



Role Profile for the Position of Deputy Principal

The Deputy Principal works closely with the Principal in relation to the day-to-day management and leadership of the school as provided for in legislation, circulars other relevant communications.

The Statutory Functions of the Deputy Principal

The statutory functions of the Deputy Principal are set out in Sections 22 and 23 of the Education Act 1998. The obligations of the Deputy Principal in general terms are as follows, without prejudice to the generality of the functions of the Principal:

- The Deputy Principal works with the Principal in relation to the internal organisation, management, leadership, and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff.
- The Deputy Principal works with the Principal to ensure that the Board of Management's policies, procedures, guidelines, and requirements are adhered to.
- The Deputy Principal is required to be fully familiar with the Child Protection Guidelines and it is normal for the Deputy Principal to be the Designated Liaison Person (DLP) in the absence of the Principal.
- The Deputy Principal in collaboration with the Principal has a range of statutory functions and obligations as outlined in legislation. Such statutory functions are implied into the Contract of Employment.

In conjunction with the key roles and responsibilities outlined in the Education Act the following is a summary of the key competencies required for the role of Deputy Principal in a faith school.

Competencies Summary

The following are the key competencies, which include the domains from LAOS, as being essential for the effective performance of the role and function of a Deputy Principal in a faith school:

- A. Leadership in a Faith School**
- B. Promotion of a Holistic Development Culture including Leading Learning and Teaching**
- C. Interpersonal Relationships including Developing Leadership Capacity**
- D. Management & Administration including Managing the Organisation**
- E. Strategic Management including Leading School Development**
- F. Self-awareness & Self-management Skills**



While there is not congruence between the six competency areas and the four DoE identified domains, all of the domains and their respective standards are included in the revised competency framework. Each of these competencies is defined in a school context below, with sample behavioural indicators included.

Leadership in a Faith School:

In collaboration with the Principal, the Deputy Principal will:

- Promote 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.
- Understand, protect, and promote the stated characteristic spirit of the school and be committed to the demands implied in such protection and promotion.
- Operate in accordance with the quality of action, function and presence laid down by the Board of Management on behalf of the Trustees, as necessary for the carrying out of this role.
- Articulate clear objectives for faith development in the school, placing faith development appropriately within the whole school planning and review process.

Included within this competency is the expectation that the successful candidate would:

- Be a reflective practitioner regarding faith development and show commitment to the integration and transmission of Gospel values through the curriculum.
- Demonstrate the capacity to be a motivational leader of staff in relation to characteristic spirit and to commit to reflective practice, the ongoing professional development of staff and the leadership role of others in this regard.
- Demonstrate an ability to foster a commitment to inclusion, equality of opportunity and the holistic development of each student. (Domain 1)
- Contribute to the shaping and implementation of a vision based on high expectations, for the all-round development, including appropriate academic success, for each student who is seen as a unique child of God.
- Demonstrate an ability to clearly communicate the guiding vision for the school to all key partners and lead its realisation. (Domain 3)
- Demonstrate a resolve that is tempered with moderation, flexibility and compassion around the issues and conflicts that faith gives rise to in an increasingly diverse and secular society.



Promotion of a Holistic Development Culture including Leading Learning and Teaching:

In collaboration with the Principal, the Deputy Principal will:

- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing the planning and implementation of the school curriculum.
- Foster a commitment to inclusion, equality of opportunity and the holistic development of each student through the formal Curriculum together with Co-Curricular and Extra Curricular subjects and activities, all of which are informed by and contribute to the school's characteristic spirit.
- Foster teacher professional development that enriches teachers' and students' learning, promoting the achievement of high educational outcomes.

Included within this competency is the expectation that the successful candidate would:

- Promote and support a culture of continuous professional development for staff in a range of areas to support high-quality teaching and/or to address the identified needs of the school (Domain 1)
- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment (Domain 1)
- Show commitment to on-going evidence-based school self-evaluation for the achievement of high educational standards and demonstrate capacity in implementing strategic improvement planning in teaching and learning
- Establish and support the development of 'staff teams' in all areas of school life in support of the achievement of the school's aims and objectives, empowering staff to take on and carry out leadership roles (Domain 4)
- Be personally familiar with what is required to improve the quality of learning and teaching.
- Promote and facilitate the development of student voice, student participation and student leadership (Domain 4)

Interpersonal Relationships including Developing Leadership Capacity:

In collaboration with the Principal, the Deputy Principal will:

- Critique his/her practice as leader and develops his/her understanding of effective and sustainable leadership.
- Collaboratively builds and maintains professional and respectful relationships with staff, students, parents, and other support agencies, including building professional networks with other school leaders.
- Establish, build, and lead staff teams in all areas of school life.
- Promote and facilitate the development of student voice, student participation, and student leadership.
- Use appropriate communication skills to empower staff to take on and carry out leadership roles.
- Appropriately anticipate, address, and manage the conflictual challenges that inevitably accompany this role.



- Encourage and foster the building of leadership capacity among staff in all areas of school life that support the achievement of the school's mission and vision as articulated by the Board of Management.

Included within this competency is the expectation that the successful candidate would:

- Demonstrate an active involvement in professional networks with other school leaders and demonstrate a willingness to contribute to and learn from such networks. (Domain 4)
- Build and maintain relationships with parents, with other schools, and the wider community (Domain 3)
- Set up teams and empower staff to take on and carry out leadership roles, thus building leadership capacity within the school
- Develop and implement a system to promote professional responsibility and accountability (Domain 2)
- Can manage challenging and complex situations in a manner that demonstrates equity, fairness, and justice (Domain 2)
- Promote a clear understanding of change processes and manages this change in a collaborative, flexible and sensitive manner.

Management & Administration including Managing the Organisation:

In collaboration with the Principal, the Deputy Principal will:

- Manage the school's human, physical and financial resources to create and maintain a learning organisation, managing challenging and complex situations in a manner that demonstrates equity, fairness, and justice.
- Lead the school in on-going evaluation of the school's activities and relationships in the light of its goals as established by the Board of Management and as identified as part of School Self-Evaluation (SSE).
- Use a range of relevant planning and organisational techniques and systems to set priorities, goals and timetables that ensure effective use of time and resources.
- Establish an orderly, secure, and healthy learning environment, and maintains it through effective communication.
- Develop and implement a system to promote professional responsibility and accountability.

Included within this competency is the expectation that the successful candidate would:

- Display the capacity and or/experience to manage the design, planning and implementation of the school curriculum (programmes, subjects, and activities) which support the achievement of the school's goals and objectives, in line with DES requirements and arising out of School Self Evaluation (Domain 1)
- Demonstrate an understanding of the relevant systems and policies to foster a safe place of learning and teaching for the whole school community e.g., Health & Safety; Child Protection; Pastoral Care; Code of



Behaviour etc. These systems and policies will be reflective of the Characteristic Spirit of the school and will be in keeping with legislation (cf. Domain 2)

- Demonstrate evidence of engagement with the whole school community in the development and review of school policies as appropriate
- Provide evidence of managing school's human, physical and financial resources in an effective and efficient manner to create and maintain a learning environment. (Domain 2)

Strategic Management including Leading School Development:

In collaboration with the Principal, the Deputy Principal will:

- Demonstrate the ability to manage, lead and mediate change to respond to the evolving needs of the school and to changes in education including the legislative framework in which schools operate.
- Work with all stakeholders to communicate the characteristic spirit and guiding vision for the school and lead its realisation.
- Lead the school's engagement in a continuous process of self-evaluation and strategic planning.
- Build and maintains relationships with parents, with other schools, and with the wider community.

Included within this competency is the expectation that the successful candidate would:

- Lead the school's engagement in a continuous process of self-evaluation (Domain 3)
- Understand the detail of relevant legislation
- Manage, lead, and mediate change to respond to the evolving needs of the school and to changes in education (Domain 3)
- Understand the long term needs of the school and demonstrate a vision for working towards meeting those needs.
- Demonstrate a willingness and capacity to develop strategies for the future and think through the consequences of actions taken.
- Can reflect on and analyse how the school might best serve the educational needs of the local community.

Self-awareness and Self-management Skills:



The Deputy Principal will:

- Demonstrate an awareness of his/her strengths and areas for improvement and has the capacity to manage them appropriately.
- Receive and gives feedback; modelling and promoting a culture of self-reflection.
- Attend to his/her own wellbeing as well as assisting others to attend to their own wellbeing.
- Demonstrate the capacity to manage his/her own difficult emotions and is self-aware enough to know when to seek support particularly when dealing with challenging situations.
- Motivate himself/herself and attend to developing his/her self-awareness and self-management skills.

Included within this competency is the expectation that the successful candidate would:

- Have a clear knowledge of his/her personal strengths and challenges and the ability to understand their impact on others
- Recognise the importance, and display a willingness, to regularly critique his/her professional practice with the leadership team and develop his/her understanding of effective and sustainable leadership (Domain 4)
- Recognise the role that emotions can play in thinking and cognitive activity
- Demonstrate a caring outlook and express concern in a positive and healthy way
- Look to their own wellbeing.

Specific Context of Royal School Cavan

Royal School Cavan Mission Statement:

Royal School Cavan endeavours to nurture students' gifts and talents in a learning community that is supportive, inclusive, and creative. Everyone is encouraged to achieve their full academic and personal potential while developing habits that instil lifelong learning, guided by our Christian ethos.

Royal School Cavan Statement of Characteristic Ethos:

As a Christian school the traditions and beliefs of Christianity based on the biblical teaching of the Protestant Churches, represented by the Protestant (local) Board of Education, inform the policies and practice of the Royal School Cavan. In this context our mission is to ensure that the curriculum of the School and its facilities meet the demanding and changing educational requirements of the twenty first century thereby providing a quality education for our students. Our School is a community which consists of parents, students, staff, and management, where



each person's talents are recognised, validated, and developed. Each member of this community participates in the educational process inspired by Christian values and recognising the dignity of each individual.

Future Development of the Royal School Cavan

Royal School Cavan has a history stretching back over 400 years. In 2020, the decision was made to close the Boarding Department, thus making the School purely a day-school. This year, following extensive consultations with the Department of Education, the decision was made to enter the Free Education Scheme. This decision took effect from September 2022. There will be far-reaching implications regarding entering the Free Education Scheme, involving extensive development of infrastructure, expansion of the School enrolment and provision for Special Educational Need.

The emphasis of all parties remains on maintaining the provision and quality of teaching, learning, assessment, and reporting, upholding the ethos and intimate and inclusive atmosphere of the school for the entire school community, and ensuring that the school's culture and commitment to well-being creates an environment in which students feel secure, valued, and encouraged in their learning.

Terms and conditions of employment: As per the Department of Education directives.