



IPPN Submission to Oide

Phase 1 of the Small Schools Action Research Project

May 2024

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Appendix 1 - Leadership Effectiveness Reflection Tool

What does your organisation hope the Small Schools Project will achieve?

One of IPPN's strategic objectives is Sustainable Leadership - to create the 'conductive conditions' that will enhance leadership capacity, effectiveness and sustainability in all schools.

IPPN's direct engagement with school leaders has highlighted the increasing levels of challenge, frustration and disillusionment experienced and articulated by school leaders in response to their experience of the practice of leadership. The intensity of that sense of frustration and disillusionment has noticeably increased in recent years and prompted IPPN to undertake its Sustainable Leadership project.

The purpose of the project was to explore and understand:

- why so many of those who are tasked with one of the most strategically important roles in education, and a key determinant of a school's effectiveness, are struggling to sustain themselves in those roles
- what are the factors that are undermining that sustainability
- what is the impact on their leadership practice
- what are the implications for their health and well-being, and
- what can be done to render school leadership roles more sustainable.

Evidence Gathering and Analysis

As part of the project, we endeavoured to do two things:

1. to provide a research-informed analysis of the current reality of primary school leadership and
2. to explore the key issues and identify solutions that will have a positive impact on leadership capacity, effectiveness and sustainability, with a consequential positive impact on school effectiveness and outcomes for children.

This culminated in the publication of a report in November 2022 – ***Primary School Leadership: The Case for Urgent Action - A Roadmap to Sustainability***, which can be accessed [here](#).

There are four elements to the evidence base:

1. The extent to which the workload of school leaders has increased since 2016

2. The nature of that workload with reference to the domains of the Quality Framework for Leadership and Management (in *Looking at our Schools 2016 and 2022*)
3. The impact of the preceding factors on the sustainability of leadership roles
4. The impact on the health & wellbeing of school leaders as measured by an independent research study.

Summary of evidence

1. The breadth of tasks and responsibilities that are ascribed to school leaders has increased considerably over the last decade as each circular, each set of policy guidelines, and each new scheme or initiative is published.
2. Those tasks and responsibilities demonstrate a significantly disproportionate focus on managing the organisation with a much lesser focus on the leadership of teaching, learning and school development.
3. This is impacting on the sustainability of leadership roles with the mean score for all principals rating that sustainability at 3.61 out of 10 with teaching principals reporting a rating of just 3.18 out of 10.
4. 97% of principals agree that the factor that most undermines the sustainability of their roles is the number of tasks & responsibilities they have to undertake that have nothing to do with their core purpose.
5. The experience of the practice of leadership is having a serious and detrimental impact on the health & wellbeing of school leaders with their negative health scores being double or more than double those of the healthy working population and with 54% now falling into either the high or severe categories of burnout.
6. If the job of principal became vacant in their school, 81% of deputy principals would not apply chiefly because of the negative impact it would have on their health and their work / life balance.

Where improvement can be achieved

Three areas clearly emerge which, if addressed, have the potential to have a profound impact on leadership practice in Irish primary schools.

1. Role clarity
2. Sharing of leadership
3. School Governance

If school leaders were enabled to maintain their focus on their core purpose through greater clarity of role, if they had greater capacity to share leadership effectively and if our schools had a governance structure that had the capacity to meet its onerous responsibilities, then

- there would be greater leadership capacity within our schools,
- that leadership would be more effective and
- those leadership roles would be more sustainable.

Leadership of Small Schools

While 54% of principals have full-time teaching duties, a further subset of this group are principals of small schools. These are schools with four mainstream class teachers or fewer. 43% of school principals fall into this category.

While all of the challenges that have been articulated about school leadership are part of the experience of the principal of a small school, some additional factors contribute to the growing complexity of the role as well as the undermining of its sustainability.

The importance of schools to their local communities has been amplified by the closure of other local amenities, such as post offices, Garda stations, shops and churches. This too adds to the pressure of leading an institution that is inextricably linked with a sense of local identity. When one adds in such myriad issues as rural isolation, population decline, fewer teachers applying for vacant posts in these schools and the dearth of people to serve on Boards of Management, the magnitude of the challenge emerges.

[Link to the Small Schools Action Research Project](#)

The evidence that resulted from the Sustainable Leadership report clarified the urgency of IPPN's advocacy for and involvement in the small schools clustering action research project. As noted, leaders of small schools rated the sustainability of their roles at 3.18 out of 10, thus focusing on what could help them to sustain themselves and their schools is of paramount importance.

The Small Schools Action Research project is an important project in this regard. As part of the programme of work of the Primary Education Forum (PEF), the project aims *“to encourage small schools to cluster together in local groups, enabling them to collaborate and identify common challenges and trial innovative solutions”*. While the research project considers more than just the

challenges faced by leaders of such schools, the results of the research and the solutions that are trialled will undoubtedly play a part in identifying ways of ensuring greater sustainability of such roles.

As each school is different and each leader has different challenges, there is no one-size-fits-all solution. This is why the Action Research Project was so important – each cluster decided what aspects of leadership and management they wished to explore, and were given support, resources and guidance in doing so. There has been a very diverse range of initiatives trialled over the past two years, including

- combining SET hours and Principal release days to form posts/clusters
- creation of an Administrative Officer role to support the schools in a cluster
- collaborative planning and policy development across the clusters
- clustered provision of CPD, including secretarial training
- enhancing student participation through shared events.

The learning from each initiative is crucial in terms of assessing the merits (or otherwise) of a national roll-out of those approaches the clusters have found most helpful in supporting the leadership and management of small schools. A research-informed expert and objective review of the cluster projects is welcome in this regard.

IPPN believes that the learning from two specific projects has the potential to have a profound, positive impact on all leaders of small schools. We set out below the two key projects that IPPN strongly believes merit continuing in Phase 2, and which require a clear focus as to the objectives and measurement of outcomes.

What have been the main cluster projects that interested your organisation?

As noted above, the clustered schools chose projects they felt would have a positive impact on their schools, thus all of the projects have significant merit and should be assessed individually in terms of the feasibility of rolling them out nationally.

IPPN is particularly interested in those initiatives that will have the greatest level of impact on the sustainability of leadership roles in small schools. Consequently, the following two projects are of most interest.

Administration Officer

The research undertaken for the Sustainable Leadership report indicates that being diverted from the core purpose of leading teaching and learning is one of the most significant factors in undermining the sustainability of the leadership role. 97% of respondents either strongly agreed or agreed that the key issue that undermines the sustainability of their leadership role is the number of tasks and responsibilities that divert their attention away from their core purpose as a school leader.

The areas of responsibility that they identified as *least closely aligned* with their core purpose, namely

- maintenance of buildings and grounds
- financial management
- administrative tasks,

were also the top three areas where they felt they *spent too much of their time*.

The Irish Principal & Deputy Principal Health and Wellbeing survey conducted by Deakin University in 2022, 2023 and 2024 corroborates these findings when it identifies that the top two stressors for primary school leaders are

- sheer quantity of work and
- lack of time to focus on teaching & learning.

Effective school leadership requires adequate administrative support. It is the view of IPPN that all schools should have appropriate levels of skilled administrative support available to them. It is unconscionable that any school would be without any administrative support and inequitable that primary schools that are the equivalent size as post-primary schools, both in pupil and staff numbers, would have such an inferior level of administrative support available to them. Furthermore, it should be reasonable to expect that, in discharging administrative duties that require the support of the Department or other state agencies, such support should be readily accessible and provided in a timely manner. This is currently not the case and leads to a diminution of the efficiency and effectiveness of school leaders.

Appendix 4 of IPPN's Sustainable Leadership Report looks at the Responsibilities that can be shared with others and details how this administrative burden could be alleviated with a consequential positive impact on leadership effectiveness. Sufficient administrative capacity to share certain administrative tasks with an adequately skilled and trained person would enable school leaders to focus on tasks and activities more in keeping with their core purpose of leading teaching and learning. The consequent impact on the workload and the wellbeing of school leaders would be considerable.

Consequently, the appointment of an Administrative Officer - which can be defined and structured to provide expertise, capacity and support in these areas for each school - has the potential to have a profound, positive impact on the sustainability of school leadership role and is thus a top priority for Phase 2. It is important to ensure that such a role would assume responsibilities and tasks that are not aligned with the core purpose of school leaders.

Combining authorised hours to create a fulltime post

The facility for schools within the small schools' project to combine their SET hours with principal release days to create full-time posts was a welcome development. Having one teacher within the school, as opposed to a number of teachers covering those hours as part of clusters with other schools, leads to greater continuity with regard to teaching and learning and greater flexibility for the school in how that teacher is deployed to meet the evolving needs of the school. It also means that teachers do not lose time travelling between schools with its consequential loss of teacher/pupil contact time.

Given that this facility has now been made available to all schools, it is also a clear example of an innovative practice, trialled within the pilot, impacting positively on practice nationally. It is IPPN's view that consideration should be given to the further development of this facility by allowing schools to combine all sanctioned hours (including EAL hours) for the purposes of creating full-time posts. It is difficult to envisage why such a facility would not be made available given that it is in the best interest of children and their learning, it is more time efficient and is, at worst, a cost neutral measure and, perhaps even, a cost saving measure.

Overall learning for the Small Schools initiative, good or bad?

Feedback from IPPN's cluster coordinators suggests that the project has been very successful to date, with a high level of engagement, positive feedback from the leaders of the schools involved and anecdotal evidence of significant positive impact on the school leaders themselves of some of

the initiatives being piloted. So much so that other schools who have heard about the cluster projects have been clamouring to be involved, such is the appetite for support among the leaders of small schools.

It is evident that the process of engaging in a clustered approach itself has been a key support to participating school leaders, as there is a feeling that they are in it together, and working together – both at leadership level and among teachers and children - has been empowering for the school communities involved.

It will be crucial to review and assess the learning and the impact of the project in a robust, credible manner, thus the appointment of an external objective reviewer with deep research expertise is welcomed.

The investment at the start of the project in developing trust among the clustered schools was of significant importance to the success of the projects.

The role of the cluster coordinators and the national coordinator helped to drive progress and communication within and among projects, and to achieve a level of coherence of approach, which can be deepened in Phase 2.

There may be opportunities for deeper learning from each project in Phase 2, through up-front agreement on data gathering requirements.

Future directions for this or similar initiatives?

We set out below a number of key proposals for Phase 2 of the project.

Time for review

- We welcome the independent review of the progress to date by an expert external researcher independent of Oide/DE.
- It is an opportunity for the researcher to pose questions that the PEF and cluster sponsors are interested in, and develop a research methodology to deliver this.

Improved data gathering

- The collection of data needs to be defined in advance so each cluster is set up from the beginning of Phase 2 to capture it.

- Ideally this would include an assessment by each school leader at the start of Phase 2 as to the sustainability their role, the factors that support it and those that impinge on it, and again at the end of the project, so that an accurate measurement of impact can be derived.

Structure of the project

- IPPN believes that continuity is of vital importance in surfacing deep learning from Phase 2, thus it should include the same school clusters as Phase 1, and the same National Coordinator. Each cluster has developed strong relationships, both among themselves and with the NC, which is crucial to the success of the project.
- There have been suggestions of expanding the project to include more schools, as other schools are very interested in becoming involved. Two key questions need to be asked in this regard – what is the purpose of expanding the clusters, or adding new clusters, for example, is there a value in having more schools/clusters piloting the same initiative. Secondly, is there a danger of a two-tier system, whereby the new schools would be operating on a lower level of trust. There is a need for caution around this and to carefully weigh up the pros and cons of expanding the project.

Expanding the role of Administrative Officer to provide support to Boards of Management in the area of Compliance

The large number of primary schools in Ireland, particularly smaller schools in rural areas, and the voluntary nature of boards, leaves many schools struggling to establish a properly constituted Board. This has implications for any decision such a Board might make. Allied to the challenge of trying to secure sufficient numbers of Board members to ensure the Board is properly constituted, there is the additional challenge of securing Board members with specific and relevant expertise. The combination of these factors compromises the capacity of those schools to deliver good governance and undermines their effectiveness.

Unsurprisingly, therefore, the issue of Boards of Management and governance was identified as a priority area of focus by the clusters of schools involved in the Small Schools Action Research Project. In keeping with the Minister's reference to the potential of the Small Schools project to offer some insight and ideas for how Boards may be supported, it was agreed that it might be possible to use the project to explore different supports for governance, as long as they complied with the provisions of the governance manual.

Accordingly, IPPN proposes that

- a role specification for an Administrative/Compliance Officer, designed to support school leadership and enhance governance, would be agreed
- each cluster participating in the second phase of the research project would be given the opportunity to avail of the support of an Administrative/Compliance Officer, should they wish to do so
- an independent evaluation of the impact of the role be undertaken in quarter 3 of 2026.

Society is indebted to the volunteers who serve, or have served, on our boards and the selfless community service they have provided over the last 50 years. However, it is unreasonable and unfair to expect volunteers to continue to discharge the increasingly complex and onerous statutory and legislative responsibilities that fall to Boards of Management. The potential impact of an Administrative/Compliance Officer in terms of enhancing the capacity of the current governance structure is worthy of exploration.

Objectives/Areas of Focus

- IPPN has developed a Leadership Effectiveness Reflection tool (see Appendix1), based on the domains and standards of the quality framework for leadership and management as detailed in Looking at our Schools (2022). The reflection tool details the tasks/actions associated with the achievement of those standards. It is envisaged that the tool would be used by those involved in the leadership and management of our schools with a view to reflecting on current leadership practice and to establishing who is best placed to undertake such actions thus leading to a more effective sharing of leadership.

IPPN believes that engagement with the tool by the schools in the clusters would highlight the specific leadership capacity challenges that emerge in the small school context. It would also help to inform the process of defining the Administrative/Compliance Officer role

- The appointment of an administrator/compliance officer (ACO) for each cluster is of vital importance. Phase 2 could focus specifically on how this role would be defined.
- This would include required skills and experience, role duration, responsibilities and reporting requirements.
- Each cluster needs to be briefed regarding the aims and objectives of Phase 2, what is expected of them and, crucially, how Phase 2 will differ from Phase 1.

Conclusion

IPPN is very pleased that phase 1 of the action research project has been successful, and also that it has been extended to a second phase. It is in the interest of all of the schools involved in the project, and the stakeholders supporting it, that maximum benefit is derived from both phases, so as to ensure the learning from the project is brought forward into meaningful and impactful actionable recommendations and proposals to benefit all small schools. IPPN looks forward to engaging further with the review process and remains at your disposal.

Appendix 1 - Leadership Effectiveness Reflection Tool

- This reflection tool seeks to assist the exploration of the practice of school leadership with reference to the Quality Framework for Leadership & Management (LAOS 2022). It is envisaged that the tool would be used by school leaders and those involved in the leadership and management of a school in order to reflect on current leadership practice
- IPPN fully accepts that there are leadership and management dimensions to all school leadership roles and that their needs to be a balanced focus on both dimensions.
- In the tables below,
 - the first column details the standards within each domain of the quality framework
 - the second column details how that standard might be achieved and
 - the third column details the tasks/actions that are undertaken in schools relating to those domains and standards
 - the fourth column can be used to identify who, if anyone, is currently undertaking the task/actions detailed in column 3.
 - the fifth column can be used to identify who might be better placed and/or capable of undertaking the task/actions detailed in column 3
- When engaging with the tool, it is important to bear in mind that there may be tasks currently being undertaken by someone or some structure/body other than the principal, the deputy principal and those involved in the leadership & management of the school. It is also important to bear in mind that there may be tasks currently being undertaken by the principal, the deputy principal or those involved in the leadership & management of the school that could or should be undertaken by someone else or some other structure/body.
- The list of tasks/actions in column 3 is not exhaustive. There is a range of other tasks/actions that take place on a daily basis in schools including the management of communications, interactions with parent/guardians, etc. It is impossible to capture the totality of school life and the multiplicity of school contexts, so schools should feel free to add to the tool to take account of their specific context.

DOMAIN 1 – LEADERSHIP OF TEACHING AND LEARNING

Standards	How?	What?	Who is?	Who could?
Promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment	<ul style="list-style-type: none"> • Create an environment that empowers teacher agency • Promote a culture of reflective practice • Promote collaborative practice • Strive to achieve improved outcomes • Promote the use of digital technologies to enhance teaching and learning • Promote and celebrate innovative and creative practice 	Curriculum <ul style="list-style-type: none"> • Ensure the development of a school plan • Ensure that it is regularly reviewed and updated. • Monitor planning and preparation for teaching and learning • Ensure varied, differentiated and age-appropriate teaching approaches are used • Ensure a systematic approach to the assessment of pupil learning and that modes of assessment are varied and age-appropriate • Ensure assessment information is used to inform learning experiences and teaching approaches • Facilitate collaborative planning meetings • Ensure professional conversations about teaching and learning feature on the agendas of staff meetings • Ensure ongoing review of curriculum policy statements 		
Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil	<ul style="list-style-type: none"> • Ensure that a broad curriculum and varied learning opportunities are provided • Promote a culture of inclusion that is reflected in all school policies • Ensure all staff support an ethos of equality of opportunity • Ensure a consultative and sensitive approach to the provision of additional support for pupils • Ensure pupil progress is monitored 			

Manage the planning and implementation of the school curriculum	<ul style="list-style-type: none"> • Ensure that preparation for teaching and learning reflects a broad curriculum • Ensure that preparation for teaching and learning is systematic • Ensure that valuable learning experiences are planned and delivered 	<ul style="list-style-type: none"> • Plan and provide targeted professional development • Avail of external supports through Oide • Ensure staff remain informed of developments in the area of curriculum and assessment 		
Foster teacher professional learning that enriches teachers' and pupils' learning	<ul style="list-style-type: none"> • Promote the importance of relevant continuous professional development • Identify and facilitate participation in relevant professional development opportunities • Promote and facilitate teachers' participation in communities of practice 	<p>Inclusion</p> <ul style="list-style-type: none"> • Allocate caseloads to SET's • Review timetabling of SET's • Ensure maintenance of student support files • Ensure logging of frequency and intensity of behaviours of concern • Ensure school meets its obligations in relation to the Assessment of Need process • Meet with parents • Meet with SENO • Meet with NEPS Psychologist • Liaise with NCSE advisors • Liaise with Visiting Teacher service • Ensure systematic approach to internal diagnostic assessment • Facilitate external assessment • Review and disseminate professional reports 		

		<ul style="list-style-type: none"> • Deploy SNA's to meet care needs of children • Provide confirmation of attendance to SENO • Provide confirmation of Leavers to SENO • Make applications for assistive technology • Make applications for specialist furniture • Manage applications for exemption from Gaeilge <ul style="list-style-type: none"> ○ Process application forms ○ Determine whether child meets the criteria ○ Communicate outcome of application to parent ○ Issue certificate of exemption to parent ○ Record exemption details on POD and on school's information management system • Monitor programme implementation • Ensure identification and procurement of appropriate resources • Keep abreast of new approaches & strategies 		
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		<p>Standardized Testing</p> <ul style="list-style-type: none"> • Ensure literacy and numeracy tests are administered annually • Collate scores from class groups • Return scores for the relevant class groups via ESINET to DE • Analyse test scores and monitor trends from year to year • Include key information on pupils annual reports • Use information to inform teaching and learning plans <p>Professional Development</p> <ul style="list-style-type: none"> • Promote an engagement with ongoing professional development among all staff • Facilitate the sharing of learnings from engagement with professional development among all staff 		
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DOMAIN 2 – MANAGING THE ORGANISATION				
Standards	How?	What?	Who is?	Who could?
Create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication	<ul style="list-style-type: none"> • Ensure all required policies are in place and reviewed systematically • Seek to maintain a safe and secure environment underpinned by respect for all • Ensure child protection procedures are followed • Ensure health & safety obligations are met • Establish effective ways of communicating with all members of the school community 	School Culture <ul style="list-style-type: none"> • Ensure the existence and maintenance of a culture that encourages respect, trust, care, consideration and support for others • Ensure the existence and maintenance of a culture that is welcoming of difference and diversity and fosters inclusivity • Recognise the importance of respectful relationships across the school community • Ensure that a child-centred approach is adopted to all of the work of the school • Ensure the characteristic spirit (ethos) of the school is upheld • Ensure the development and implementation of a Code of Behaviour that has been drawn up and published in accordance with current guidelines. • Ensure the development and implementation of a Dignity at Work policy 		
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	<ul style="list-style-type: none"> • Establish and maintain effective organizational routines • Ensure that resources are used efficiently and in an accountable manner • Ensure the strategic deployment of school staff in the best interests of pupils • Ensure the building and grounds are kept in good order • Ensure equitable availability of teaching aids and resources. 			

Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	<ul style="list-style-type: none"> • Ensure meaningful consultation with stakeholders • Ensure a shared understanding of the need for positive, productive and professional relationships • Challenge behaviours that undermine such relationships and seek solutions where interpersonal conflicts arise • Ensure appropriate procedures are in place that offer due process to all 	<ul style="list-style-type: none"> • Ensure the development and implementation of protected disclosures procedures • Ensure fidelity to the agreed procedures for managing complaints, grievances, etc. <p>Child Protection</p> <ul style="list-style-type: none"> • Ensure Child Protection safeguarding statement is updated, disseminated and displayed • Ensure Child Protection risk assessment is updated, disseminated and displayed • Ensure vetting is in place for all adults who interact with the children • Process vetting applications • Organise child protection training for staff • Ensure that the school's reporting procedure is followed, so that child protection and welfare concerns are referred promptly to Tusla. • Receive child protection and welfare concerns and consider if reasonable grounds for reporting to Tusla exist. • Consult informally with a Tusla Duty Social Worker through the 		
Develop and implement a system to promote professional responsibility and accountability	<ul style="list-style-type: none"> • Promote individual reflection on practice • Promote and facilitate collaborative reflection on practice • Support staff who are experiencing challenge 			

		<p>Dedicated Contact Point, if necessary.</p> <ul style="list-style-type: none"> • Where appropriate, make a formal report of a child protection or welfare concern to Tusla using the Tusla Web Portal. • Inform the child's parents/guardians that a report is to be submitted to Tusla or the Garda Síochána • Liaise with social workers working with children and families in the school • Participate in case conferences • Ensure proper maintenance of all files • Comply with DE inspections <p>Anti-Bullying</p> <ul style="list-style-type: none"> • Ensure that the school has an appropriate Anti-Bullying Policy in place • Ensure that the procedures outlined in the Anti-Bullying Procedures for Primary and Post-Primary Schools and associated Circular 0045/2013 are adhered to when dealing with allegations and incidents of bullying 		
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		<ul style="list-style-type: none"> • Ensure that the school's anti-bullying policy is available to the school community • Ensure that an annual review of the school's Anti-Bullying Policy and its implementation by the school is undertaken • Ensure that, at least once in every school term, the BOM is provided with a report in relation to bullying • Ensure that written confirmation that the annual review has been carried out is communicated to the school community • Promote tolerance and understanding amongst all members of the school community both in school and out of school • Raise awareness amongst the entire school community that bullying is unacceptable behaviour • Ensure pupils are encouraged to disclose and discuss bullying behaviour in a non-threatening environment • Ensure the implementation of a range of education and prevention strategies to raise awareness of and address bullying 		
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		<ul style="list-style-type: none"> • Ensure comprehensive supervision and monitoring of all aspects of school activity • Ensure a range of education and prevention strategies are in place to explicitly deal with the issue of cyber-bullying and identity-based bullying <p>Health & Safety</p> <ul style="list-style-type: none"> • Ensure the school has a safety statement in place to ensure, as far as is reasonably practicable, the safety, health and welfare at work of its employees and those who are in anyway affected by the work activities of the school • Conduct risk assessments • Ensure regular fire drills • Ensure safety checks on equipment • Issue permits to work • Maintain register of concerns • Provide training for Staff • Cater for children with medical conditions • Establish First Aid Protocols and ensure they are observed and regularly reviewed • Complete and file incident reports • Notify illness/injury to parents 		
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		<ul style="list-style-type: none"> • Ensure infection control procedures are followed for notifiable conditions • Maintain records <p>Finance</p> <ul style="list-style-type: none"> • Ensure that funding provided for specific purposes must be used only for the purpose for which it is granted • Ensure appropriate in-person and online banking procedures are followed • Facilitate payment of relevant employees through a payroll system • Prepare annual budget • Make Revenue returns • Ensure accounts are maintained • Complete monthly bank reconciliation • Prepare finance reports for BOM • Prepare finance report AGM of PA • Liaise with auditors / accountants • Take account of FSSU advisories • Make VAT returns • Notify contracts for RCT to Revenue • Notification of payments to contractors for RCT • Make payments of RCT to revenue 		
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		<ul style="list-style-type: none"> • Submit accounts to FSSU • Submission accounts to Patron • Identify potential need for fundraising <p>HR & Staffing</p> <ul style="list-style-type: none"> • Recruit staff in accordance with agreed procedures and schedules • Allocate teaching roles to staff in accordance with agreed policy • Complete and return the Change of Staff form annually • Process Career Break applications • Process Job-sharing applications • Process CID applications • Ensure consultation re the needs of the school for Leadership & Management posts • Ensure Leadership & Management appointments are made in accordance with agreed procedures • Deal with interpersonal conflict between staff members • Ensure adherence to professional standards of conduct • Manage staff absence • Liaise with other schools to facilitate the operation of the supply panel 		
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		<p>Buildings & Grounds</p> <ul style="list-style-type: none"> • Ensure systematic cleaning arrangements are in place • Procure consumables • Ensure disposal of waste • Ensure general maintenance of buildings • Ensure upkeep of grounds (grass cutting, tree surgery, etc) • Ensure appropriate works are planned, applied for (where relevant) and completed (Minor, Summer & Emergency – see Building Works) • Address issues related to the grounds (yard surfaces) • Ensure the school is winter ready • Treat surfaces as required <p>Digital Learning</p> <ul style="list-style-type: none"> • Invest in development of infrastructure • Arrange for maintenance of hardware and networks • Follow procurement procedures for hardware • Implement the Digital Learning strategy • Meet staff CPD needs 		
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		<ul style="list-style-type: none"> • Timetable access to laptops / tablets, shared resources • Ensure availability of printer cartridges/toner • Renew/review leasing agreements for photocopiers / printers • Maintain the security of the school's database • Renew/review volume licensing agreements • Ensure procurement of relevant software • Ensure the development and review of the school's Acceptable Use Policy <p>Completion of Works / Building Projects</p> <ul style="list-style-type: none"> • Procure consultant to complete the report required to accompany the application for works • Facilitate site visit for reporting consultant • Liaise with consultant re completion of report • Complete application to DE for devolved works • Initiate tendering process for consultant to design/oversee the devolved works 		
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		<ul style="list-style-type: none"> • Facilitate site visits from prospective tenderers • Analyse and evaluate submitted tenders • Communicate the outcome to preferred consultant and unsuccessful tenderers • Respond to feedback requests • Return completed Form of Agreement to DE • Liaise with consultant re design or spec for works • Liaise with consultant with regard to applications for planning permission, should such planning permission be required • Liaise with consultant re tendering process for contractor • Consider the Tender Report compiled by the consultant • Liaise with consultant on communication to preferred contractor and unsuccessful tenderer • Revert to DE if lowest tender is in excess of the amount sanctioned for the project/works • Register contract with Revenue • Inform insurer of planned works 		
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		<ul style="list-style-type: none"> • Liaise with consultant and contractor re schedule of works • Draw down first instalment of grant from DE after works have commenced • Complete reportage to DE as required • Ensure that the works undertaken are in keeping with the scope of the works that was sanctioned • Respond to queries and requests from contractor and consultant • Notify payments to Revenue • Deduct RCT as directed • Make payments to contractor • Make VAT and RCT returns to Revenue • Liaise with consultant re Certificate of Substantial Completion • Liaise with consultant re Certificate of Compliance on Completion • Ensure Safety File has been prepared and received • Provide written confirmation that appropriate retention amount has been withheld • Ensure all documentation relating to the project is filed and retained for possible future audit. 		
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		<p>OTHER AREAS THAT LOCATE THEMSELVES WITHIN THE DOMAIN OF MANAGING THE ORGANISATION BUT ARE NOT REPRESENTED WITHIN THE STANDARDS</p> <p>Admissions</p> <ul style="list-style-type: none"> • Ensure Admissions policy is on school website • Ensure annual admissions notice is published • Oversee enrolment process annually • Apply criteria stipulated in policy • Communicate outcome of applications <p>Pupil Online Database</p> <ul style="list-style-type: none"> • Ensure pupil data is entered and updated • Facilitate transfers of pupils to and from other schools • Do end-of-year progressions • Record details of all exemptions granted <p>Esinet / OLCS</p> <ul style="list-style-type: none"> • Ensure that all of the following are entered on the system and approved as appropriate: 		
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		<ul style="list-style-type: none"> ○ School closure dates ○ Staff details ○ Staff leave ○ All claims for substitute cover ○ All claims for substitution are approved ○ Statements of absence printed and given to staff ○ Referrals to Medmark ● Ensure that medical certificates and forms relating to approved leave are retained <p>Pupil Files</p> <ul style="list-style-type: none"> ● Ensure the appropriate maintenance and retention of <ul style="list-style-type: none"> ○ Enrolment forms ○ School reports ○ Professional reports (where relevant) ○ IEPs/IPLPs (where relevant) ○ Pupil personal plans (where relevant) ○ Correspondence relating to the child 		
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		<p>Data Protection</p> <ul style="list-style-type: none"> • Ensure the school has a Data Protection policy • Ensure that the policy and procedures are communicated to staff • Obtain and process personal data lawfully, fairly and in a transparent manner • Ensure it is used only for one or more specified and explicit lawful purpose(s) • Ensure it is processed only in ways compatible with the purpose for which it was given initially • Keep data accurate and relevant • Ensure that the data is retained no longer than is necessary for the specified purpose or purposes • Keep personal data safe and secure • Respond to data access requests within specified timeframes <p>Annual Census Return</p> <ul style="list-style-type: none"> • Ensure that POD is up to date before completing the annual census • Input all required information on pupil numbers, classes, those 		
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		<p>availing of support teaching, complex needs, etc.</p> <ul style="list-style-type: none"> • Submit census figures • Complete declaration form • Arrange for signature of Chairperson and post to DE <p>Information Management Systems</p> <ul style="list-style-type: none"> • Register all pupils • Maintain contact details of parents/guardians • Maintain records of additional support provided <p>Attendance</p> <ul style="list-style-type: none"> • Ensure that attendance and reasons for absence are entered and recorded by all classroom teachers on a daily basis • Ensure monthly reports are generated • Ensure attendance returns are made to Tusla • Ensure referrals are made where there are concerns re attendance <p>Recruitment</p> <p>In conjunction with the Chairperson of the BoM:</p> <ul style="list-style-type: none"> • Confirm existence of post 		
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		<ul style="list-style-type: none"> • Advertise post • Arrange date(s) for interviews • Secure an independent assessor • Convene a meeting of the selection committee • Shortlist candidates for interview • Issue invitations for interview • Devise format for interview • Prepare marking sheets for interview • Ensure appropriate arrangements for interviews • Conduct interviews • Identify preferred candidate(s) • Check references of preferred candidate(s) • Issue report to BoM from selection committee • Request approval of preferred candidate from Patron • Communicate result of interview process to all interviewees • Ensure garda vetting, medical fitness and registration with Teaching Council are in place • Prepare and furnish appointee with relevant contract • Complete and return appointment form to DE 		
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		<ul style="list-style-type: none"> • Retain all records for stipulated period • Ensure list detailing the seniority of staff is maintained <p>Free School Book Scheme</p> <ul style="list-style-type: none"> • Compile booklist received from each individual class teacher and related classroom resources required for each class • Establish, and list, the total number of schoolbooks, workbooks and copybooks that need to be purchased • Establish budget breakdown • Determine what related classroom resources will be covered by the grant • Adhere to public procurement guidelines including seeking the required number of quotes from schoolbook shops and suppliers and adhering to advertising and tendering requirements where applicable • Decide on a supplier for schoolbooks, workbooks, copybooks and any related classroom resources being provided and place order/s 		
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		<ul style="list-style-type: none"> • Liaise with shops and suppliers in relation to any issues • Check all invoices against orders • Check stock delivered against orders/invoices • Arrange a suitable place to store stock • Arrange for payment to issue to shops and suppliers in a timely manner • Arrange for a cover to be placed on schoolbooks to help extend their lifespan • Ensure that there is an adequate system in place to catalogue schoolbooks e.g. label/barcode/scanner system • Sort books and related classroom resources by class grouping and within classes as appropriate • Ensure all the necessary teaching resources/copyrights are provided by the relevant publishers • Maintain financial records • Communicate with parents • Cooperate with the Department if selected to participate in the evaluation of the scheme 		
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		<ul style="list-style-type: none"> • As required during the year, order additional stock (both schoolbooks and related classroom resources) • Organise for the return of schoolbooks from pupils at the end of each year <p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Processing applications from providers of activities • Ensure licensing agreements are in place • Ensure all providers have Garda Vetting • Arrange venues/rooms for activities • Ensure payments for rental of facilities are received <p>Secretary to BOM</p> <ul style="list-style-type: none"> • Set the Agenda for meetings in consultation with the Chairperson. • Issue notice of meeting and agenda to Board members. • Record the minutes of Board meetings - to include issues discussed, decisions taken, including the numbers of those voting for or against a motion, and actions to be taken. 		
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		<ul style="list-style-type: none"> • Communicate Board decisions to relevant parties and follow up appropriately. • Keep minutes of each meeting in an appropriate form and in a safe place. • Deal with Board of Management correspondence. • Liaise with Chairperson between meetings. • Provide information to members concerning Board of Management rights and responsibilities • Liaise with school management authorities on behalf of BOM and apprise BOM members of advice and guidance received. • Advance development of school policies <p>Miscellaneous</p> <ul style="list-style-type: none"> • Maintain the school's registration on the Register of Charities • Submit an Annual Report to the Charities Regulator • Complete and file annual report on energy usage directly to the Sustainable Energy Authority of Ireland (SEAI) 		
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		<ul style="list-style-type: none"> • Liaise with external agencies • Facilitate school placement • Facilitate the School Meals Scheme • Facilitate school vaccination programme • Facilitate vision & hearing screening • Facilitate dental scheme • Facilitate participation in inter-school activities • Facilitate work experience 		
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DOMAIN 3 – LEADING SCHOOL DEVELOPMENT				
Standards	How?	What?	Who is?	Who could?
Communicate the guiding vision for the school and lead its realisation	<ul style="list-style-type: none"> • Ensure that there is a shared guiding vision for the school • Ensure that vision is communicated to all • Work towards the realization of that vision 	Mission Statement and Values <ul style="list-style-type: none"> • Ensure regular reflection on and review of the school's mission statement and values • Ensure all members of the school community are involved in such processes • Ensure that all activities promote the realisation of the school's mission are and underpinned by agreed values SSE <ul style="list-style-type: none"> • Initiate consultation to establish areas of focus • Facilitate consultation to identify priorities with the area of focus • Ensure data is gathered and analysed • Ensure tasks and targets are formulated • Ensure school improvement plan is devised • Ensure school improvement plan is implemented • Ensure that a combined School Self-Evaluation Report and School 		
Lead the school's engagement in a continuous process of self-evaluation	<ul style="list-style-type: none"> • Proactively engage with the school self-evaluation process • Develop school improvement plans • Implement school improvement plans • Evaluate their impact 			
Build and maintain relationships with parents, with other schools, and with the wider community	<ul style="list-style-type: none"> • Foster positive relationships with parents as partners • Support the work of the Parent Association • Engage positively with other schools and education providers • Develop and maintain positive relationships with the wider community 			
Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	<ul style="list-style-type: none"> • Adapt and respond to changes in education policy • Adapt and respond to changes in the school's needs and context 			

	<ul style="list-style-type: none"> • Keep abreast of developments within the education sector 	<p>Improvement Plan is prepared each year, and that a summary of the plan is communicated to the whole school community annually.</p> <p>Parents</p> <ul style="list-style-type: none"> • Identify opportunities for meaningful and appropriate involvement of parents in school activities • Ensure that there are appropriate arrangements for parent/teacher meetings • Attend PA committee meetings • Meet with officers of the PA • Assist the organisation of PA events • Attend such events • Co-ordinate fundraising with the PA • Consult the parent body re policy development/review • Ensure delivery of BOM report to PA 		
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DOMAIN 4 – DEVELOPING LEADERSHIP CAPACITY				
Standards	How?	What?	Who is?	Who could?
Critique their practice as leaders and develop their understanding of effective and sustainable leadership	<ul style="list-style-type: none"> • Reflect on own leadership practice and identify areas for improvement • Remain mindful of own wellbeing and that of others • Remain mindful of importance of emotional intelligence • Establish systems and structures to remain focused on identified priorities 	Leadership Reflection <ul style="list-style-type: none"> • Self-evaluate leadership practice against quality framework • Identify priority areas for development • Consider engagement with professional coaching Sharing of leadership <ul style="list-style-type: none"> • Ensure the adoption of a co-leadership or partnership approach between principal and deputy principal • Meet regularly as a senior leadership team • Develop and embed a culture of shared leadership within the wider Leadership & Management Team 		
Empower staff to take on and carry out leadership roles	<ul style="list-style-type: none"> • Recognise the importance of effective leadership • Recognise the importance of sharing leadership • Create teams to facilitate the sharing of leadership • Ensure mentoring/induction of teachers in new roles 	<ul style="list-style-type: none"> • Meet regularly as a Leadership & Management Team • Collate reports from the Leadership & Management Team to the BOM • Afford opportunities to staff members outside of the 		
Promote and facilitate the development of pupil participation, pupil leadership and parent participation	<ul style="list-style-type: none"> • Recognise pupils and parents as important voices / key stakeholders • Establish a forum to capture and promote the student voice • Ensure the student and parent voice is heard in the SSE process 			

Build professional networks with other school leaders	<ul style="list-style-type: none"> • Engage with/participate in leadership networks/communities of practice • Avail of services and supports from professional bodies 	<p>Leadership & Management Team to take on leadership roles</p> <p>Induction / Mentoring</p> <ul style="list-style-type: none"> • Ensure the formation of the Professional Support Team • Engage in collaborative planning for Droichead process • Facilitate the NQT's observation of peers • Facilitate observation of the practice of the NQT • Facilitate professional conversations following observations • Arrange one to one meetings with NQT's • Make determinations with regard to the NQT's engagement with the process <p>Policy Development</p> <ul style="list-style-type: none"> • Develop initial drafts • Ensure consultation process involving all stakeholders • Refine drafts on basis of consultation • Seek ratification by Board • Ensure implementation of policy 		
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		<p>Student Councils</p> <ul style="list-style-type: none"> • Facilitate appropriate arrangements for the election of a Student Council • Facilitate the Student Council's engagement with and involvement in appropriate issues • Seek opportunities to highlight the work of the Student Council <p>Engagement with professional networks/bodies</p> <ul style="list-style-type: none"> • Encourage and facilitate the principal, deputy principal and assistant principals in developing and effectively exercising their leadership role in the school • Seek engagement with school leaders in other schools • Participate in local leadership support groups or fora • Consider membership of relevant professional bodies • Avail of supports and services provided by such bodies 		
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