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Administrative Deputy Principal:

Statement of Roles & Responsibilities:

Circular 0044/2019 states: 'While the Principal is ultimately responsible to the Board of Management, 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 in a manner that encourages and supports partnership. The Deputy Principal co- operates with the Principal in the fulfilment of the Principal's role and acts or deputises as the Principal in the Principal's absence.

PRIMARY DUTY:

- This role is as an Administrative Deputy Principal who will deputise for the Principal in the day to day running of the school
- Deputy Designated Liaison Person for Child Protection: (i) Work in partnership with the principal to ensure all school personnel understand the school's responsibility for Child Protection and Health and Safety matters and communicate these to the whole school community (ii) Be available outside of school hours where required to support and mentor teachers (as mandated persons) to make referrals and carry out obligations under *Child Protection Procedures Schools 2025 (Department of Education)*.

LEADING TEACHING AND LEARNING:

Leading teaching and learning under the terms agreed below in the following Curriculum areas:

(1) Digital Learning Framework

(2) School Self-Evaluation Leader (Focus on leading Wellbeing Initiatives as part of School Improvement Plan)

(3) Physical Education

This list is not conclusive but these responsibilities will be carried out over a period of time on a step by step basis with the support of the curriculum development team and all teachers.

- organising, drafting, monitoring and reviewing the curriculum areas above for all classes within the terms of the primary school curriculum
- leading and managing School Self-Evaluation in relation to Wellbeing for the entire school community
- leading and initiating reviews and developing policies and plans in the curriculum areas outlined above
- ensuring all staff are familiar with and are using the school plans - including SIP (School Improvement Plan) in the curriculum area of responsibility
- leading working groups and reporting at staff meetings, co-ordinating and leading planning days/planning sessions relating to the curricular subjects listed above
- organising and managing the necessary resources for the implementation of the subject throughout the school: identifying through liaising with staff the resources needed, replacement of those lost or damaged, purchase of resources, storage and dissemination of same
- disseminating information: CPD, events, weeks of focus and competitions related to their curricular subject
- liaising with outside agencies and if appropriate inviting speakers to address staff on related topics.
- organising /co-ordinating events related to the curriculum area chosen as appropriate.
- ensuring newly appointed staff have and are familiar with all matters related to the curriculum areas listed above

MANAGING THE ORGANISATION:

Timetables & Rosters: Preparation and organisation of timetables and rosters: Supervision roster, Morning Supervision roster, staffroom roster, P.E timetable per term, School Calendar, Croke Park Hours, Back Yard basketball roster, Computer timetable, Co-ordinate SEN timetables, GAA timetable, Christmas Concert timetables for rehearsals and shows

Supervision co-ordinator: Co-ordinating school supervision in partnership with the principal, Ensuring the main, side & rear yards are adequately supervised in the morning and afternoon during the arrival and dismissal of pupils. Co-ordinating supervision on wet mornings and ensuring teachers are allocated to entrance doors to welcome pupils

Bí Cineálta Anti- Bullying Procedures & Code of Positive Behaviour:

Leading the development, implementation and promotion of the *Bí Cineálta* Anti-Bullying Guidelines in collaboration with the Principal and the Leadership and Management team. Supporting & familiarising staff with their roles & responsibilities in preventing and addressing bullying behaviour. Managing reporting, monitoring behavioural programmes/strategies agreed by staff and support teachers, drafting behaviour plans, Incident/Accident Reporting, organisation of indoor supervision at lunchtime when required, reviewing related policies. Meeting parents with the principal where required re incidents where Code of Positive Behaviour has been broken and agreeing a course of action which may include suspension and expulsion in accordance with the Code of Positive Behaviour.

Development and Promotion of Health & Wellbeing: Working in partnership with the principal and in collaboration with the Leadership Team to lead in the creation and enhancement of a school environment which supports the development of mental well-being and healthy lifestyles of the school community. Bringing a focus of staff and pupil wellbeing to decision making to ensure new initiatives/priorities are timetabled manageably in the context of existing commitments.

ICT Co-ordinator: Review of the e-learning plan/Digital Learning Framework plan, Acceptable Use policy, the purchasing of IT equipment in consultation with the staff, principal and the BoM, computer time-tabling and maintenance, the auditing of hardware and software, staff CPD in IT and the co-ordination of IT competitions etc. Liaising with companies and individuals servicing and maintaining, working with staff to help them to become familiar with using equipment, organise CPD as needs arise.

Sports Co-ordinator: Collaborating with Sports Leaders on the In-school Leadership and Management (ISLM) team regarding the co-ordination of Sports events and the co-ordination of boys and girls football teams entry to Cumann na mBunscol and Fingal Schools' leagues, Co-ordination of boys and girls hurling fixtures and events, Rostering of GAA Community Development Officer for GAA coaching of classes. Co-ordination of Active Schools' Week and Sports Week in collaboration with others on the Leadership Team.

Buildings/Maintenance Co-ordinator: Working in partnership with the principal and the BoM in matters relating to school buildings and maintenance, heating and cleaning, care and general appearance of school and school grounds. Liaise with caretakers on a weekly basis regarding ongoing school maintenance. Work in partnership with the principal to liaise with builders/architects for major school projects. Assist with allocations of classrooms for the new school year, order new furniture when required.

Substitute Teachers & SNAs: Organising and managing substitute teachers & SNAs, assigning work and supporting them. Organising cover with the Principal in the event of teacher/SNA absence.

Staff Meetings: Compilation and distribution of the agenda for staff meetings prior to meetings. Organisation of note taker for staff meetings in consultation with Principal. Distribution of draft minutes of staff meeting with agenda.

Division/Splitting of classes in the event of teacher absence: Organisation/Management of split classes - Junior and Senior Classes ensuring adequate work provided & replenished as necessary. Organising cover with the Assistant Principal (1) in the event of teacher absence. *(The Deputy Principal is available to meet the Principal from 8.20am to plan each day).*

Health & Safety: Assessing the building regularly for risks, liaising with the Principal and Caretaker in relation to repairs and improved practice, working with staff to ensure the highest quality of care and lowest risk to Health & Safety. Co-ordination of an annual Risk Assessment & reviewing related policies. Ensuring staff are up to date regarding best practice re Health and Safety in school. Monitoring the First Aid boxes in classrooms to ensure replenishment when required. Informing new staff of relevant Health and Safety issues they need to be aware of.

Fire Officer: Organising a fire drill each term, providing a report with feedback and detail, ensuring all staff and pupils are familiar and confident with evacuation procedures and their personal responsibilities in relation to their safety, ensuring the equipment: fire extinguishers and blankets and fire alarm are serviced as appropriate. Reviewing & updating related policies including map of building to include new configuration of classrooms.

Preparation and Planning, with the principal: for the school year ahead for the first week of July and for the last week before school reopens for the new school year.

LEADING SCHOOL DEVELOPMENT:

The Deputy Principal in collaboration with the principal and In-school Leadership and Management (ISLM) Team:

- ensures that the school's improvement planning is underpinned by a culture of high aspirations for staff and pupils
- ensures change is managed in a collaborative, flexible and sensitive manner and responds to the changing needs of the school as identified through the process of SSE, with a focus on improving wellbeing, teaching, Learning and assessment
- ensures that school development is underpinned with the principles of wellbeing and empathy

Managing Special Education Needs Team:

Ensuring the team is aware of their responsibilities in relation to making sure the following are in place, stored and disseminated appropriately:

- Screening Tests (e.g. Micra-T, Sigma-T, NNRIT): Ensure these tests are ordered, administered and recorded, liaise with Standardised Testing Co-ordinator to order supplies. Administration of NNRIT with 1st and 3rd classes. Maintain an inventory of screening tests and organise administration of tests.
- Diagnostic Tests: Ensure these tests are administered and recorded, order supplies and consent obtained and filed as appropriate for future needs complying with Data Protection. Maintain an inventory of diagnostic tests and organise administration of tests.

- Planning timetabling for standardised testing, liaising with Standardised Testing Co-ordinator to ensure standardised test results are uploaded on Aladdin software system.
- Leading and managing SEN team meetings to discuss priority needs and manage the workload.
- Co-ordinating SEN timetables of support & continua of support for SEN pupils
- Ensuring the SEN team is aware of their responsibilities in relation to making sure the following are in place (1) Pupil Personal Plan (PPP) for Pupils with SNA access (2) Continua of support (School Support Plans, School Support Plus Plans) for SEN pupils as required.
- Oversight of IEP meetings and attendance where necessary
- Reviewing and developing Special Education policy
- Educating and supporting staff in their roles and responsibilities in relation to SEN
- Working in partnership with the Principal in managing the Speech and Language Class as part of SEN Team Management (Policy, Planning, Milestones, Screening)
- Working in partnership with the principal re planning and meetings with the National Educational Psychological Service (NEPS)

New Special Classes: Working in partnership with the principal and in collaboration with the ISLM Team to lead the planning and development of our new Autism classes which are due to open during the 2025 – 2026 school year. Attending planning meetings with principal, contractors and consultant architect. Leading planning meetings with relevant staff, curriculum and resources planning, and the development of a whole school approach to an Autism Friendly School.

School Self-Evaluation (SSE) co-ordinator: Collaborating with other curriculum leader members of the In School Leadership and Management (ISLM) in relation to SSE in relation to Wellbeing or the relevant curricular area. Co-ordinating the review and development of the School Improvement Plan

Droichead: Co-ordinating the planning and organisation of *Droichead* Professional Support Team (PST) Meetings, *Droichead* Outline and communication of *Droichead* standards. Co-ordination of the provision of support for planning, mentoring, observation lessons for NQTs. Regular meetings with principal re Droichead updates. Attending the relevant CPD and reporting to teachers at staff meetings.

Team Leader of Special Needs Assistants assigned to particular roles e. g compilation of resources for pupils with Special Needs, guidance regarding responsibilities in relation to the pupils in their care. Meetings and consultation on a regular basis and review of care needs of pupils. Leading SNAs regarding their input into Pupil Personal Plans (PPPs). Working in partnership with the principal for meetings and consultation with SNAs.

TUSLA returns, School strategy for Attendance, Attendance policy: Ensuring the school complies with TUSLA requirements, working with the school secretary to ensure that online rolls are completed accurately and completely at the appropriate time. Review and development of school policy on Attendance and School Strategy for Attendance.

School Ethos: Contributing to and supporting the School Ethos and the school vision, collaborating with the Principal to lead and review the School Ethos/Motto and organising collaboration with the school community to do so

DEVELOPING LEADERSHIP CAPACITY:

The Deputy Principal as a leading member of the In School Leadership and Management (ISLM) team will work in collaboration with the Principal and the ISLM Team to follow the recommended guidelines below:

- Empowering leaders and staff to embed wellbeing as a core principle in how we go about our work and focus on planning relevant CPD to contribute to this
- Empowering staff to take on and carry out leadership roles in the school by facilitating and supporting them in 'leading initiatives' in the school with the support of the ISLM team
- All in-school leadership and management roles, with exception of those that involve contact with children are carried out outside of the normal school hours and are extra to the Reform of Public Service (Croke Park/Haddington Road) agreement.
- The ISLM team works as a team and provides collaboration, assistance and support to one another
- The ISLM team is supported by the BOM, especially by the underwriting of career professional development in order to develop his/her own expertise in the specific fields of responsibility.
- The ISLM team writes two Action Plans per year, one for March to September (inclusive) and one for October to February (inclusive). These plans use the individual job descriptions as their template. The Action Plans are submitted to the Principal by a specific date and the Principal will bring these action plans to the Board of Management (BoM) for their perusal. The implementation of each action plan will be reviewed at its conclusion and in advance of the next one being written through one-to-one face-to-face 'review' meetings between Principal and post holder
- All probated teachers in the school are offered opportunities to 'lead' initiatives in the school under the 'leadership and 'management' of the ISLM team as part of their continuous professional development. Similarly the BoM supports these teachers in their professional development in these specific fields.
- The ISLM will seek to promote and facilitate opportunities to the development of pupil voice, pupil participation, and pupil leadership through committees, supervision responsibilities and team leaders as appropriate.
- The ISLM team will be responsible for maintaining focus on their area of responsibility and for keeping practices current
- The ISLM team will be available to attend In-School Leadership and Management meetings outside of school hours
- **Review of workload** will be at regular intervals, but at a **minimum of every two years**, a post holder is required to undertake a review with the Principal. The review will include: (1) Review of the role in the context of the changing needs of the school (2) Review of professional development of the post holder (3) Review of progress in the agreed area of responsibility. The review may result in re-assignment of the post-holder's roles and responsibilities within the Leadership and Management Team. An

annual report must be submitted to the Principal with reference to duties carried out by post holder during the school year and this will form part of the Principal's annual report on Leadership and Management to the Board of Management.

Agreement:

I agree to accept the above duties and responsibilities in relation to my position as Deputy Principal and in accordance with school policy in this school.

Signed: _____ **Date:** _____

Chairperson of the Board of Management: _____