* This Reflection Tool seeks to establish a common understanding of the roles of school leaders with reference to the [***Quality Framework for Leadership & Management***](https://assets.gov.ie/25260/4a47d32bf7194c9987ed42cd898e612d.pdf) (LAOS 2022). It is not envisaged that a job specification would emerge but rather that consensus might be reached as to what it is that school leaders should be focused on in order to render them as effective as possible in their leadership roles and also that those leadership roles would be more sustainable.
* 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 is best placed** to undertake task/actions detailed in column 3
* When engaging with the document, the challenge is
	+ to **reflect upon** and **determine** what should be **the responsibility of the principal**, the **deputy principal** and **those involved in the leadership & management of the school**, as well as
	+ who or what **structure** might be required **to address what should** **not** **be the responsibility** of the principal, the deputy principal and those involved in the leadership & management of the school.
* 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 document **to take account of their specific context**.

|  |
| --- |
| **DOMAIN 1 – LEADERSHIP OF TEACHING AND LEARNING** |
| **Standards** | **How?** | **What?** | **Who?** |
| Promote a culture of reflection, improvement,collaboration, innovation and creativity in learning, teaching and assessment | * 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*** 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
* 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

**Inclusion*** Allocate caseloads to SETs
* Review timetabling of SETs
* 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
* Deploy SNAs 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
	+ 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

**Standardised Testing*** 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

**Professional Development*** Promote an engagement with ongoing professional development among all staff
* Facilitate the sharing of learnings from engagement with professional developmentamong all staff
 |  |
| Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil | * 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 | * 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
 |
| Foster teacher professional learning that enriches teachers’ and pupils’ learning | * 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
 |

|  |
| --- |
| **DOMAIN 2 – MANAGING THE ORGANISATION** |
| **Standards** | **How?** | **What?** | **Who?** |
| Create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication | * 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*** 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
* Ensure the development and implementation of protected disclosures procedures
* Ensure fidelity to the agreed procedures for managing complaints, grievances, etc.

**Child Protection*** 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 Dedicated Contact Point, if necessary.
* 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

**Anti-Bullying*** 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
* 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
* 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

**Health & Safety*** 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
* Ensure infection control procedures are followed for notifiable conditions
* Maintain records

**Finance*** 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
* Submit accounts to FSSU
* Submission accounts to Patron
* Identify potential need for fundraising

**HR & Staffing*** 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

**Buildings & Grounds*** 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

**Digital Learning*** 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
* 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

**Completion of Works / Building Projects*** 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
* 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
* 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.

**OTHER AREAS THAT LOCATE THEMSELVES WITHIN THE DOMAIN OF LEADING THE ORGANISATION BUT ARE NOT REPRESENTED WITHIN THE STANDARDS****Admissions*** 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

**Pupil Online Database*** 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

**Esinet / OLCS*** Ensure that all of the following are entered on the system and approved as appropriate:
	+ 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

**Pupil Files*** Ensure the appropriate maintenance and retention of
	+ Enrolment forms
	+ School reports
	+ Professional reports (where relevant)
	+ IEPs/IPLPs (where relevant)
	+ Pupil personal plans (where relevant)
	+ Correspondence relating to the child

**Data Protection*** 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

**Annual Census Return*** Ensure that POD is up to date before completing the annual census
* Input all required information on pupil numbers, classes, those availing of support teaching, complex needs, etc.
* Submit census figures
* Complete declaration form
* Arrange for signature of Chairperson and post to DE

**Information Management Systems*** Register all pupils
* Maintain contact details of parents/guardians
* Maintain records of additional support provided

**Attendance*** 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

**Recruitment**In conjunction with the Chairperson of the BoM:* Confirm existence of post
* 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
* Retain all records for stipulated period
* Ensure list detailing the seniority of staff is maintained

**Free School Book Scheme*** 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
* 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 the 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
* 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

**Extra-curricular activities*** 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

**Secretary to BOM*** 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.
* 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

**Miscellaneous*** 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)
* 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
 |  |
| Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation | * 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 | * 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
 |
| Develop and implement a system to promote professional responsibility and accountability | * Promote individual reflection on practice
* Promote and facilitate collaborative reflection on practice
* Support staff who are experiencing challenge
 |

|  |
| --- |
| **DOMAIN 3 – LEADING SCHOOL DEVELOPMENT** |
| **Standards** | **How?** | **What?** | **Who?** |
| Communicate the guiding vision for the school and lead its realisation | * 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*** 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*** 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 Improvement Plan is prepared each year, and that a summary of the plan is communicated to the whole school community annually.

**Parents*** 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
 |  |
| Lead the school’s engagement in a continuous process of self-evaluation | * 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 | * 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 | * Adapt and respond to changes in education policy
* Adapt and respond to changes in the school’s needs and context
* Keep abreast of developments within the education sector
 |  |

|  |
| --- |
| **DOMAIN 4 – DEVELOPING LEADERSHIP CAPACITY** |
| **Standards** | **How?** | **What?** | **Who?** |
| Critique their practice as leaders and develop their understanding of effective and sustainable leadership | * 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*** Self-evaluate leadership practice against quality framework
* Identify priority areas for development
* Consider engagement with professional coaching

**Sharing of leadership*** 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
* 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 Leadership & Management Team to take on leadership roles

**Induction / Mentoring*** 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

**Policy Development*** Develop initial drafts
* Ensure consultation process involving all stakeholders
* Refine drafts on basis of consultation
* Seek ratification by Board
* Ensure implementation of policy

**Student Councils*** 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

**Engagement with professional networks/bodies*** 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
 |  |
| Empower staff to take on and carry out leadership roles | * 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
 |
| Promote and facilitate the development of pupil participation, pupil leadership and parent participation | * 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 | * Engage with/participate in leadership networks/communities of practice
* Avail of services and supports from professional bodies
 |