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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:

- Deputising for the Principal in the day to day running of the school
- Deputy Designated Liaison Person for Child Protection: 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. 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 for Primary and Post-Primary Schools.

LEADING TEACHING AND LEARNING:

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

(1) Digital Learning Framework & ICT Coordinator

(2) School Self-evaluation Co-ordinator

(3) Wellbeing

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 area for all classes within the terms of the primary school curriculum
- leading and managing School Self-Evaluation in the curriculum area with a focus on deepening initiatives that focus on wellbeing for the entire school community.
- leading and initiating reviews and developing policies and plans in the curriculum area outlined above
- Leading teaching and learning and developing school use of our ipads, chrome books and google platforms.
- 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 area
- 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 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 area chosen

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, Carpark Rotation timetable, Christmas Concert timetables for rehearsals and shows. Focus on both staff and pupil wellbeing when timetabling new initiatives alongside established commitments.

Supervision co-ordinator: Co-ordinating school supervision, ensuring the main yard & side yard re the arrival and dismissal of children is adequately supervised in the morning and afternoon. Co-ordinating supervision on wet mornings and ensuring teachers are allocated to entrance doors to welcome pupils

Bí Cinéalta Anti-Bullying Procedures & Code of Behaviour:

Supporting & familiarising staff with their roles & responsibilities, Managing reporting, Managing/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 Behaviour has been broken and agreeing a course of action which may include suspension and expulsion in accordance with the Code of Behaviour.

ICT Co-ordinator: Review of the e-learning plan/Digital Learning Framework planning, 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: Organisation and co-ordination of Sports Day, rostering field for classes to practise for school sports, purchase medals. Draw up programme and co-ordinate school sports. Co-ordination of presentation of sports awards, Co-ordinate Athletic teams participating in Santry Sports, Co-ordinate boys and girls football teams entry to Cumann na mBunscol and Fingal Schools' leagues, Co-ordinate boys and girls hurling fixtures and events, Rostering of GAA Community Development Officer for GAA coaching of classes. Co-ordination of Active Schools' Week with In-school Management Team and staff

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. 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 takers for staff meetings in consultation with the Principal. Distribution of draft minutes of staff meeting with agenda. Organisation of collation and circulation to all staff of action list within 2 working days of staff meeting after consultation with the Principal.

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 Assistant Principal & Deputy Principal are 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 Management Team:

- ensures that the school's improvement planning is underpinned by a culture of high aspirations for staff and pupils alongside wellbeing and empathy for staff, pupils and the wider community.
- 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 teaching, Learning and assessment

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 Databiz software system.

- Working closely with the principal to lead and manage 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, stored and disseminated appropriately (1) Pupil Personal Plan (PPP) for Pupils with SNA access (2) Continua of support 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 Unit 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)

School Self-Evaluation (SSE) co-ordinator: Collaborating with other curriculum leader members of the ISM in relation to SSE in 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 Curriculum areas, Book Rental Scheme, Pupil Files, Corridor Displays, guidance re 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

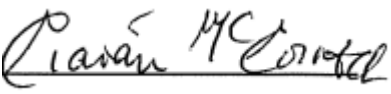
DEVELOPING LEADERSHIP CAPACITY:

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 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 incorporating empathy and wellbeing as a core principle of how we lead at all levels, both formal and informal.
- All in-school 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 all career professional development supporting the manager needs 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
- The Action Plans are also made available to all staff through the shared Resource drive
- All probated teachers in the school are offered opportunities to 'lead' initiatives in the school under the 'leadership' and 'management' of the ISM team as part of their continuous professional development. Similarly, the BoM supports these teachers in their professional development in these specific fields.
- Co-managing the following and developing the necessary skills of participation: Active School Week (PE) Science Week (SESE)
- The ISLM will seek to promote and facilitate opportunities for 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 need 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: 18/09/2026

Chairperson of the Board of Management: Ciarán McCormack