



## **Dublin South City Educate Together Secondary School Second-level Principal Role Profile - 2017**

### **Introduction**

The Educate Together Blueprint for Second-level Schools “Taking the Next Step” clearly outlines the vision for an Educate Together Second-level School. In this important leadership role, the Principal in collaboration with the Board of Management and school community, ensures that the school provides an education that will enable all students to contribute meaningfully to their communities, embrace the rights and responsibilities of citizenship in a democratic society and develop the knowledge and skills necessary to live their lives and to build their careers in the 21<sup>st</sup> century.

The post offers a dynamic individual the opportunity to take on the role of Principal in a new voluntary secondary school at a challenging and exciting time. The successful candidate will have a clear vision for the school and will play a key role in making the school exceptional, working closely with the Board of Management and school community.

The interim Board of Management is looking for someone who has the determination to succeed with high expectations, a commitment to equality and the desire to make a difference. The successful candidate will have a proven record for quality management and leadership, together with excellent interpersonal and communication skills. She/he will inspire others by establishing strong professional relationships with colleagues and the school community.

We need someone who has an evident desire to transform lives through learning.

### **Statutory Requirements**

Section 22 of the Education Act 1998 sets out the functions of the Principal. These functions specify that the Principal shall:

- a) encourage and foster learning in students
- b) regularly evaluate students and periodically report the results of the evaluation to the students and their parents

- c) collectively promote co-operation between the school and the community which it serves, and
- d) subject to the terms of any applicable collective agreement and their contract of employment, carry out those duties that are assigned to him or her by the Board

Section 23 of the Act specifies that, in addition to the above functions, the Principal shall:

- a) be responsible for the day-to-day management of the school, including guidance and the direction of teachers and other staff of the school, and be accountable to the Board for that management
- b) provide leadership to the teachers and other staff and the students of the school
- c) be responsible for the creation, together with the Board, parents of students and the teachers, of a school environment which is supportive of learning among the students and which promotes the professional development of the teachers
- d) under the direction of the Board and, in consultation with the teachers, the parents and, to the extent appropriate to their age and experience, the students, set objectives for the school and monitor the achievement of those objectives, and
- e) encourage the involvement of parents of students in the education of those students and in the achievement of the objectives of the school

### **Articles of Management**

The Principal has overall authority under the direction of the Board of Management/Manager for the day to day management of the school . As stated in the Articles of Management (Section 11), the principal will also

- (a) be entitled to attend and speak at meetings of the Board and shall be entitled to vote.
- (b) act as secretary to the Board.

### **Attendance of the Principal**

1. The 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 the Department of Education and Skills regulations.
2. The Principal will be required by the Board of Management/Manager to be present in the school for periods during 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 Principal shall enter into an agreement with the Board of Management in respect of arrangements for such attendances.
3. Before the beginning of the school year, the Principal shall be available as reasonably required to ensure that all necessary preparations are carried

out for the re-opening of the school and shall inform the Chairperson of the Board of Management of the preparations involved.

4. The Principal shall ensure that appropriate arrangements are in place for the reception and distribution of Leaving Certificate examination results and for consultation with students and parents.

### **Day-to-Day Duties**

In addition to the above, the obligations of the Principal in general terms are as follows:

1. The Principal is responsible for the internal organisation, management and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff.
2. The Principal keeps the ethos and vision of the school visible, tangible and alive for everyone, so the ethos can be experienced by all members of and visitors to the school
3. The Principal promotes and implements strategies which ensure that all members of the school community own and adhere to the school's policies, procedures, guidelines and requirements.
4. The Principal, along with the staff and broader school community, fosters inclusive and democratic values, maintaining a democratically run learning organisation.
5. The Principal submits to the Board all such statements and reports affecting the conduct of the school as the Board requires.
6. The Principal is responsible for day-to-day financial administration and reporting.
7. The Principal is required to be fully familiar with the Child Protection Guidelines and it is normal for the Principal to be the Designated Liaison Person (DLP).
8. The Principal is required to have knowledge and understanding of Department of Education and Skills, NCCA and NCSE post-primary guidelines and how they relate to policies and practices in relation to school structures, systems and educational experiences for all learners.
9. The Principal leads the vision for teaching and learning in the school and is responsible for ensuring the instruction provided adheres to modern, inclusive pedagogical principles.
10. The Principal harnesses and nurtures the talents and support of members of the school community and external partners to create an exciting and vibrant learning environment, which promotes excellence, equality and high expectations for all students.
11. The Principal ensures that a curriculum, which is appropriate and values the talents and aspirations of all learners, is developed and supported by high quality teaching and learning.
12. The Principal, along with the Board, ensures the provision of a learning environment within which all young people - whatever their ability, language, gender, sexual orientation, ethnic, faith, social or cultural origin, will be provided with real learning opportunities and classroom practices that explicitly take account of the multiple ways all students learn.

13. The Principal sets in place and ensures the maintenance of effective assessment and recording systems which impact positively on student learning, continuously tracks students' progress and identifies for them and their families what progress is being made on an ongoing basis.
14. The Principal cultivates leadership in others so that teams and individuals including, teachers, volunteers, learners, parents and others assume their part in realizing the school's vision and can be effective in working with young people.
15. The Principal promotes and implements strategies and practices to ensure that multiple opportunities are provided for students to participate and influence school affairs and share in decision-making to improve educational outcomes.
16. The Principal models an on-going commitment to his/her own learning and establishes inclusive collaborative structures and opportunities for staff to plan and reflect on their professional beliefs, values and assumptions, goals and performance in relation to student learning and the nature of effective teaching and learning in a modern learning organisation.

**This list of duties is not exhaustive and is subject to change.**

### **Core Competencies**

The following core competencies have been identified as being essential for the effective performance of the role and function of Principal in an Educate Together second-level school.

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| <b>Lives the Educate Together Ethos</b>     | 1. Lives the Educate Together ethos   |
| <b>Builds Strong Relationships</b>          | 2. Builds strong relationships with the school community, local community and external agencies<br>3. Works with other schools within the Educate Together network to share best practice and learning<br>4. Encourages active participation of parents/guardians<br>5. Works in partnership with the school Board of Management and Patron |
| <b>Leads, Motivates and Inspires People</b> | 6. Motivates the school team<br>7. Manages performance and gives and receives feedback<br>8. Leads a 'Positive Behaviour Approach'  |

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| <b>Manages the School Professionally</b>  | 9. Sets educational standards and is committed to the realisation of the full potential of every learner<br>10. Takes a broad and long term view of the needs of the school's purpose and objectives<br>11. Manages school administration<br>12. Demonstrates financial acumen<br>13. Implements HR and IT strategy<br>14. Manages buildings and equipment maintenance and replacement |
| <b>Demonstrates Excellent Communication Skills, Personal Commitment and Integrity</b> | 15. Communicates effectively<br>16. Demonstrates personal commitment and integrity<br>17. Is able to reflect honestly and evaluate own performance, maintaining professionalism at all times   |
| <b>Solves Problems/Makes Good Decisions</b>   | 18. Uses a range of communications and analysis skills to solve problems and make decisions<br>19. Seeks to resolve conflict/difficult situations<br>20. Responds to crises in an appropriate way  |
| <b>Has Specialist Expertise</b>   | 21. Has the specific knowledge and demonstrated expertise required for the role  |

### **Person Specification**

*In order to fulfil the Statutory Requirements for the role of Second-level Principal in an Educate Together school, the successful candidate should also possess the following essential criteria:*

- Further relevant professional studies
- Leadership and Management experience
- Minimum five years whole time teaching experience
- Registered with Teaching Council
- Willingness to undertake further training relevant to the post