**Sample Process to Review Leadership and Management Posts**

**1. Raise awareness** among the ISM Team, the staff and the Board of Management about the context for reviewing posts

* LAOS 2022
* SSE Guidelines 2022-2026
* Relevant Circulars 0044/2019

‘*Looking at Our Schools 2022 – A Quality Framework for Primary Schools’.*

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*‘School Self-Evaluation Guidelines 2022-2026*

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Leadership and Management in Primary Schools - Summary of Circular

* Focus on Distributed Leadership
* Reference ‘*Looking at Our Schools 2022 – A Quality Framework for Primary Schools’.*
* Post holders are now known as Principal, Deputy Principal, Assistant Principal 1 and Assistant Principal 11
* Appointments to posts will be based on four competencies, with each competency being allocated equal weighting of 25 marks. The four competencies are:
	+ Leading teaching and learning
	+ Managing the organisation
	+ Leading school development
	+ Developing leadership capacity
* Make arrangements for the phasing in of open competition for Deputy Principal posts
* Make provision for post holders to report to the Board of Management on an annual basis and for a review of posts every two years

**2. Work with the ISM Team to look at their current duties and to collate and align those duties under the Quality Framework.**

**Provide the following information and template to ISM Team members.**

**LAOS 2022: Leadership and Management Dimension**

**Domain One: Leading Teaching and Learning**

**School leaders:**

* promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment
* foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil
* manage the planning and implementation of the curriculum
* foster teacher professional learning that enriches teachers’ and pupils’ learning

**Domain Two: Managing the organisation**

**School leaders:**

* Create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication
* manage the school’s human, physical and financial resources so as to create and maintain a learning organisation
* manage challenging and complex situations in a manner that demonstrates equality, fairness and justice
* develop and implement a system to promote professional responsibility and accountability

**Domain Three: Leading school development**

**School leaders:**

* communicate the guiding vision for the school and lead its realisation
* lead the school’s engagement in a continuous process of self-evaluation
* build and maintain relationships with parents, with other schools, and with the wider community,
* manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

**Domain Four: Developing leadership capacity**

School leaders:

* critique their practice as leaders and develop their understanding of effective and sustainable leadership
* empower staff to take on and carry out leadership roles
* promote and facilitate the development of pupil participation, pupil leadership and parent participation
* build professional networks with other school leader

**Insert School Name and Roll No:**

Under the terms of Circular 0043/2022, our school is allocated a Principal, a Deputy Principal and number of Assistant Principals and the grade i.e I or 11. It is important that we review the current duties of our post holders. Please align your current duties under the Domains of Leadership.

**Review of Posts of Responsibility**

|  |  |
| --- | --- |
| **Current** | **Needs** |
| **Domain One: Leading teaching and learning**  |  |
| **Domain Two: Managing the organisation**  |  |
| **Domain Three: Leading school development**  |  |
| **Domain Four: Developing leadership capacity**  |  |

**3. Feedback to the whole staff and ask for their views on the current needs of the school. Are there areas we should continue to include, are there areas we don’t currently include that should be prioritised?**

**4. Collate the feedback from the ISM Team and the whole staff and present it to the Board of Management for discussion *for example***

|  |
| --- |
| **Priority Areas Identified by the Staff** |
| **Domain One: Leading teaching and learning e.g.**Team teachingAssessmentSENEAL/InclusionCurricular reviewCPD/Professional Development |
| **Domain Two: Managing the organisation e.g.**Carrying out the duties and responsibilities of the Principal as necessaryBehaviour management - Code of Behaviour Health and Safety Representative, inc. CIPSupervisionManaging human, physical and financial resources e.g. Assets, Maths resources, Art resources, PEManaging of school buildings and ancillary staffMaterials/Resources management – liaising with BOM re. needs and prioritiesManaging and co-ordinating the provision of ICT |
| **Domain Three: Leading school development e.g.**Health and Well-being – Active Flag, In-School Awards, Healthy EatingCommunication with stakeholders and the wider community – Green FlagSchool Self-Evaluation – leading aspects of School Self-EvaluationPartnership Schools Ireland |
| **Domain Four: Developing leadership capacity e.g.**Staff developmentMentoring and InductionStudent Council Developing professional networksCoaching |

**4. Work with the BOM to determine what should be prioritised as the duties of revised middle management posts.**

* Are there areas that are actually the remit of the Board of Management e.g. managing school buildings?
* Are there areas that should remain the responsibility of the Principal e.g. SEN?
* Are there areas that are not necessarily suitable as duties for middle management e.g managing Art resources? Should the posts be focussed on leadership or should they be task driven?

**5. Work with the BOM to draw up revised posts, based on the needs of the school, feedback from all staff and taking into account the interests, skills and expertise of the ISM team members.**

**e.g.**

**Name of School**

**Circular 0044/2019 Leadership and Management in Primary Schools**

The post of responsibility structure in schools is based on a distributed leadership model, involving the establishment and facilitation of leadership teams with appropriately defined and shared responsibilities.

Subject to the overall authority of the Board of Management, the Assistant Principal 11 is accountable for the fulfilment of his/her role to the Principal of the school.

The Assistant Principal will submit an annual report to the Principal and/or to the Board of Management before the end of May each school year.

**Name of Teacher:** Name of Team Member

**Post Description**: Assistant Principal 11

**Purpose of the Post**

To co-operate and collaborate with the Principal and the In-School Management Team in the leadership, management and efficient running of the school

To assume responsibility for specific areas identified by the Board of Management

*The responsibilities of the post are subject to change.*

**Responsibilities of the Post**

**1. Teaching and Learning**

To co-operate and collaborate with the Principal and the in-School Management Team in promoting a culture of continuous improvement in teaching and learning

To assemble, lead and co-ordinate a team with specific responsibility for the review of Languages – Gaeilge in consultation with the Principal, and in the context of an agreed framework and timetable for review.

**2. Managing the Organisation**

To manage the cleaning staff and co-ordinate the cleaning of the school.

To manage the school’s resources so as to create and maintain a learning organisation. This will include:

* An annual audit of resources for Science and Physical Education
* Researching appropriate resources and supports needed for curricular implementation in the areas of Science and Physical Education
* Informing the Board of Management of needs and priorities and ordering materials and resources in line with an agreed budget

**3. Leading School Development**

To research, implement and monitor Health and Well-being initiatives for both pupils and staff. This will include assembling, leading and co-ordinating a team with responsibility for organising an Annual Friendship, Health and Well-being Week.

**4. Developing Leadership Capacity**

To co-operate and collaborate with the Principal in promoting and facilitating the development of pupil voice, pupil participation and pupil leadership through the co-ordination of the Green Flag programme.

To engage on an annual basis in personal Continuous Professional Development relevant to a senior leadership position.

 **Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Name – Assistant Principal 11**

**Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Name – Chairperson**

**Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Circular Letter 0045/2019* **Section 5***School and Classroom Planning****Effective school and classroom planning****for teaching and learning is important in order to become familiar with the Primary Language Curriculum/Curaclam Teanga na Bunscoile (PLC/CTB).* ***Schools and teachers should decide on the best approach to planning based on their own individual contexts****. ….. 7 At school level, planning should help the school to provide for implementation of the PLC/CTB so that continuity and progression in pupils’ learning are promoted. At classroom level, planning should ensure sufficient preparation to support high quality teaching and learning and support language learning for all pupils. The process of planning for teaching, learning and assessment gives teachers an opportunity to consider how best to implement the PLC/CTB in their own settings and to consider how to support the next stages of children’s learning. Preparation for teaching clarifies the learning outcomes on which the class is working; the specific approaches chosen by the teacher to support pupils’ in achieving those outcomes, and the way in which the teacher will assess and monitor pupils’ progress. The process of planning varies from teacher to teacher but they should: •****Plan in accordance with the particular needs, aptitudes and interests of the children in their classroom****• Plan in accordance with the learning outcomes set out in the PLC/CTB Stages 1–4, 2019 •****Use their professional discretion to decide how to plan for teaching and learning, drawing on their knowledge of pupils’ learning strengths and needs, and how these are best met****• Use a template or planning rubric that best suits their needs. This approach can allow the practitioner to engage and think about implementation in a way that makes sense to them, while keeping the principles of the PLC/CTB to the fore. Arising from this approach, teachers individually and collaboratively will move towards creating a methodology for planning that is useful in guiding their practice,****in their own context****. • Ensure that the focus of planning is on the provision of rich and authentic language learning experiences for children which will support their achievement of the outcomes set out in the PLC/CTB. The Department understands that planning at this stage of implementation of the PLC/CTB is tentative and dynamic, reflecting teachers’ growing knowledge and understanding of the new curriculum and responding to the needs of the children in their classrooms. As such, the Department advises teachers to develop clear, short-term, language learning plans which are reflected upon, evaluated and amended in the light of experience.*

*The IPPN recognises the contents and aspirations of Circular Letter* **0044/2019** *and the subsequent document –* **Looking at Our School 2022:**  **A Quality Framework for Primary Schools and Special Schools**.

*These sample Questions are offered as a guidance tool - a support offered by members for members and are not designed to replace or reduce the collegial professional dialogue and planning that is expected of schools and supported by Oide and the Department of Education and Skills. We thank the colleague who volunteered this but the IPPN does not take responsibility for errors within or the failure of this document to reflect accurately best practice or latest thinking.*