



## **Deputy Principal Job Description**

### **Post Summary**

The overall responsibility of the Deputy Principal is to assist the Principal in the management of the school.

Besides the discharge of specific administrative and management duties, the Deputy Principal also exercises a leadership and motivational role in the direction of the school enterprise. Together the Principal and Deputy Principals form the senior leadership team of the school working in tandem to fulfil the aims and objectives of the school. That teamwork is also broadened to include the post holders to form part of the management team and the staff whose co-operation and commitment are also vital to the achievement of the goals of the school.

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

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

The Deputy Principal shall teach a maximum of 8 hours per week. This may vary in accordance with the relevant DES Circular Letter.

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

The Deputy Principal will also be required by the Board of Management to be present in the school for periods during the State Examinations and for other periods outside the normal opening hours and days of the school such as may be necessary from time to time.

### **Key areas of responsibility**

The Deputy Principals, in collaboration with the Principal, shall have responsibility for the following key areas:

1. Support the Principal in developing a school environment which is supportive of learning and high achievement among the students.
2. Develop appropriate curricular programmes and methods of instruction that meet the needs of all students in the school and timetabling to support them.
3. Assist the Principal in supporting, leading and the evaluation of learning and teaching across the school and contribute to school self-evaluation and the development of school improvement plans. Support the Principal in the implementation of the Strategic Plan and school improvement plan.

4. Develop a positive working relationship with the Principal, teaching and support staff, parents, students and College Union.
5. Implement all school policies with an understanding of their rationale.
6. Assist the Principal in the day to day management of the school, including the planning and oversight of the daily timetable.
7. Assist the Principal in matters of student discipline, in the promotion of good order and general supervision between classes.
8. Be responsible for cover for absent teachers and the implementation of the Supervision and Substitution Scheme.
9. Preparation of the timetable annually and its submission to the DES via the September and October returns.
10. Ensure that all Child Protection policies are fully implemented.

**This list is not exhaustive.**

**Attached is the current list of duties for the Deputy Principals.**

### **Core Competencies required to successfully carry out the above duties.**

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

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

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

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

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

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

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

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

Each of these competencies is defined in a school context below, with sample behavioural indicators included.

- A. Leadership in a Faith School:** The Deputy Principal promotes the building of a school community in its religious tradition and in accordance with the values of the school's mission statement and expressed philosophy. As a significant occupational requirement of Deputy Principalship the successful candidate will be called upon to understand, protect and promote the stated characteristic spirit of the school. He/she will be committed to the demands implied in such protection and promotion. He/she will operate in accordance with the quality of action, function and presence laid down by the Board of Management on behalf of the Trustees, as necessary for the carrying out of this role.

This competency will include the ability to articulate clear objectives for faith development in the school, placing faith development appropriately within the whole school planning and review process.

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

- Demonstrate the capacity to be a motivational leader of staff in relation to characteristic spirit and to commit to reflective practice, the ongoing professional development of staff and the leadership role of others in this regard.
- Demonstrate evidence of initiative and intent in upholding and protecting the College's Ethos, including ideas around developing each individual's Conscience, Competence, Compassion and Commitment.
- Demonstrates the sincere willing dispositions necessary to protect and promote Blackrock's characteristic spirit and has demonstrated such willing dispositions in past undertakings and achievements.
- Be a person who can articulate the relevance of Catholic Education in the Spiritan tradition and single-sex education in the contemporary context.
- Demonstrate evidence of knowledge of the legal complexities regarding human rights, religious freedom and discrimination in Irish society.
- Demonstrate evidence of the ability to integrate this competency with all the other competencies as laid out by the Board of Management.

- B. Promotion of a Holistic Development Culture including Leading Learning and Teaching:** The Deputy Principal creates and promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing

the planning and implementation of the school curriculum. He/she fosters a commitment to inclusion, equality of opportunity and the holistic development of each student through the formal Curriculum together with Co-Curricular and Extra Curricular subjects and activities, all of which are informed by and contribute to the school's characteristic spirit. He/she fosters teacher professional development that enriches teachers' and students' learning, promoting the achievement of high educational outcomes.

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

- Demonstrate evidence of an understanding of what 'curriculum planning' means in its broadest sense and evidence of having a vision for the school in this regard.
- Be an excellent practitioner who has or has the capacity to work collaboratively with individuals and groups to improve Teaching & Learning.
- Promote and support a culture of continuous professional development for staff in a range of areas to support high-quality teaching and/or to address the identified needs of the school. (Domain 1)
- Show commitment to on-going evidence-based school self-evaluation for the achievement of high educational standards and demonstrate capacity in implementing strategic improvement planning in teaching and learning.
- Establish and support the development of 'staff teams' in all areas of school life in support of the achievement of the school's aims and objectives, empowering staff to take on and carry out leadership roles. (Domain 4)
- Be personally familiar with what is required to improve the quality of learning and teaching.
- Promote and facilitate the development of student voice, student participation and student leadership. (Domain 4)

**C. Interpersonal Relationships including Developing Leadership Capacity:** The Deputy Principal critiques his/her practice as leader and develops his/her understanding of effective and sustainable leadership. He/she collaboratively builds and maintains professional and respectful relationships with staff, students, parents and other support agencies, including building professional networks with other school leaders. The Deputy Principal establishes, builds and leads staff teams in all areas of school life. He/she promotes and facilitates the development of student voice, student participation, and student leadership. The Deputy Principal uses appropriate communication skills to empower staff to take on and carry out leadership roles. He/She appropriately anticipates, addresses and manages the conflictual challenges that inevitably accompany this role. The Deputy Principal also encourages and fosters the building of leadership capacity among staff in all areas of school life that support the achievement of the school's mission and vision as articulated by the Board of Management.

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

- Encourages a positive atmosphere and culture within the school using a range of communication skills to influence all parties involved.
- Displays an understanding of the need to encourage teamwork in all aspects of school life, to create and motivate staff teams and working groups to lead developments in key areas, and thus to build leadership capacity. (Domain 4)
- Displays an understanding of the need to prioritise and delegate responsibilities appropriately and strategically. (Domain 4)

- Demonstrates an ability to anticipate problems, setting up a number of strategies and objectives to ensure a successful outcome.
- Have the ability to manage challenging and complex situations in a manner that demonstrates equity, fairness and justice. (Domain 2)
- Recognises students as stakeholders, valuing their views, and promoting their involvement in the operation of the school with an active role in decision-making and policy development. (Domain 4)
- Build and maintain relationships with parents, the College Union, with other schools, and the wider community. (Domain 3)

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

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

- Display the capacity and or/experience to manage the design, planning and implementation of the school curriculum (programmes, subjects and activities) which support the achievement of the school's goals and objectives, in line with Dept. of Education requirements and arising out of School Self Evaluation. (Domain 1)
- Demonstrate an understanding of the relevant systems and policies to foster a safe place of learning and teaching for the whole school community e.g. Health & Safety; Child Protection; Pastoral Care; Code of Behaviour etc. These systems and policies will be reflective of the Characteristic Spirit of the school and will be in keeping with legislation. (cf. Domain 2)
- Demonstrate evidence of engagement with the whole school community in the development and review of school policies as appropriate.
- Provide evidence of managing school's human, physical and financial resources in an effective and efficient manner to create and maintain a learning environment. (Domain 2)

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

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

- Lead the school's engagement in a continuous process of self-evaluation. (Domain 3)
- Have an understanding of the detail of relevant legislation.
- Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education. (Domain 3)
- Understand the long term needs of the school and demonstrate a vision for working towards meeting those needs.
- Demonstrates personal pedagogical excellence and applies these personal standards in creating a community of learning.
- Demonstrates an understanding of the long term needs of the school and a vision for working towards meeting those needs. (Domain 1)

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

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

- Demonstrate a clear knowledge of their personal strengths and challenges and the ability to understand their impact on others.
- Recognise the importance and displays a willingness to regularly review their professional practice with the leadership team. (Domain 4)
- Respond proportionately and constructively to pressing responsibilities and demands. (Domain 4)
- Demonstrate the ability to build genuine professional relationships to build and sustain effective leadership. (Domain 2)
- Demonstrates a caring outlook and expresses concern in a positive and healthy way.
- Demonstrate resilience.
- Look to their own wellbeing.

### **Specific Context of Blackrock College**

1. The persons appointed to the position are expected to actively support the ethos and heritage of the school's founding congregation, as set out in the Spiritan Guide to Education.
2. Specific duties will be discussed with the successful candidates by the Principal. These specific duties will be reviewed by the Board of Management from time to time.