

Deputy Principal, **St Flannan's College**

The Board of Management invites applications from suitably qualified persons for the post of Deputy Principal to take effect from **1st September 2021**. The school is a Catholic Voluntary School **Post Primary** under the trusteeship of Bishop Fintan Monahan. The school is a co-educational school with an enrolment of **1162**.

Employing Department/Authority

St Flannan's College Board of Management

Location

**Clare Road,
Ennis,
Co Clare**

Employing Department/Authority Website

(school website)

www.stflannanscollege.ie

Additional Information

Application forms may be obtained by applying in writing to:

**Secretary
Board of Management
St Flannan's College
Clare Road
Ennis
Co Clare**

Application Forms may also be obtained by email from office3@stflannanscollege.ie

Completed application form and five printed copies should be submitted in hard copy only no later than 3:20 pm on 7th May 2021.

Short listing may apply

The school is an equal opportunities employer.

Closing Date

7th May 2021



Role Profile for the Position of Deputy Principal

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

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

HOURS OF WORK

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

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

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

Number of teachers in the school Teaching Hours

30 and over 8 hours

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

DUTIES

(i) The Deputy Principal occupies a position of vital importance in the administration and development of the school. The Deputy Principal shall undertake responsibility under the

direction of the Principal for the internal organisation, administration and discipline of the school.

(ii) The Deputy Principal shall enter into an agreement with the Principal on the discharge of duties which arise outside of normal school hours or during school vacation periods.

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

(iv) The Deputy Principal shall also enter into an agreement with the Principal to undertake other specific administrative duties from time to time, and commensurate with the responsibilities of the position.

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

(vi) The Deputy Principal shall be consulted by the Principal about the implementation of policy in the school and shall assist the Principal with the day-to-day running of the school.

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

REVIEW

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

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

responsibilities attached to the post of Deputy Principal through a Grievance Procedure where such has been agreed.

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

SCHEDULE ONE

OUTLINE OF SPECIFIC PROFESSIONAL DUTIES, RESPONSIBILITY FOR WHICH MAY BE DELEGATED, IN WHOLE OR IN PART, TO DEPUTY PRINCIPALS

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

This list is not exhaustive.

Core Competencies required to successfully carry out the above duties

In 2011 a group of Principals, Deputy Principals, Chairpersons of Boards of Management and representatives of Trustees working with the JMB identified the key competencies as being essential for the effective performance of the role and function of Principal in a faith school:

- Leadership in a Faith School
- Organisational and Administrative Skills
- Strategic Development & Management
- Relationship Management & Interpersonal Skills
- Self-awareness & Self-management Skills

These competencies are not listed in order of priority. It is up to each Board of Management to judge the priority given to each key competency in light of the needs of the school.

In 2013 these competencies were examined for their relevance to the role of Deputy Principal. Following discussion with serving Principals and Deputy Principals, Chairpersons of Boards of Management, past Principals and JMB personnel, and given that part of the role of a Deputy Principal is to act as Principal when the Principal is absent, the same five key competencies were identified. The sample behavioural indicators were modified to reflect the role of the Deputy Principal.

Each of these competencies is defined in a school context below.

Faith school leadership 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. It focuses on improving instruction to enable teachers to teach at their best and students to learn at their utmost. It fosters a climate of trust that motivates and inspires others to commit to ongoing development that will support the educational and spiritual goals/objectives of the school. It ensures that results are achieved in a caring and compassionate environment.

Organisational and administrative skills use a range of system supports and processes to establish a systematic course of action for self and/or others to ensure accomplishment of objectives. In consultation with the Principal sets priorities, goals and timetables to ensure effective use of time and available resources.

Strategic development and management competencies exhibit skills which demonstrate the ability to take a broad and long term view of the needs of the school's purpose and objectives.

Relationship management and interpersonal skills refer to using a range of communication skills to build and sustain constructive and supportive relationships with all key partners.

Self-awareness and self-management skills refer to the ability to be aware of one's own emotions and to manage them in one's dealings with others. It includes the ability to receive and act on feedback. .

Some of the behaviour indicators associated with each of these competencies are set out in the JMB document, Competencies for the Deputy Principal - JMB Framework