal.
- (ix) Members of the Appeal Board may ask questions of one or both parties.
- (x) Prior to the conclusion of the hearing, each party will be invited to provide concluding remarks.
- (xi) The Appeal Chairperson will then close the hearing and remind the parties of their obligations under confidentiality.

## 20. Outcome of Appeal Procedure

- 20.1 The Appeal Board determination will issue to the parties to the appeal and a copy simultaneously provided to the Appeal Board Secretariat within 5 school days of the hearing. The Appeal Board determination will conclude all matters with respect to the appeal.
- 20.2 If an appeal is rejected, the Board of Management/Manager/CE shall proceed with the appointment of the original recommended candidate in the post.
- 20.3 Where an appeal is upheld, the Appeal Board will advise the Board of Management/Manager/CE to recommence the appointment process at the appropriate stage, e.g. re-advertise the post **or** re-interview all the applicants.
- 20.4 In circumstances where the Appeal Board determines that an error was made in the computation of marks awarded that materially changes the outcome, the Appeal Board will specify the fact and advise the Secretary to the Board of Management/Manager/CE that the highest ranked candidate by reference to the correct application of the marks should be recommended for appointment in such circumstances.
- 20.5 As a matter of best practice, where recommencement of the selection process is required following an appeal, membership of the selection board should change except where there is a specific requirement in the current arrangements for the participation of a specific office holder.
- 20.6 Following the conclusion of the appeal, no communication may be made with the Appeal Board or any member thereof except in accordance with the Appeal Procedure or at the request of the Appeal Board.
- 20.7 However, in the event that the Appeal Board reviews an appeal or management response and a matter emerges which materially affects the outcome of the competition which was not cited in the appeal, the Appeal Board will adjudicate in respect of this particular matter and provide a comment on the matter in its determination. In such circumstances, schools/ETBs can seek the permission of the Appeal Board to recommence the competition at a previous stage to that of re-interviewing.

- 20.8 All matters relating to the appeal are **strictly confidential** to the parties to the appeal, the Appeal Board Secretariat and the Appeal Board. This includes all aspects of the appeal process (including documentation that arises thereto).

## **21. Data Protection, Administrative Matters and Review**

- 21.1 All documentation held by the Appeal Board members will be returned by the Appeal Board Chairperson to the Appeal Board Secretariat. The documentation will be retained on file for a period of eighteen months following the appeal determination. Thereafter, the Appeal Board Secretariat will be responsible for confidential document destruction.
- 21.2 In circumstances where issues of clarification may arise, Appeal Boards have recourse to the relevant parties to this appeal procedure through the Appeal Board Secretariat.
- 21.3 Nothing shall preclude the parties at national level, being management bodies and unions post-primary, from collectively seeking feedback at intervals from the Appeal Board Chairpersons to inform continuing best practice and assist in seeking to clarify issues which may fall for review from time to time.
- 21.4 The operation of the Appeal Procedure will be subject to review as agreed at the Teachers' Conciliation Council.

## **22. Forms and Letters**

The following are to be used for the purposes of this appeal procedure:

- Post of Responsibility Teacher Appeal Form (available in PDF format from the school/ETB).
- Management Response to Appeal Form (available in PDF format from post-primary management bodies' websites).
- Appendix 4: Notice to unsuccessful candidate/s re outcome of competition
- Appendix 5: Acknowledgement of receipt of an appeal
- Appendix 6: Notice to recommended candidate advising receipt of appeal

## **Appendix 1: Seniority**

### **Applies to 2017/2018 and 2018/2019 school years.**

Seniority will be reckoned as follows:

#### **Service in the school or scheme**

As this is an interim measure, the current method of calculation will apply.

The service in the school or scheme of the most senior applicant will qualify for 12 points. Using that service as a base line, it will be divided by four in order to establish four quartiles.

- All applicants in the top quartile will each receive 12 points
- All applicants in the second quartile will each receive 9 points
- All applicants in the third quartile will each receive 6 points
- All applicants in the lower quartile will each receive 3 points

#### **Service as a teacher in another school or scheme**

Any teacher who has service in another school or scheme recognised by the Department of Education and Skills, where such service is a minimum of the value of 1 quartile in the competition in question will be moved to the next higher quartile than that justified by service in the school, subject to not exceeding 12 points overall mark on seniority.

## Appendix 2: Template Statement of Roles and Responsibilities

The post of responsibility structure in schools is based on a distributed leadership model, involving the establishment and facilitation of leadership teams with appropriately defined and shared responsibilities.

Subject to the overall authority of the Board of Management/ ETB, the post holder is accountable for the fulfilment of his/her role to the Principal of the school.

Name of Teacher: .....

Tick level of post:    AP I ☐    AP II ☐

1. Roles, Responsibilities and Objectives: (Guideline: Forms should be completed in a succinct manner e.g. maximum of 400 words.)

2. In consideration of the Teacher undertaking the roles and responsibilities assigned, the School shall authorise the Department of Education and Skills/ ETB to pay the appropriate allowance for the level (AP I or AP II) of post from the schedule of salaries and allowances for teachers at the rate 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, in addition to the Teacher's scale salary.

3. In the event of the Teacher having a dispute with the Principal in relation to any aspect of the roles and responsibilities attached to the post and, if the matter cannot be resolved through discussions between the Principal and the Teacher, the Teacher may appeal the issue to the Board of Management/ ETB. As an alternative to appealing the issue to the Board of Management/ ETB, the Teacher may process the matter through a Grievance Procedure.

Date: .....

Signature: ..... Teacher

Acknowledgement

of Receipt: .....Principal

Date: .....

### Appendix 3: Annual Report to Inform Review

Name of Teacher: .....

Tick level of post:    AP I ☐    AP II ☐

1. Outline of Roles, Responsibilities and Objectives fulfilled for the period XX to XX:

2. Self-Review of progress in regard to these areas :

Date: .....

Signature: .....Teacher

Acknowledgement  
of Receipt: .....Principal

Date: .....



## Appendix 4: Notice to unsuccessful candidate/s re outcome of competition

*Logo of School/ETB*  
*Name of School/ETB*

*<Insert date>*

*<Insert addressee>*

*<Insert correspondence address>*

**RE: Notification of outcome of the selection process for the appointment of *Assistant Principal I/ Assistant Principal II/ Programme Co-ordinator post(s)* with *<insert name of school>*.**

Dear *<Insert Name>*,

Thank you for your application and attendance at interview for the above post. I wish to advise you that you were unsuccessful on this occasion.

In the event that you wish to appeal the recommendation of the selection board you are required to:

- Log onto *<insert link to PDF form>*
- Familiarise yourself with the guidance provided
- Complete the PDF form
- When the form is completed press “Save and Send Mail”. The form will self-attach to an email. For the:
  - a) ETB sector, the email address will automatically insert;
  - b) Voluntary secondary school and community and comprehensive sectors, please insert the following email address (XXXX@XXX.XX). **Only** this notified email address should be used.
- Documentation (if any) which is relied on to support your appeal and referenced in your appeal form can:
  - (i) be attached to the email generated and submitted with the form or;
  - (ii) supplied in hard copy marked for the attention of the Secretary to the Board of Management/Manager/CE of *<insert name of school/ETB>* *<delete as appropriate>*.
- Completed appeal forms and relevant supporting documentation (if any), must be submitted no later than **4.00 p.m. on *<insert date>* i.e. the Appeal Date**. It is the responsibility of the appellant to ensure that the completed form and all supporting documentation is received by the school/ETB *<delete as appropriate>* by this date and time.
- Ensure to save copies of the form and supporting documentation for your own records.

A copy of the Circular containing the ***Appeal Procedure for the appointment of Assistant Principal I, Assistant Principal II and Programme Co-ordinator posts*** is available to download from *<insert website link>* or upon email request from your school/ETB *<delete as appropriate>*. We strongly recommend that you make yourself familiar with its contents. (To be changed).

Yours sincerely,

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**Secretary to Board of Management/ Manager/Chief Executive/HR Manager/Head of Recruitment**  
*<delete as appropriate>*

## Appendix 5: Acknowledgment of receipt of an appeal

*[For issue within 3 school days of the Appeal Date]*

*Logo of School/ETB Name  
of School/ETB*

*<Insert date>*

*<Insert addressee>*

*<Insert correspondence address>*

### **RE: Acknowledgment of receipt of appeal**

Dear *<Insert Name>*,

I wish to confirm that *<insert name of school/ETB>* *<delete as appropriate>* is in receipt of your appeal with respect to the post of Assistant Principal I/ Assistant Principal II/ Programme Co-ordinator competition in *<insert name of school>*. This appeal was received on *<insert date>*.

Yours sincerely,

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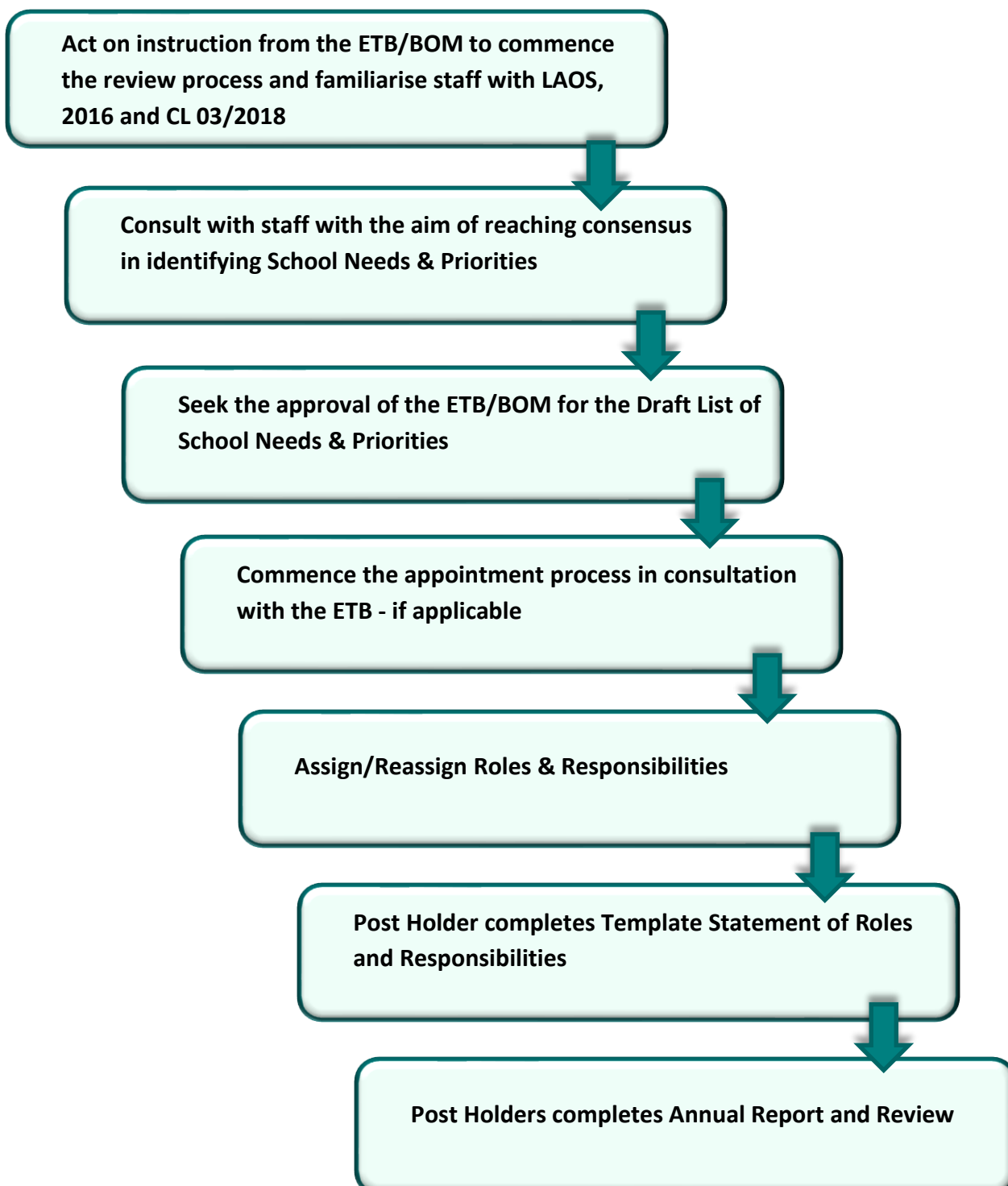
**Secretary to the Board of Management/Manager/Chief Executive/HR Manager/Head of**



## **CL 03/2018**

### **Leadership and Management in Post-Primary Schools**

*Guidance on the Procedure for Conducting a Review and Assigning/Reassigning Roles and Responsibilities*



# 1. Conducting the 'Review'

- The review as set out in CL 03/18 is the process of identifying the needs and priorities of the school.

## 1.1 General Advice

- The review of 'needs and priorities' must be:
  - Initiated at the request of the ETB/BOM and led by the principal.
  - Conducted in a consultative manner with all members of the management team and the teaching staff and where possible, reach a consensus. If a consensus cannot be reached the final decision rests with the ETB/BOM.
  - Considered in the context of *Dimension 2 of LAOS 2016*.
  - Completed within a 6/8-week timeframe.
- The process of reviewing the school needs and priorities and developing roles and responsibilities must be conducted every two years, at minimum.
- If you have already conducted a 'review' within the 2017/2018 academic year, we advise that the review is revisited through the lens of the Domains in Dimension 2 of *Looking at Our Schools, 2016*

## 1.2 Guidance on Conducting the Review

- At least one staff meeting, minimum of 2 hours, should be set aside to commence the review process. A guide to conducting the review is outlined in 1.3 and supporting Templates are available as appendices to this document.
- Facilitate an overview of the CL 03/18 and LAOS 2016 for the staff. This overview can be conducted at the staff meeting or issued in advance to staff. A PowerPoint Presentation is included in the appendices of this document, by means of support.
- Establishing a Task Group, at the staff meeting, to assimilate the views of gathered at the staff meeting and further develop the process of consultation and the development of an agreed list of needs and priorities after the staff meeting is a good option. It is advisable to have the Senior Management, Assistant Principal I, Assistant Principal II and the general teaching staff represented.

## 1.3 Conducting the Review – Suggested Process

### **A Board of Management**

- a) *The ETB/BOM initiates a review of:*

The Leadership and Management priorities of the school (Ref: CL 03/18 Section 4)

- b) *The ETB/BOM delegates the responsibility for the review to the principal.*

A note of this delegation should be recorded in the minutes of the meeting.

### **B The Principal**

Organise a staff meeting to commence the review process, allowing a minimum of two hours for the meeting.

#### **Preparation:**

- a) Publish the single item agenda, CL 03/2018 and the requirements set out therein; a review of the Leadership and Management priorities of the school.
- b) Give notice to staff.
- c) Request the staff to familiarise themselves of LAOS, 2016, to enable them to engage in the review process.

#### **Proposed Review Meeting format:**

- Facilitate a *Think Pair Share (TPS)* activity to allow staff to identify their role as a leader and manager. Appendix 1
  - Allow 5 minutes for staff to individually complete the worksheet.
  - Pair up the staff and ask them to share their thoughts and to seek the view of their colleague (5 minutes).
- Present an overview of *LAOS, 2016* and of CL 03/2018. (Ref: Appendix 2) PowerPoint)
- Facilitate Q & A.
- Present an overview of the profile of the school i.e. Mission Statement, Student Profile, Curricular Provision, MML Reports, SSE Records, Reports as per Statutory & DES obligations and current posts.
- Facilitate a brain storming session on what the current needs of the school are. Request staff to work in groups and complete *Appendix 3*.

- In groups of 4 to 6, facilitate the activity, to map the needs through the lens of the *Domains in Dimension 2 LAOS, 2016*. Issue a copy of *Appendix 4* and a copy of the LAOS, 2016 Overview Poster, *Statements of Practice – Leadership & Management (Appendix 5)*
- Facilitate feedback and create a composite report, highlighting the current needs of the school mapped against LAOS 2016. *Appendix 4* will support the documentation of same.
- Revert to the groups and facilitate *Appendix 6*, prioritise the needs identified.
- Facilitate feedback and create a composite report. *Appendix 7* will support the documentation of same.
- Establish a Task Group of a minimum of six, to include; the principal, deputy principal(s), 1 assistant principal, 1 special duties teacher and 2 non-post holders. The terms of the working group are set out below.
- Inform staff that the Task Group will convene to consider the views of the staff, as identified throughout the meeting, and will present a Draft Proposal of the Needs and Priorities as required under Section 4 of CL 03/2018.
- The Task Group should then work to prepare a Draft List of Needs and Priorities of the School (*Appendix 8*) for further consultation before being presented to the ETB/BOM for approval. This consultation can take place via the staff notice board or electronically but is imperative that all staff are given an opportunity to respond.

## ***C Task Group***

### **Meeting of the Working Group:**

The Task Group should meet as soon as practical after the full staff meeting and meet as often as necessary to complete the Draft Document on Needs and Priorities within ten school days.

### **Terms of Reference:**

- Having considered the staff feedback (*Appendix 3,4 and 6*) an agreed list of needs and priorities for the school for the coming 2 years.
- Place the Draft List Needs and Priorities on the staff notice board and invite staff comment. (*Appendix 8*)
- Reconvene to consider the comments from staff and finalise the Draft List of Needs and Priorities for sign off by the principal, before being presented to the ETB/BOM. (*Appendix 9*)

## ***D The Principal***

- Submit the Draft List of Needs and Priorities to the ETB/BOM for approval. The ETB/BOM has the final determination.
- Publish the Final List of Needs and Priorities, as approved by the ETB/BOM, in the staff room. (*Appendix 10*).
- Submit the Final List of Need and Priorities to the ETB and seek the approval to assign the roles and responsibilities.

## **2. Assignment of Roles and Responsibilities**

- The assignment of roles and responsibilities as set out in Section 6 of CL 03/18 is matter for the employer and is generally delegated to the principal by the ETB. It is recommended that a record of the approved delegation is retained.

### **2.1 General Advice**

- All post holders are subject to assignment/reassignment.
- The assigned roles and responsibilities are based on the needs and priorities identified in the Review Process.

### **2.2 Guidance on assigning/reassigning Roles and Responsibilities**

- The roles and responsibilities must be commensurate with the level of the post, API or APII.
- Consult and discuss the assigned role and responsibility with each post holder.
- Consider the professional development opportunity for the post holder.
- Refer to school self-evaluation and LAOS 2016 during the discussion and discuss how the role could be developed to meet the needs and priorities of the school and the evidence that may be required to identify reaching that need.



## 2.3 Identifying Roles and Responsibilities to meet the Needs and Priorities of the School

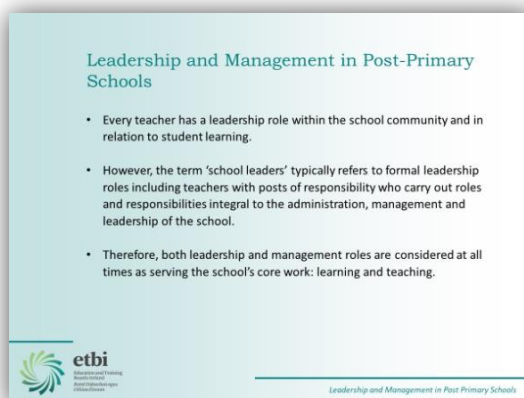
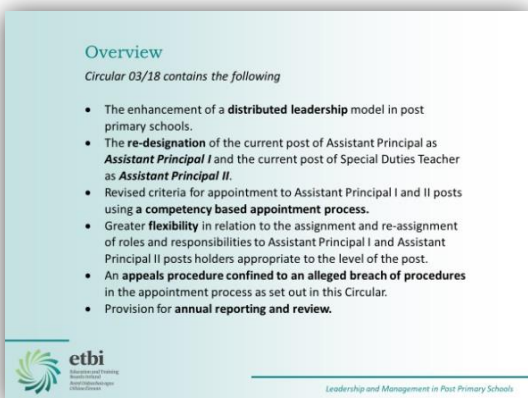
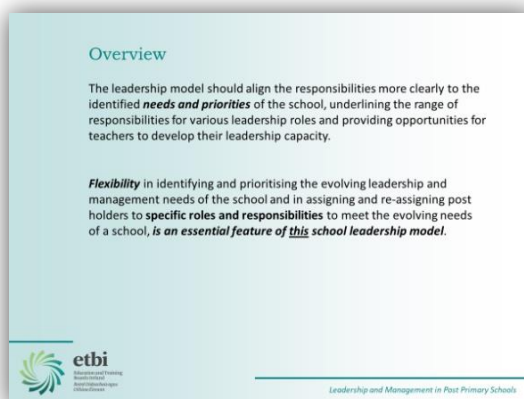
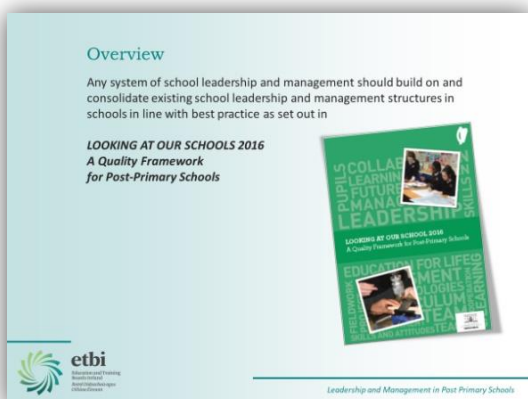
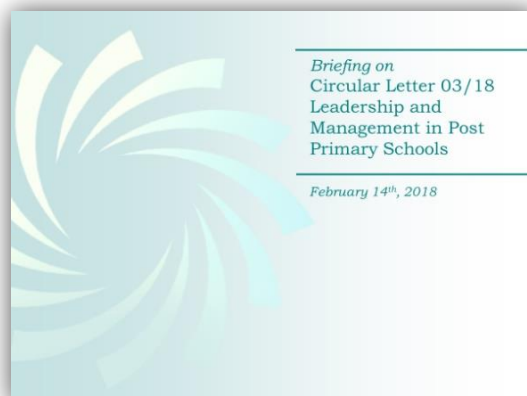
- The Roles and Responsibilities are based on the needs and priorities identified in the Review Process.
- Commence the assignment/reassignment process.
- Set out the roles and responsibilities of each post holder in a *Statement of Roles and Responsibilities* (Appendix 12 Statement of roles and responsibility taken from Appendix 2 of CL 03/18)
- Discuss the roles, responsibilities and objectives of the post during the consultation with the API/APII when assigning roles and responsibilities. (Insert sample
  - Post a list of the post holders, the level of their post and a summary of their role and responsibility on the staff notice board and update as appropriate. (*Appendix 13 blank for use*)

## 2.4 Reporting and Review

- Each post holder is required to provide an annual report to the Principal, with reference to the objectives set for his/ her role and responsibilities. (*Appendix 14 taken from Appendix 3 of CL 03/18*)
- A post holder is required to undertake an annual review with the Principal and his/her report will inform the discussion. The review will be informed by the post holder's annual report.  
*The review will include:*
  - review of progress in the areas of responsibility;
  - review of the role in the context of the changing needs of the school;
  - review of professional development of the post holder
- This review may result in re-assignment of the post holder's role and responsibilities, considering the needs and priorities of the school and the professional development of the post holder.
- The reports will form part of the Principal's annual report on leadership and management in the school to the Board of Management/ ETB.

## Appendices

## Appendix 1



## Leadership and Management in Post-Primary Schools

### Re-designated titles:

Under the provisions of this Circular the current post of Assistant Principal is re-designated as **Assistant Principal I (AP I)** and the current post of Special Duties Teacher is re-designated as **Assistant Principal II (AP II)**.

All terms of this Circular, including the re-designation (renaming) of posts, are **applicable to all holders of Assistant Principal and Special Duties posts, irrespective of the date of their appointment.**



Leadership and Management in Post-Primary Schools

## Leadership and Management in Post-Primary Schools – Assistant Principal I and II

In the school Assistant Principals occupy **positions of strategic importance** in

- Leadership,
- Management
- Administration

In line with **the principles of distributed leadership**, Assistant Principals I and II **work in teams in collaboration** with the Principal and/or Deputy Principal and have **shared responsibility**, commensurate with the level of the post for areas such as:

- Leading learning and teaching
- Managing the organisation
- Leading school development
- Developing leadership capacity



Leadership and Management in Post-Primary Schools

## Allocation of Assistant Principal Posts

WTE	AP I	AP II
6 - 9	0	1
9 - 12	1	1
13	1	2
14 - 17	2	2
18	2	3
19 - 20	3	4
21 - 24	3	5
25 - 26	4	5
27 - 30	4	6
31 - 32	5	6
33 - 40	5	7
41 - 45	6	7
46 - 49	7	8
50 - 55	7	9
56 - 64	7	10
65 - 69	8	10
70 +	8	11

Where a school has excess AP I posts, this will not prevent the appointment of an AP II post where the number of AP II posts is less than the threshold.

\* Posts within the Self Financing Adult Education Programme and the Programme Co-ordinator Post do not form part of the normal cohort of posts



Leadership and Management in Post-Primary Schools

## School Context

While general guidance is available in relation to all aspects of the review process, it is important to acknowledge the school context throughout the review process e.g. Mission Statement and its Aims and Objectives, the students and curricular profile of the school, requirements of the DES its agencies and ETB, roles being carried out by current post holders....etc



Leadership and Management in Post-Primary Schools

## 1. Identification of Leadership and Management Needs and Priorities of the School

- A review process shall occur at least **once every two years**
- The review process should be **completed within 6 – 8 weeks** and will **identify**
  - the leadership and management needs and priorities of the school and subsequently inform
  - the roles and responsibilities which need to be performed for the effective leadership and management of the school.
- The determination of the leadership and management needs and priorities of the school should, in so far as possible, be achieved by consensus between the Board of Management/ETB and the teaching staff. However, if, following consultation, consensus is not possible, final decisions in the matter rest with the Board of Management/ETB.



Leadership and Management in Post-Primary Schools

## Supporting Templates

A number of supporting templates have been created for use throughout the review, mapping and prioritising process

Template
1. School Review Leader and Manager
2. Review Process Presentation to Staff
3. Identify the Needs of the School
4. Mapping the Needs to LMS 2018
5. LMS 2018 Header
6. Prioritised Needs
7. Comparison of Needs and Priorities
8. Draft List of Needs and Priorities
9. Final Draft List of School Needs & Priorities
10. Approved List of School Needs & Priorities
11. Detailed Outline of Roles and Responsibilities
12. Appendix A: LMS 2018 Statement of Roles and Responsibilities
13. List of Roles and Responsibilities
14. Appendix B: LMS 2018 Annual Report to Inform Review



Leadership and Management in Post-Primary Schools

## 2. Assignment of Roles and Responsibilities

- The assignment of roles and responsibilities as set out in Section 6 of CL 03/18 is matter for the employer and is generally delegated to the principal.
- All post holders are subject to assignment/reassignment.
- The assigned roles and responsibilities are based on the needs and priorities identified in the Review Process.
- The roles and responsibilities must be commensurate with the level of the post, API or APII.
- Consider the professional development opportunity for the post holder.
- The roles and responsibilities of each post holder will be set out in a **Statement of Roles and Responsibilities**. The statement shall be completed on initial assignment or subsequent re-assignment of the post holder.

## Appendix 2

### Template Statement of Roles and Responsibilities

The post of responsibility holder is subject to assignment/reassignment in accordance with the needs and priorities identified in the Review Process. The post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them.

Statement of Roles and Responsibilities

Name of Post Holder: \_\_\_\_\_

Post: \_\_\_\_\_

1. In the Statement of Roles and Responsibilities, the post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them.

2. In the Statement of Roles and Responsibilities, the post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them.

3. In the Statement of Roles and Responsibilities, the post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Principal/Deputy Principal

## Reporting and Review

- All post holders are **accountable** to the Board of Management/ETB, as appropriate, for the fulfilment of their roles and responsibilities and how their work contributes to the pedagogic and organisational advancement of the school.



## Annual Report

Each post holder will provide an **annual report** to the Principal/ Deputy Principal, as appropriate, with reference to the objectives set for the post holder in relation to his/ her assignment/ re-assignment to specific roles and responsibilities.

This report will inform a discussion with the Principal/ Deputy Principal.

These reports will form part of the Principal's annual report on leadership and management in the school to the Board of Management/ ETB.

Annual Report

Name of Post Holder: \_\_\_\_\_

Post: \_\_\_\_\_

1. In the Annual Report, the post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them.

2. In the Annual Report, the post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them.

3. In the Annual Report, the post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them. The post holder is responsible for the delivery of the role and responsibilities assigned to them.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Principal/Deputy Principal

## Reporting and Review

A post holder is required to undertake an annual review with the Principal/ Deputy Principal. This review will be informed by the post holder's annual report.

The review will include:

- review of progress in the areas of responsibility;
- review of the role in the context of the changing needs of the school;
- review of professional development of the post holder.

As the needs and priorities of the school continuously evolve, this review may result in re-assignment of the post holder's role and responsibilities within the leadership and management team.



## **Think, Pair, Share**

*Your role as a Leader and Manager*

Use the space below to note your daily school activities that would identify you as a leader and manager

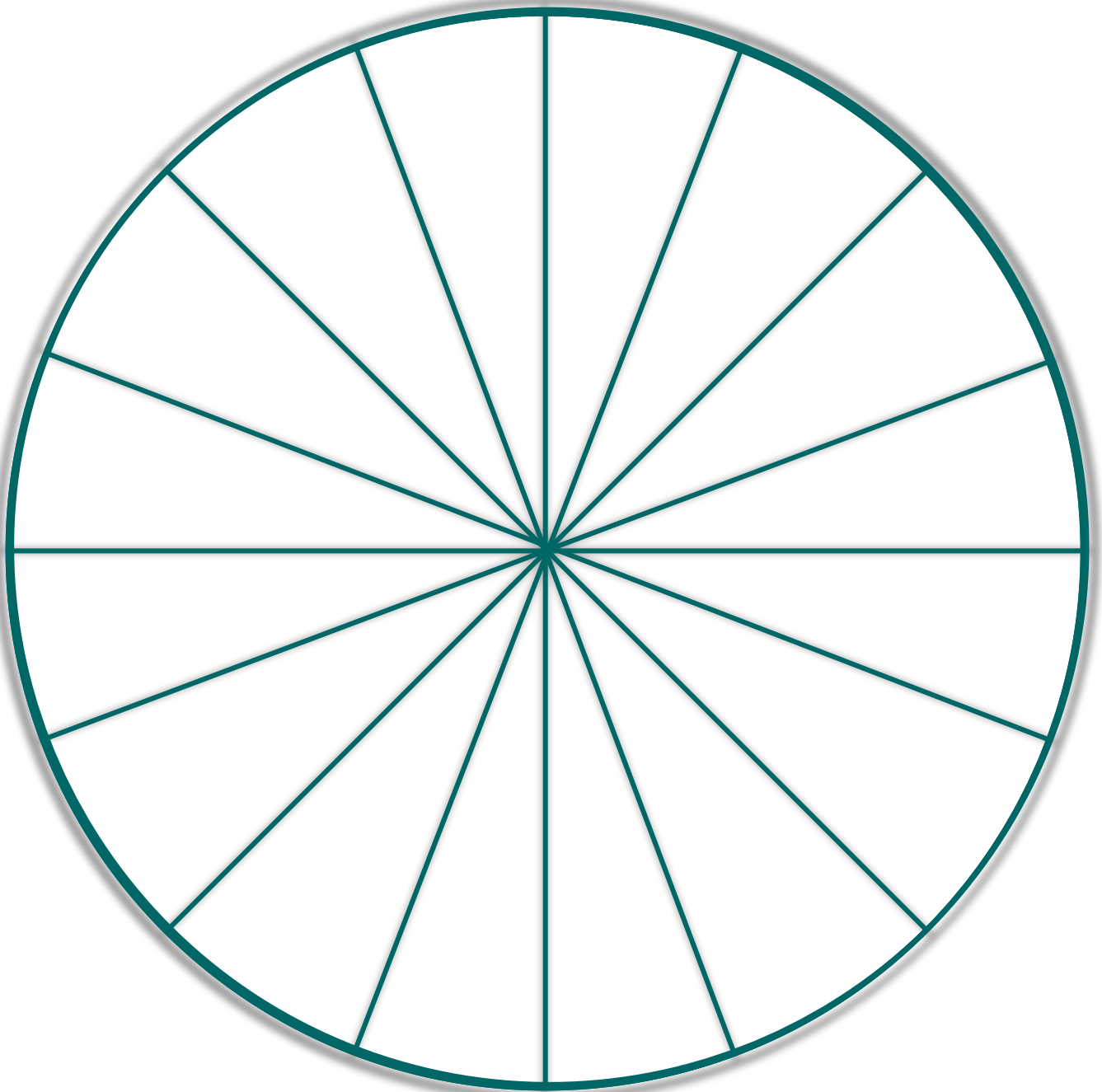
*\*Please be prepared to share your thoughts with colleagues*

### **Leader**

### **Manager**

## **Needs of the school**

- Agree who will act as 'recorder' and as 'reporter'
- In groups identify needs of the school.
- Use the wheel below to record your team's views



<b>Mapping the identified needs to the Domains set out in Dimension 2, LAOS 2016</b>	
<ul style="list-style-type: none"> <li>• Agree who will act as ‘recorder’ and as ‘reporter’</li> <li>• Use the <b>LAOS, 2016 Overview Poster, <i>Statements of Practice – Leadership &amp; Management</i></b>, to assist you in this activity.</li> </ul>	
<b>Leading Teaching and Learning</b>	<b>Managing the Organisation</b>
<b>Leading School Development</b>	<b>Developing Leadership Capacity</b>



## LOOKING AT OUR SCHOOL 2016

### *A Quality Framework for Post-Primary Schools*

#### Dimension 1 — Teaching and Learning

<b>DOMAINS</b>	Learner Outcomes	<i><b>A set of standards align to each of the Teaching and Learning Domains and relate to both the students and teacher</b></i>
	Learner Experiences	
	Teachers' individual practice	
	Teachers' collective/collaborative practice	

#### Dimension 2 — Leadership and Management

<b>STANDARDS</b>		
<b>DOMAINS</b>	<b>Leading learning and teaching</b>	<ul style="list-style-type: none"> <li>• promote a culture of <b>improvement, collaboration, innovation</b> and <b>creativity</b> in learning, teaching and assessment</li> <li>• foster a commitment to <b>inclusion</b>, equality of opportunity and the holistic development of each student</li> <li>• manage the planning and implementation of the school curriculum</li> <li>• foster <b>teacher professional development</b> that enriches teachers' and</li> </ul>
	<b>Managing the organisation</b>	<ul style="list-style-type: none"> <li>• establish an orderly, secure and healthy learning environment, and maintain it through effective communication:</li> <li>• manage the school's human, physical and financial resources so as to create and maintain a learning organisation.</li> <li>• manage challenging and complex situations in a manner that demonstrates equality, fairness and justice:</li> <li>• develop and implement a system to promote professional responsibility</li> </ul>
	<b>Leading school development</b>	<ul style="list-style-type: none"> <li>• communicate the guiding vision for the school and lead its realisation</li> <li>• lead the school's engagement in a continuous process of self evaluation</li> <li>• build and maintain relationships with parents, with other schools, and with the wider community</li> <li>• manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</li> </ul>
	<b>Developing leadership capacity</b>	<ul style="list-style-type: none"> <li>• critique their practice as leaders and develop their understanding of effective and sustainable leadership</li> <li>• empower staff to take on and carry out leadership roles</li> <li>• promote and facilitate the development of student voice, student participation, and student leadership</li> </ul>

## Prioritisation of needs

- Agree who will act as ‘recorder’ and as ‘reporter’
- In groups, propose a prioritisation of the identified needs.
- Use the **LAOS, 2016 Overview Poster, Statements of Practice – Leadership & Management**, to assist you in this activity.

*Using the ‘RANKING LADDER’, prioritise the top 10 needs*

*Use this space to identify the Domain to which the priority applies.*

	➔	
	➔	
	➔	
	➔	
	➔	
	➔	
	➔	
	➔	
	➔	
	➔	
	➔	

## Recording Template

Composite Identified Needs and Priorities arising from staff meeting of \_\_\_\_\_

*Redraw the template on Flip Chart Paper or on a PowerPoint Slide and use to gather the feedback from staff.*

**Leading Teaching & Learning**

**Managing the Organisation**

**Leading School Development**

**Developing Leadership Capacity**

## Draft List of School Needs & Priorities Post on the Staff Notice Board

<i>School Name:</i>	
<i>Date of posting on staff notice board:</i>	
<i>Date of withdrawal from staff notice board:</i>	

**Identified Needs and Priorities at the Staff Meeting dated \_\_\_\_\_**  
(in no particular order)

[illegible]

## Prepared by the Task Group

Signed by the Principal:
Date:

## Final Draft List of School Needs & Priorities Post on the Staff Notice Board

School Name:	
Date of posting on staff notice board:	
Date of withdrawal from staff notice board:	
Presented to the ETB/BOM and approved at the meeting of:	

### Identified Needs and Priorities at the Staff Meeting dated \_\_\_\_\_ (in no particular order)


Prepared by the Task Group

Signed by the Principal:

Date:

<b>Approved List of School Needs &amp; Priorities</b> <b>Post on the Staff Notice Board</b>	
School Name:	
Date of posting on staff notice board:	
Presented to the ETB/BOM and approved at the meeting of	

<b>Identified Needs and Priorities</b> <i>(in no particular order)</i>

<i>Prepared by the Task Group</i>	
Signed by the Principal:	Date:
Signed by the CE/Director Schools/BOM:	Date:

# Sample Leadership and Management Responsibilities mapped to the Domains – LAOS 2016

## Role: Year Head with overall responsibility for year group

### Domain 1: Leading Teaching and Learning

Range of responsibilities & opportunities for teachers to develop leadership capacity:

- ***promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment:***
  - promote a culture of **continuous improvement by supporting colleagues to become reflective practitioners.**
  - **expect** and encourage teachers to develop and **extend** their teaching, learning and assessment practices, and to share **practices that have proven successful at improving students' learning.**
  - **actively promote** innovation and creativity.
  - **welcome and celebrate** individual and collective contributions and achievements
- ***foster a commitment to inclusion, equality of opportunity and the holistic development of each student:***
  - promote an inclusive school community which **demonstrably values diversity and challenges discrimination.**
  - **ensure** that all relevant school policies are inclusive and are implemented accordingly.
  - **establish clear** principles of inclusion and social justice to **deliver** equality of opportunity for students **throughout all aspects of school life and do so in collaboration with all staff.**
  - develop and implement **highly effective** policies and practices to support students' educational, social and personal well-being.
  - have **highly effective** systems for monitoring students' progress and development. **They ensure that these systems are used to help students reach their full potential.**

### Domain 2: Managing the Organisation

Range of responsibilities & opportunities for teachers to develop leadership capacity:

*(In the framework the statements of practice refer to the Board, Principal and DP roles however in the context of shared responsibility and distributed leadership these statements can also apply to those in management and leadership positions.)*

- ***establish an orderly, secure and healthy learning environment, and maintain it through effective communication:***
  - are **fully aware** of the organisation's statutory obligations and with all legislative and policy requirements.
  - assist BOM and the principal to fulfil their responsibility to create and maintain a climate of security and well-being in the school. They assist in the development and implementation of clear policies to **ensure** the safety and well-being of all students and staff.
  - along with BOM and the principal **fully understand** the school's responsibilities for child protection and health and safety matters and **communicate these very effectively to the whole school community.** They **work constructively** with the relevant statutory bodies.

- support the principal and deputy principal in managing and overseeing the smooth day-to-day running of the school. To this end, they assist in the development and implementation of systems of communication that **enable all other members of the school community to play their part.**
- ***manage the school's human, physical and financial resources so as to create and maintain a learning organisation:***
  - works with the principal and BOM to maintain a learning organisation that delivers **high-quality** learning experiences for all students and staff.
  - assists the principal in leading and managing the organisational structures in the school **very effectively.**
- ***manage challenging and complex situations in a manner that demonstrates equality, fairness and justice:***
  - along with BOM and the principal ensure that **the values of the school enshrine equality, fairness and justice for all students and staff, and are clearly enunciated in policies.**
  - along with the principal and deputy principal **model and develop** a strong culture of mutual trust, respect and **shared accountability.** They foster a **very positive** school climate and encourage respectful interactions at all levels within the school community.
  - along with BOM and the principal **challenge** actions, behaviours and practices that do not accord with the school's ethical standards.
  - along with BOM and the principal **are alert to** potentially challenging situations. They work **pre-emptively and effectively** to manage them and adopt a solution-focused approach.
  - along with BOM and the principal, they **communicate very clearly** the procedures for dealing with conflict and **follow them as necessary.** They **successfully implement and monitor agreed solutions.**
- ***develop and implement a system to promote professional responsibility and accountability:***
  - **critically analyse** and evaluate their own practice.
  - assist the principal, in ensuring that teachers who are experiencing difficulties are supported effectively

### Domain 3: Leading School Development

**Range of responsibilities & opportunities for teachers to develop leadership capacity:**

- ***build and maintain relationships with parents, with other schools, and with the wider community:***
  - build and maintain relationships with parents, with other schools, and with the wider community
  - value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain **very constructive** relationships with parents.
  - **build and maintain very productive relationships** with other schools and education providers to extend learning opportunities for students.
  - **build and maintain mutually beneficial relationships** between the school and the wider community.
- ***manage, lead and mediate change to respond to the evolving needs of the school and to changes in education:***
  - are **alert and responsive to** the changing needs of the school.

**keep abreast of thinking, developments and changes in the broader educational environment and use this information positively for the benefit of the school**

### Domain 4: Developing Leadership Capacity

**Range of responsibilities & opportunities for teachers to develop leadership capacity:**

- ***critique their practice as leaders and develop their understanding of effective and sustainable leadership***
  - regularly review their own and each other's professional practice and development through the school's rigorous self-evaluation processes.
  - **develop self-awareness** by regularly questioning their own practice through personal and collaborative reflection. They **identify and work on** areas of their practice that require improvement.



- **attend successfully to their own wellbeing, as well as that of others.** They respond **proportionately and constructively** to pressing responsibilities and demands.
- ***promote and facilitate the development of student voice, student participation, and student leadership***
  - **recognise students as stakeholders**, value their views, and **ensure** their involvement in the operation of the school.
- ***build professional networks with other school leaders***
  - **engage purposefully with** the national bodies that support the development of effective management and leadership practices.

## Role: School Self Evaluation Coordinator

### Domain 1: Leading Teaching and Learning

Range of responsibilities & opportunities for teachers to develop leadership capacity:

- ***promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.***
  - promote a culture of **continuous improvement by supporting colleagues to become reflective practitioners.**
  - uses SSE with the Principal **very effectively** to encourage teaching that is engaging and challenging, and **to enable all students to become active and motivated learners.**
  - **expect** and encourage teachers to develop and **extend** their teaching, learning and assessment practices, and to share **practices that have proven successful at improving students' learning.**
  - **actively promote** innovation and creativity.
  - **welcome and celebrate** individual and collective contributions and achievements
- ***foster a commitment to inclusion, equality of opportunity and the holistic development of each student***
  - promote an inclusive school community which **demonstrably values diversity and challenges discrimination.**
  - **ensure** that all relevant school policies are inclusive and are implemented accordingly.
  - **establish clear** principles of inclusion and social justice to **deliver** equality of opportunity for students **throughout all aspects of school life and do so in collaboration with all staff.**
  - develop and implement **highly effective** policies and practices to support students' educational, social and personal well-being.
  - have **highly effective** systems for monitoring students' progress and development. **They ensure that these systems are used to help students reach their full potential.**

### Domain 2: Managing the Organisation

Range of responsibilities & opportunities for teachers to develop leadership capacity:

*(In the framework the statements of practice refer to the Board, Principal and DP roles however in the context of shared responsibility and distributed leadership these statements can also apply to those in management and leadership positions.)*

- ***establish an orderly, secure and healthy learning environment, and maintain it through effective communication:***
  - are **fully aware** of the organisation's statutory obligations and with all legislative and policy requirements.
  - assist BOM and the principal to fulfil their responsibility to create and maintain a climate of security and well-being in the school. They assist in the development and implementation of clear policies to **ensure** the safety and well-being of all students and staff.
  - along with BOM and the principal **fully understand** the school's responsibilities for child protection and health and safety matters and **communicate these very effectively to the whole school community.** They **work constructively** with the relevant statutory bodies.
  - support the principal and deputy principal in managing and overseeing the smooth day-to-day running of the school. To this end, they assist in the development and implementation of systems of communication that **enable all other members of the school community to play their part.**
- ***manage the school's human, physical and financial resources so as to create and maintain a learning organisation.***
  - works with the principal and BOM to maintain a learning organisation that delivers **high-quality** learning experiences for all students and staff.
  - assists the principal in leading and managing the organisational structures in the school **very effectively.**

- ***manage challenging and complex situations in a manner that demonstrates equality, fairness and justice:***
  - along with BOM and the principal ensure that **the values of the school enshrine equality, fairness and justice for all students and staff, and are clearly enunciated in policies.**
  - along with the principal and deputy principal **model and develop** a strong culture of mutual trust, respect and **shared accountability**. They foster a **very positive** school climate and encourage respectful interactions at all levels within the school community.
  - along with BOM and the principal **challenge** actions, behaviours and practices that do not accord with the school's ethical standards.
  - along with BOM and the principal **are alert to** potentially challenging situations. They work **pre-emptively and effectively** to manage them, and adopt a solution-focused approach.
  - along with BOM and the principal, they **communicate very clearly** the procedures for dealing with conflict and **follow them as necessary**. They **successfully implement and monitor agreed solutions**.
- ***develop and implement a system to promote professional responsibility and accountability.***
  - **critically analyse** and evaluate their own practice.
  - **work with the principal to promote a culture** of collaborative review of teaching and learning practices and outcomes, as part of an effective professional accountability process. **He/she does so in an affirming and developmental manner.**

### Domain 3: Leading School Development

#### Range of responsibilities & opportunities for teachers to develop leadership capacity:

- ***lead the school's engagement in a continuous process of self-evaluation***
  - those leading school self-evaluation engage with it as a structured process with a focus on improving teaching, learning and assessment.
  - principal and deputy principal **very competently exercise their role** in leading and managing action planning for improvement. **They ensure** that improvement plans are put into action on a whole-school basis and are monitored systematically.
  - **leading school self-evaluation ensure that the school's improvement planning is underpinned by a culture of high aspirations for staff and students.**
  - **they work purposefully and very effectively to ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes.**
- ***build and maintain relationships with parents, with other schools, and with the wider community***
  - value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain **very constructive** relationships with parents.
  - **build and maintain very productive relationships** with other schools and education providers to extend learning opportunities for students.
  - **build and maintain mutually beneficial relationships** between the school and the wider community.
- ***manage, lead and mediate change to respond to the evolving needs of the school and to changes in education***
  - are **alert and responsive to** the changing needs of the school.
  - **keep abreast of thinking, developments and changes in the broader educational environment and use this information positively for the benefit of the school.**
  - those leading SSE use the SSE process **very effectively to manage the school's response to changing needs.**

### Domain 4: Developing Leadership Capacity

#### Range of responsibilities & opportunities for teachers to develop leadership capacity:

- ***critique their practice as leaders and develop their understanding of effective and sustainable leadership***
  - regularly review their own and each other's professional practice and development through the school's rigorous self-evaluation processes.
  - **develop self-awareness** by regularly questioning their own practice through personal **and collaborative** reflection. They **identify and work on** areas of their practice that require improvement.
  - **attend successfully to their own wellbeing, as well as that of others.** They respond **proportionately and constructively** to pressing responsibilities and demands.
- ***promote and facilitate the development of student voice, student participation, and student leadership***
  - **recognise students as stakeholders**, value their views, and **ensure** their involvement in the operation of the school.
  - **actively consult and engage with students to review and improve teaching, learning and assessment practices.**
- ***build professional networks with other school leaders***
  - **engage purposefully with** the national bodies that support the development of effective management and leadership practices.

**Appendix 2: Template Statement of Roles and Responsibilities**

The post of responsibility structure in schools is based on a distributed leadership model, involving the establishment and facilitation of leadership teams with appropriately defined and shared responsibilities

Subject to the overall authority of the Board of Management/ ETB, the post holder is accountable for the fulfilment of his/her role to the Principal of the school.

Name of Teacher: .....

Tick level of post:    AP I ☐    AP II ☐

1.    Roles, Responsibilities and Objectives: (Guideline: Forms should be completed in a succinct manner e.g. maximum of 400 words.)

2.    In consideration of the Teacher undertaking the roles and responsibilities assigned, the School shall authorise the Department of Education and Skills/ ETB to pay the appropriate allowance for the level (AP I or AP II) of post from the schedule of salaries and allowances for teachers at the rate 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, in addition to the Teacher's scale salary.
3.    In the event of the Teacher having a dispute with the Principal in relation to any aspect of the roles and responsibilities attached to the post and, if the matter cannot be resolved through discussions between the Principal and the Teacher, the Teacher may appeal the issue to the Board of Management/ ETB. As an alternative to appealing the issue to the Board of Management/ ETB, the Teacher may process the matter through a Grievance Procedure.

Date: .....

Signature: ..... Teacher

Acknowledgement  
of Receipt: .....Principal

Date: .....

## Post Holders and their Roles and Responsibilities

School Name:	
Date of posting:	

Post Holder:	Level of Post (API or APII)	Associated Role:	Summary of Responsibilities:

Signed by the Principal:	Date:
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## Post Holders and their Roles and Responsibilities

School Name:	<i>A.N. Other School</i>
Date of posting:	<i>March 30<sup>th</sup>, 2018</i>

Post Holder:	Level of Post (API or APII)	Associated Role:	Summary of Responsibilities:
<i>Joe Bloggs</i>	<i>AP I</i>	<i>Year Head</i>	<i>Leading the 1<sup>st</sup> Year group in the context of LAOS 2016</i>
<i>Mary Brown</i>	<i>AP II</i>	<i>ICT Coordinator</i>	<i>Developing the ICT structure in the context of LAOS 2016</i>

Signed by the Principal:	Date:
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**Appendix 3: Annual Report to Inform Review**

Name of Teacher: .....

Tick level of post:    AP I ☐    AP II ☐

1. Outline of roles, responsibilities and objectives fulfilled for the period \_\_\_\_\_ to \_\_\_\_\_:

2. Self-Review of progress in regard to these areas:

Date: .....

Signature: .....Teacher

Acknowledgement of Receipt: .....Principal

Date: .....







