



Role Profile

Position of Principal in a CEIST School

St Joseph's Secondary School, Tulla, Co Clare

This role profile is used in conjunction with the CEIST Charter and includes the statutory requirements, the contractual obligations and core competencies.

Statutory Requirements

Section 22 of the Education Act 1998 sets out the functions of the Principal. These functions specify that the Principal shall:

- (a) encourage and foster learning in students
- (b) regularly evaluate students and periodically report the results of the evaluation to the students and their parents
- (c) collectively promote co-operation between the school and the community which it serves, and
- (d) subject to the terms of any applicable collective agreement and their contract of employment, carry out those duties that are assigned to him or her by the Board.

Section 23 of the Act specifies that, in addition to the above functions, the Principal shall:

- (a) be responsible for the day-to-day management of the school, including guidance and the direction of teachers and other staff of the school, and be accountable to the Board for that management,
- (b) provide leadership to the teachers and other staff and the students of the school,
- (c) be responsible for the creation, together with the Board, parents of students and the teachers, of a school environment which is supportive of learning among the students and which promotes the professional development of the teachers,
- (d) under the direction of the Board and, in consultation with the teachers, the parents and, to the extent appropriate to their age and experience, the students, set objectives for the school and monitor the achievement of those objectives, and,
- (e) encourage the involvement of parents of students in the education of those students and in the achievement of the objectives of the school.

Articles of Management

The Principal has overall authority under the authority of the Board of Management / Manager for the day to day management of the school as provided for under Article 22 of the Articles of Management, which states:

Subject to such direction as may be given from time to time by the Board, the Principal shall control the internal organisation, management and discipline of the School, including the assignment of duties to members of the teaching and non-teaching staff. The Principal shall submit, in writing, to the Board all such statements and reports affecting the conduct of the School as the Board shall require.

Attendance of the Principal

1. The Principal will be required to be in attendance for days during the school year when the Board of Management / Manager of the school determines that the school should be open for pupils and in accordance with Department of Education and Skills regulations.
2. The Principal will be required by the Board of Management / Manager to be present in the school for periods during the State Examinations and for other reasonable periods outside of the normal opening hours and days of the school such as may be necessary from time to time. The Principal shall enter into an agreement with the Board of Management in respect of arrangements for such attendances.
3. Before the beginning of the school year the Principal shall be available as reasonably required to ensure that all necessary preparations are carried out for the re-opening of the school and shall inform the Chairperson of the Board of Management of the preparations involved.
4. The Principal shall ensure that appropriate arrangements are in place for the reception and distribution of Leaving Certificate examination results and for consultation with students and parents.

Day-to-Day Duties

In addition to the above, the obligations of the Principal in general terms are as follows:

1. The Principal shall uphold and be responsible for upholding the characteristic spirit of the school as determined by the Patron/Trustees of the school.
2. The Principal controls the internal organisation, management and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff.
3. The Principal ensures that the Board of Management's policies, procedures, guidelines and requirements are adhered to.

4. The Principal submits to the Board all such statements and reports affecting the conduct of the school as the Board requires.
5. The Principal is responsible for day-to-day financial administration and reporting as provided for in the Financial Support Services Unit Guidelines.
6. The Principal is required to be fully familiar with the Child Protection Guidelines and it is normal for the Principal to be the Designated Liaison Person (DLP).
7. The Principal of a recognised school and the teachers in a recognised school, under the direction of the Principal, shall have responsibility for the instruction provided to the students in the school and shall contribute, generally, to the education and personal development of students in that school.

This list of duties is not intended to be exhaustive and is subject to change.

Core Competencies

Faith school leadership promotes the building of a school community in its religious tradition and in accordance with the values of the school's mission statement and expressed philosophy. It facilitates the creation of a shared school culture that reflects the core values and ethos of the school. It fosters a climate of trust that motivates and inspires others to commit to ongoing development that will support the educational and spiritual goals/objectives of the school. It ensures that results are achieved in a caring and compassionate environment.

The CEIST Charter informs the leadership of the school. It is based on an understanding of Catholic education and schooling. It is set before the whole CEIST community to enrich its life and to foster development at all levels. It provides a means to deepen our understanding of the Catholic tradition in education and its application in our time.

Organisational and administrative skills use a range of system supports and processes to establish a systematic course of action for self and/or others to ensure accomplishment of objectives. This involves setting priorities, goals and timetables to ensure effective use of time and available resources.

Strategic development and management competencies exhibit skills which demonstrate the ability to take a broad and long term view of the needs of the school's purpose and objectives.

Relationship management and interpersonal skills refer to using a range of communication skills to build and sustain constructive and supportive relationships with all key partners.

Self-awareness and self-management skills refer to the ability to accurately perform self-assessments and to keep disruptive emotions in check.