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**Loreto Secondary School, Coleville Rd., Clonmel, Co. Tipperary**

**Role Profile - Deputy Principal**

Loreto Secondary School is a Catholic (voluntary) school in the Loreto tradition, inspired by Mary Ward and rooted in Gospel values and under the trusteeship of Loreto Education Trust. Loreto is an all-girls secondary school, catering for 481 pupils.

Loreto schools seek to provide an education that affirms the innate dignity of every human being created in God’s image, and fosters the full and harmonious development of each student, encompassing the intellectual, physical, cultural, moral and spiritual aspects in an environment of justice, freedom, sincerity, truth and joy.

The creation of a dynamic school community where every student is equally cherished and has a real sense of belonging is a priority in a Loreto school. Each Loreto school draws its inspiration from Gospel values and the rich heritage passed on to us from Mary Ward and Teresa Ball, and enshrined in our documents on Loreto Education, including Kolkata Educational Guidelines for Loreto Schools, Continuing the Journey: A Loreto Education and A Mary Ward School Compass. The Institute of the Blessed Virgin Mary was founded in 1609 by Mary Ward and Teresa Ball brought this tradition which she named ‘Loreto’ to Ireland in 1821.

Students are encouraged to be reflective and discerning in the spirit of our Loreto and Ignatian tradition and to continue to grow with integrity in a right relationship with God, with other people and the environment.

Our philosophy of holistic education places the person of the student at the centre of the educational enterprise which nurtures the student’s capacity to “seek truth … to love what is good … to strive for excellence” (Teresa Ball) and joyfully engage with life-long self-directed learning in all its dimensions. In so doing, we are committed to preparing students to take their place in society as generous, confident, perceptive, well-informed, articulate and compassionate people ready to contribute to the common good.

Loreto schools welcome students of all faiths and of none while maintaining a Catholic ethos. Interfaith and intercultural dialogue together with a spirit of inclusivity and the celebration of diversity are fostered in the school.

In harmony with our characteristic spirit, and recognising that care of faith and education are fundamental to the Loreto tradition, Religious Education is central to our curriculum. The faith formation of Catholic students is supported by the school in accordance with the doctrines, practices and traditions of the Roman Catholic Church and/or such ethos and/or characteristic spirit as may be determined or interpreted from me to me by the Irish Episcopal Conference.

Each student’s spiritual life is expressed and deepened through prayer; ritual in the cycle of the liturgical year, reflection on the profound link between faith and justice and creative engagement with the dialogue of faith and life communicated in nature, in science and in the arts.

In accordance with Section 15 (2)(b) of the Education Act, 1998, the Board of Management of Loreto Secondary School is accountable to the Patron (the Loreto Education Trust) for so upholding, the characteristic spirit of the school.

**Mission Statement**

*“Our school is a caring Christian Community in which students have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.''*

**Philosophy of Education**

As a Catholic school we endeavour to be an educational community where:

* The Loreto Values of justice, freedom, truth, sincerity and joy are lived,
* We are all accepted,
* We all belong,
* Shared leadership comes with shared responsibility,
* Critical thinking, Restorative Practice, digital and social-awareness are fundamental,
* Being responsive to, and reflective of, a modern world are important,
* We are respectful of our traditions,
* Global citizenship, interconnectedness and creativity are celebrated,
* Staff, students, parents, past-pupils, and management co-operate for the common good.

Our practice and philosophy as a faith school is captured in our Loreto "[Continuing the Journey](https://loretoeducationtrust.ie/wp-content/uploads/2018/09/Continuing-the-Journey.pdf)" the "[Loreto Kolkata Guidelines](https://loretoeducationtrust.ie/wp-content/uploads/2018/09/Loreto-Education-Kolkata-Guidelines.pdf)" and the Mary Ward Compass.

**The following role profile has been developed by the Board.**

**Senior Leadership and Management Team**

The senior leadership and management team in Loreto comprises one Principal (who takes responsibility for leading the team) and one Deputy Principal. The team takes a shared approach to provide leadership in the following areas as defined by the Board of Management. While each member of the team will be delegated specific areas of responsibility, the principles of teamwork and effective communication, both within the team and throughout the school community, will apply. Roles and responsibilities are frequently reviewed and adapted to ensure the needs of the school are continually met.

**Area of Management - School Governance**

**Roles and Responsibilities:**

* Promotion of ethos.
* Students - induction programme, teaching & learning, assemblies and school events
* Staff - induction, teaching & learning, staff meetings/planning
* School community - mission statement, school policies, parents and past pupils
* Physical representations of the ethos - displays in the school building etc.
* Communications and relationships among members of the school community
* Public relations
* School Governance
* Liaise with the Loreto Education Trust (L.E.T.)
* Promote the involvement in, and the awareness of, Loreto Network Education Committee initiates and national Loreto events.
* Board of Management - the Principal acts as secretary and advises the Board in relation to the Education Act and other legislation and guidelines. Acts as a liaison between the Board and the L.E.T., J.M.B. and other relevant bodies. Acts on behalf of the Board on a day-to-day basis.
* Deals with
* Correspondence and liaises with other agencies as required. Provides the Board with reports on school act ivies and performance.
* Parents Association - member of Senior Leadership and Management Team (S.L.M.T.) to liaise with the P.A.
* Student Council - member of the management team to oversee the work of the Student Council in cooperation with middle leadership and management, working towards a means of evolving the student voice in Loreto.
* Senior Leadership and Management Team - principal to lead the work of S.L.M.T.
* Middle Leadership and Management - members of the S.L.M.T. to lead and support the members of the Middle Leadership and Management team.

**Area of Management - Student Supports**

**Roles and Responsibilities:**

* Enrolment - manage and lead the review cycle in this area.
* Admissions Policy
* Prospectus information, website, notifications regarding enrolment dates etc.
* Open Night
* Manage the processing of applications
* Induction of students, assessment tests, formation of classes.
* Pastoral Care
* Lead the review cycle and manage key personnel in the area.
* Child Protection Guidelines
* Review and monitor procedures
* Behaviour Management
* Lead the review cycle and manage key personnel in the area.
* Attendance
* Lead the review cycle and manage key personnel in the area.
* Pastoral/Behaviour (including rewards scheme) /Attendance/Guidance/SPHE/
* Disadvantage: oversee and manage this area for assigned year groups, working with the relevant personnel including Year Heads, Guidance Counsellors, Middle Management Team and Tutors.

**Area of Management - Resources**

**Roles and Responsibilities:**

* Building and grounds
* To include the management of the caretaking staff and employees connected to the rental of the sports facilities.
* Maintenance
* Development
* ports facilities
* I.T. infrastructure
* Fire Drill
* Health & Safety statement
* Finance/Resources
* Lead the finance committee and manage staff in the area of school finance.
* Act on behalf of the Board/Finance Committee in relation to matters financial.
* Administration
* Work with the office manager to manage and lead the administration of the school.

**Area of Management – Curriculum**

**Roles and Responsibilities:**

* Lead the review cycle as it relates to curriculum and manage key personnel: subject coordinators, programme coordinator etc. in this regard.
* Development
* Junior Cycle - lead the continuance of the review cycle in relation to the Junior Cycle programme and lead the administrative requirements of the programme.
* Transition Year - lead key personnel in this area including the Programmes Coordinator and T.Y. Year Head. Lead the implementation of the new national T.Y. programme when it is published. Lead key staff in relation to assessment and reporting.
* Senior Cycle - lead key personnel in relation to all Senior Cycle programmes. Lead the process required by the national reform of Senior Cycle.
* Extra- and Co-Curricular
* Lead and review this area to ensure that a holistic education is being provided.
* Timetable - lead the process of developing the annual school timetable.
* Special Educational Needs (S.E.N.): working with the team of S.E.N. Liaisons, teachers and Special Needs Assistants to ensure the learning needs of all are being provided for and to promote inclusivity.
* Events management: Manage the system for booking events. Provide supervision and substitution arising out of school events and for absent members of staff

**Area of Management – Learning and Teaching**

**Roles and Responsibilities:**

* Planning/Preparation
* Coordinate the development of subject plans and work with the subject coordinators and relevant members of middle management in this regard.
* Methodologies:
* Lead the provision of training and development as it relates to learning and teaching to include literacy and numeracy and other initiatives.
* Assessment and achievement, including the organisation of examinations (with members of the Leadership and Management team).

**Area of Management – School Self Evaluation (SSE)**

**Roles and Responsibilities:**

* Review cycle - lead the cycle of review in relation to all school policies
* School Plan (including the School Improvement Plan and the S.S.E. Report) - ensure that the school plan is kept up-to-date.
* School Self Evaluation - lead the process of roll-out, implementation and review of literacy, numeracy and other learning and teaching initiatives.

**Area of Management –Human Resources**

**Roles and Responsibilities:**

* Lead the process of recruitment of all personnel
* Lead the roll out and review of the new staff induction programme
* Manage the probationary period for new staff
* Lead the Droichead programme for Newly Qualified Teachers (N.Q.T.)
* Student teachers
* Process applications
* Assign classes to student teachers and liaise with supporting teachers
* Liaise with colleges in relation to specific requirements
* Induct student teachers
* Provide support and assistance where required and assess overall performance
* Staff development
* Develop and oversee a mentoring programme for new staff
* Promote available professional development opportunities and assess the needs of staff

**HOURS OF WORK**

The Deputy 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 Science regulations.

The Deputy Principal may also 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 Deputy Principal shall enter into an agreement with the Principal in respect of arrangements for such attendances. This agreement shall be subject to endorsement by the Board of Management/Manager.

The key competencies essential for this post are (derived and expanded from Looking at our School

2022: A Quality Framework for Post-Primary Schools):

1. Leadership in a Faith School

2. Promotion of a Holistic Development Culture including Leading Learning and Teaching

3. Interpersonal Relationships including Developing Leadership Capacity

4. Management & Administration including Managing the Organisation

5. Strategic Management including Leading School Development

6. Self-awareness & Self-management Skills

**Leadership in a Faith School**

A Deputy Principal in Loreto Secondary School promotes the maintenance of a school community in

accordance with the educational philosophy of the Loreto Education Trust as inspired by Mary Ward

and Frances Teresa Ball. A Deputy Principal also operates in accordance with the values of the mission statement. As a significant occupational requirement of Deputy Principalship, the successful candidate will be called upon to understand, protect and promote the stated characteristic spirit of the school.

He/she will be committed to the demands implied in such protection and promotion. He/she will

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. This competency will include the ability to 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 will have the capacity to:

* Be a reflective practitioner with regards to 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

* 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

* 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**

A Deputy Principal in Loreto Secondary School assists the Principal in creating and promoting a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing the planning and implementation of the school curriculum. He/she fosters 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. He/she fosters 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 will have the capacity to:

* 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
* Promote a culture of improvement, collaboration, innovation and creativity in learning,

teaching and assessment

* 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

* Be personally familiar with what is required to improve the quality of learning and teaching
* Promote and facilitate the development of the student voice, student participation and

student leadership

**Interpersonal Relationships including Developing Leadership Capacity**

A Deputy Principal in Loreto Secondary School critiques his/her practice as leader and develops

his/her understanding of effective and sustainable leadership. He/she collaboratively builds and

maintains professional and respectful relationships with the Principal, staff, students, parents and

other support agencies, including building professional networks with other school leaders. In

consultation with the Principal, a Deputy Principal establishes, builds and leads staff teams in all areas of school life. He/she promotes and facilitates the development of student voice, student

participation, and student leadership. A Deputy Principal uses appropriate communication skills to

empower staff to take on and carry out leadership roles. He/She appropriately anticipates, addresses and manages the conflictual challenges that inevitably accompany this role. A Deputy Principal also encourages and fosters 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 will:

* Demonstrate an active involvement in professional networks with other school leaders and
* demonstrate a willingness to contribute to and learn from such networks.
* Build and maintain relationships with parents, with other schools, and the wider community
* 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
* Have the ability to manage challenging and complex situations in a manner that demonstrates equity, fairness and justice
* Promote a clear understanding of change processes and manage this change in a
* collaborative, flexible and sensitive manner.

**Management & Administration including Managing the Organisation**

With the Principal, a Deputy Principal manages the school’s human, physical and financial resources so as to create and maintain a learning organisation, managing challenging and complex situations in a manner that demonstrates equity, fairness and justice. In consultation with the Principal, a Deputy

Principal leads 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). He/she uses a range of relevant planning and organisational techniques and

systems to set, with the Principal, priories, goals and timetables that ensure effective use of me and

resources. He/she establishes an orderly, secure and healthy learning environment, and maintains it

through effective communication. He/she develops and implements a system to promote professional responsibility and accountability.

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

* 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
* 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

* 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.

**Strategic Management including Leading School Development**

A Deputy Principal demonstrates 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. This involves working with all stakeholders to communicate the characteristic spirit and guiding vision for the school and lead its realisation. A Deputy Principal assists the Principal in leading the school’s engagement in a continuous process of self-evaluation and strategic planning.

He/she builds and maintains relationships with parents, with other schools, and with the wider

community.

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

* Lead the school’s engagement in a continuous process of self-evaluation
* Have an understanding of the detail of relevant legislation
* Manage, lead and mediate change to respond to the evolving needs of the school and to

changes in education

* 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.
* Have the ability to reflect on and analyse how the school might best serve the educational

needs of the local community

**Strategic Management including Leading School Development**

A Deputy Principal demonstrates 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. This involves working with all stakeholders to communicate the characteristic spirit and guiding vision for the school and lead its realisation. A Deputy Principal assists the Principal in leading the school’s engagement in a continuous process of self-evaluation and strategic planning.

He/she builds and maintains relationships with parents, with other schools, and with the wider

community.

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

* Lead the school’s engagement in a continuous process of self-evaluation
* Have an understanding of the detail of relevant legislation
* Manage, lead and mediate change to respond to the evolving needs of the school and to

changes in education

* 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.
* Have the ability to reflect on and analyse how the school might best serve the educational
* needs of the local community

**Self-awareness & Self-management Skills**

A Deputy Principal demonstrates an awareness of his/her strengths and areas for improvement and

has the capacity to manage them appropriately. A Deputy Principal receives and gives feedback;

he/she models and promotes a culture of self-reflection. He/she attends to his/her own wellbeing as

well as assisting others to attend to their own wellbeing. The Deputy Principal demonstrates 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. He/she is able to novitiate

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 will:

* 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
* 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