

Woodbrook College Bray, Co. Wicklow



In-School Management (Post of Responsibility) Policy

This policy was drafted in consultation with the education partners at Woodbrook College, Bray, Co. Wicklow and in accordance with relevant circulars 03/98; 05/98; 06/98; PPT 29/02; 0022/2009, 0042/2010 and 0053/2011 and best educational practice. This policy was ratified by the Board of Management on April 18th, 2013

Introduction

Posts of responsibility are part of a school's in-house management structure. They are promotion posts and are referred to as Principal, Deputy Principal, Assistant Principal and Special Duties Teacher. The post of responsibility structure is designed to provide opportunities for teachers to assume responsibility in the school for instructional leadership, curriculum development, the management of staff and their development, and the academic and pastoral development of the school". As the school expands new areas requiring development need to be addressed. Furthermore, changes in the number of posts allocated to the school due to retirements, leave and illness etc. necessitates a re-allocation and prioritisation of duties to ensure the needs of the school are catered for. Leadership of a school must be distributed, the workload shared and all post-holders given experience of a variety of duties and responsibilities. In this way, they will, over time, develop an understanding of and expertise in all delegated duties and responsibilities. Equally, the post structure will provide opportunities for teachers to participate in the decision making processes of the school and through such a process of empowerment, will develop in the teaching staff a greater sense of engagement with the work of the school and the learning environment will benefit accordingly. Staff input is essential to the review process to ensure that current needs of the school are being met. Woodbrook College strives to promote the individual and collective personal and professional development of staff and this policy supports those aims and ideals.

Aims/Objectives

The In-School Management (Posts of Responsibility) Policy has the following aims and objectives:

- To ensure efficiency and further facilitate the smooth day-to-day running of the school
- To establish selection procedures for Posts of Responsibility
- To foster collegiality
- To harness the unique talents of individual teachers towards providing a happy, efficient and child-friendly school environment
- To delegate prudently so that each post holder feels valued and contributes positively to organisational, curricular and pastoral areas.

Post Duties

In relation to Special Duties and Assistant Principal posts, the Principal, following consultation with staff, agrees the schedule of post of responsibility duties as best meet the needs of the school. Specific duties are then assigned to the vacant posts by the Board of Management.

Principles Underpinning the Post of Responsibility Structure

The following are the main principles underpinning the post of responsibility structure in the school:

- A school's schedule of posts is developed through a process of consultation with the teaching staff of the school;
- In distributing duties to posts, the duties should be inclusive so as to be open to applications from all eligible members of the teaching staff;
- All applicants will be interviewed and the Board of Management/Manager will appoint the most suitable applicant to the post. In determining suitability schools may not take into account relative suitability.

- An independent appeals system is available to candidates who believe that the criteria by which suitability was assessed and / or the process through which the appointment was made were not in accordance with circular PPT 29/02

Staff Collaboration

The development of the post of responsibility structure in Woodbrook College will of necessity involve a process of consultation about the school's in-school management structure which is open and transparent. This process therefore will involve all members of the teaching staff in every aspect of the development of the schedule of posts and in reviews of the schedule.

Appointment to Posts of Responsibility

Notwithstanding the current moratorium on filling vacant posts of responsibility and subject to relevant circulars covering the limited alleviation of this moratorium, appointments to vacant posts of responsibility will be made in accordance with the revised procedures for appointment to such posts as agreed between the parties to the Teachers Conciliation Council. These procedures are summarised below:

Procedures

- 1) Each member of staff (including non-post holders) are issued with a questionnaire and asked to give their views and suggestions on the current posts structure.
- 2) A review of the posts structure is carried out after taking into account:
 - The ideas and suggestions from staff
 - Any likely changes to the number of posts allocated to the school
 - Feedback from individual post holders
- 3) A detailed list of tasks are added to each post
- 4) A meeting is held of all post holders to discuss the proposed new structure and take any amendments
- 5) The finalised structure is drafted and sent to the Board of Management for approval
- 6) The In-School Management team then meet and tasks are assigned, keeping in mind that there should be an even distribution of organisational, curricular and pastoral duties assigned to each post holder.
- 7) The In School Management (Posts of Responsibility) Structure is displayed on the staff noticeboard

Advertising a Vacant Post of Responsibility

- 1) The post is advertised in-school where all eligible teaching staff have access to it
- 2) This notice is sent to any staff who may be on maternity or sick leave/career break
- 3) This notice will specify the duties attached to the post, the closing date for receipt of written applications and the address to which applications are to be sent (Chairperson, B.O.M.)
- 4) Ex-Quota and job sharing teachers are eligible to apply
- 5) The selection of applicants for a post of responsibility is subject to all relevant rules and conditions.
- 6) The Selection Board sets the criteria prior to interview short-lists, and calls candidates to interview
- 7) The selection criteria are as follows:
 - Experience
 - Willingness to participate
 - Capability.

- 8) When the post is filled and no appeal has been lodged within 10 days, the BOM notifies the DES using a POR 1 form.

Criteria

There will be five criteria for selection each carrying a weighting of 20 marks

- Seniority
- Knowledge, Understanding and Capacity to meet the needs of the job
- Capacity to contribute to the overall development of the school
- Interpersonal and Communication Skills
- Capacity to contribute to the overall Organisation and Management of the school

Seniority will be reckoned as follows:

Service in the school or scheme

The service in the school or scheme of the most senior applicant will qualify for 20 points. Using that service as a base line, it will be divided by four in order to establish four quartiles.

- All applicants in the top quartile will each receive 20 points
- All applicants in the second quartile will each receive 15 points
- All applicants in the third quartile will each receive 10 points
- All applicants in the lower quartile will each receive 5 points

Service as a teacher in another school or scheme

Any teacher who has service in another school or scheme recognised by the Department of Education and Skills, where such service is a minimum of the value of 1 quartile in the competition in question will be moved to the next higher quartile than that justified by service in the school, subject to not exceeding 20 points overall mark on seniority.

Phasing

Permanent Posts

2015 onwards - All available permanent posts at Assistant Principal level and Special Duties level will be filled under the new arrangements.

Temporary Posts

The new arrangements will apply to all temporary appointments to Assistant Principal and Special Duties Teacher with effect from the commencement of the 2013/2014 school year. Existing arrangements will continue to apply to such posts up and to the end of the 2012/2013 school year.

Interview Process

During the transition period the interviews for all posts (**Temporary and Permanent**) will be carried out using the full set of criteria listed above, but the marks will be adjusted, in order to reflect the different values for seniority, that currently exist. The interview board will be chaired by an independent chairperson nominated by the school whose name will be entered on the panel maintained by the Department of Education and Skills. He or she will be from one of the following categories:

1. Principals or Deputy Principals of other second-level schools.
2. Retired Department of Education and Skills Inspectors or Senior Officials.
3. Staff in Third Level Institutions (Universities, Teacher Training Institutions, DITs and ITs).
4. Members of Civil Service or Local Appointments Commission.
5. Personnel or Human Resource Managers of local industries.
6. Members of Boards of Management of second-level schools.

Order of Seniority

The order of seniority for posts of responsibility will be drafted in accordance with relevant circulars and guidelines.

The Schedule of Posts

One of the most effective of modern business organisation styles involves team working. For this reason, the in-school management team in Woodbrook College will be organised into teams in order to develop a sense of engagement and shared responsibility for the success of the school.

The duties to be included in the schedule of posts will be curricular, administrative or pastoral in nature and will reflect the grade of the post and the level of responsibilities involved. Duties attached to a post should be performed outside of teaching time and must not impinge on the post-holders primary function as teacher.

Review

A review of the school's schedule of posts will take place on an annual basis or whenever a vacancy for an in-school management post arises or earlier if requested either by a post holder or by the Board of Management. This review is carried out normally in the context of the changing needs of the school, and allows post holders feed back to the Board in relation to issues such as time required to perform duties and any other relevant matters.

Contract

Each post holder signs a contract which includes a schedule of duties, at the beginning of the year indicating their willingness to fulfil the duties for the stated period.

Appendix 1 Advertisement

Post of Responsibility

Applications are invited from eligible members of staff for the post of Assistant Principal / Special Duties Teacher in Woodbrook College.

To be eligible for appointment to a Special Duties Teacher / Assistant Principal post, a teacher must have at least two / five years' wholetime teaching service, or its equivalent. You should refer to the school schedule of posts to identify the duties required at this time.

Please submit your application in writing on the standard application form available from the school office before 5pm on -----.

Appendix 2 Application Form

Application Form for the Post of Assistant Principal / Special Duties Teacher (duties as defined in the school's schedule of posts)

Woodbrook College Application form for Post of Responsibility Vacancy

1. **Name in Full:** _____
2. **Home Address:** _____

3. **Address for Correspondence: (if different from above)**

4. **Telephone Number:** _____
5. **Number of years whole-time teaching service, or its equivalent, in this school:**

6. **Have you held a post previously?** _____
7. **If yes, please specify:**
 - (i) **Post:** _____
 - (ii) **Duties:** _____

8. **Please specify your professional experience:**

Signed: _____

Date: _____

Appendix 3

Woodbrook College

Posts of Responsibility

2016/2017

Deputy Principal

- Deputise for Principal when required
- Chair of Disciplinary Committee
- Responsibility for corridor discipline
- Attendance at weekly Year Head meeting
- Organisation and daily monitoring of Supervision and Substitution Scheme
- Responsibility for PGDE student programme
- Monitoring student punctuality and implementing a strategy for dealing with student lateness
- Supervising “Lates” detention once a week
- Monitoring compliance with school uniform
- Responsibility for prefects and mentors
- Administration of OLCS
- Responsibility for the organisation of Parent Teacher Meetings
- Assist with the preparation of September and October returns
- Chair regular meetings of the Board of Studies and report back to the Principal
- Induction of new staff and PGDE students

Paul Murphy

Assistant Principal

- Post 1:**
- Co-ordinator of School IT
 - Maintenance of school IT facilities
 - Regular updating of school website
 - Regular updating of school app
 - Maximising use and functionality of eportal
 - Assisting staff in relation to IT issues
 - Liaising with SORD Data Systems to troubleshoot IT issues
- Ray Bergin**
- Post 2:**
- Co-ordinator of Pastoral Care
 - Organise (Prepare and distribute agenda) and attend weekly meetings of pastoral care team
 - Review school pastoral care policy
 - Prepare, communicate and store on computer the minutes of all Pastoral Care meetings
 - Co-ordinate Buddy/Mentor Programme including planning of activity programme and schedule in advance
 - Allocate roles and areas of responsibility to all members of the pastoral care Committee.
- Maryline Muzi Duffin**

- Co-ordinate the pastoral care needs of students referred to the pastoral care committee including assigning some of these students to the Guidance Counsellor, SEN co-ordinator or other committee member as appropriate.
 - Responsibility for Pastoral Care issues relating to student absenteeism
 - Recommend students for referral to the HSE or EWO and provide relevant case material in support of this recommendation.
 - Prepare and update staff information relating to vulnerable students on shared folder and eportal
 - Organise visiting speakers or other groups to talk to each year group and parents on relevant topics including bullying, substance abuse and diversity
 - Member of the school Critical Incident Team
- Responsibility for Student Council
 - Arranging election process
 - Organising and attending regular meetings of the council
 - Liaising with the Executive committee of the council in advance of each meeting and assisting with the setting of agendas
 - Putting in place a communications structure for reporting between council and main student body

- Post 3:**
- School Planning Co-ordinator with special responsibility for: **Elaine Shiely**
Overseeing the completion of relevant school Self-Evaluation and School Improvement Plans
 - Carrying out a review of the Literacy plan – Year 3
 - Carrying out a review of the Numeracy Plan – Year 2
 - Overseeing the successful preparation of the Self-evaluation Report and School Improvement Plan for Strand 3.
 - Assisting each subject department to produce and implement a literacy, numeracy and AFL element to their subject plan.
 - Monitoring and co-ordinating the work of the literacy and numeracy focus groups to ensure that the various literacy and numeracy initiatives are organised throughout the year.

- PCP:**
- Co-ordinator of Transition Year Programme **Michael O'Brien**
Year Head to Transition Year

Special Duties

- | | | |
|---------------|-------------------------------------|-------------------------|
| Post 1 | ● Year Head to 1 st Year | Grainne Coffey |
| Post 2 | ● Year Head to 2 nd Year | Aine O’Gorman |
| Post 3 | ● Year Head to 3 rd Year | Oisin O’hAnnaidh |
| Post 4 | ● Year Head to 5 th Year | Kenny Black |
| Post 5 | ● Year Head to 6 th Year | Brian McDonald |

- Post 6:**
- Co-ordinator of House Examinations **Paul Murphy**
 - Preparation of examination timetables
 - Preparation of supervision timetables
 - Communication of all examination information to all relevant parties
 - Arranging the ordering, collection and storage of examination papers
 - Co-ordinating the distribution of exam papers and collection of scripts
 - Controlling stock of examination stationery
 - Being present each day of the examinations and dealing with any issues that arise.
 - Setting up and preparation of examination centres
- Post 7:**
- Production of School Year Book **Janet O'Brien**
- Post 8:**
- Attendance officer with responsibility for: **Not Allocated**
 - Liaising with the secretarial staff in relation to absenteeism records
 - Checking absence notes on a daily basis and following up students who fail to produce a note
 - Meeting parents/guardians of students who receive absenteeism letters after absences of 5, 10, 15 and 20 days
 - Referring problem attenders to the Educational Welfare Board
 - Attendance and reporting at weekly Pastoral Care meetings
 - Preparation of "Statement of Strategy for School Attendance"
 - Chairperson of Numeracy Sub-Committee
- Post 9**
- Co-ordinator of Positive Behaviour Management Programme (including homework conformance) **Suzanne Hand**
 - Set behaviour goals
 - Develop a system of monitoring and mentoring "at risk" students
 - Develop and implement reward schemes
 - Introduce and implement system for monitoring students who fail to produce homework
 - Follow up students who are regular offenders and put in place systems to address this problem.
- Post 10**
- Compile and record details of all school events and news and use same for the purposes of:
 - Weekly article in Bray People and Southside News (Scan Magazine)
 - Production and distribution of twice yearly Parents Newsletter
 - Fortnightly Staff Room "What's On" sheets
 - Siol magazine article
 - Production and distribution of twice yearly Primary Schools Newsletter**Not Allocated**

Appendix 4

Seniority List for Purposes of Appointment to Posts of Responsibility

1.	John Taylor	Principal	PWT
2.	Paul Murphy	Deputy Principal	PWT
3.	John Murphy.....	Assistant Principal	PWT
4.	Ray Bergin	Assistant Principal	PWT
5.	Maryline Muzi-Duffin	Special Duties Teacher	PWT
6.	Grainne Coffey	Special Duties Teacher	PWT
7.	Oisín O'hAinrídh.....	Special Duties Teacher	PWT
8.	Janet O'Brien.....	Special Duties Teacher	PWT
9.	Aine O'Gorman	Special Duties Teacher	PWT
10.	Suzanne Hand.....	Special Duties Teacher	PWT
11.	Kenny Black	Special Duties Teacher	PWT
12.	Elaine Shiely.....	Special Duties Teacher	PWT
13.	Brian McDonald	Special Duties Teacher	PWT
14.	Niamh McCann.....	Special Duties Teacher	PWT
15.	David Meyler.....	Non-Post	CID
16.	Grainne Roberts.....	Non Post	CID
17.	Mairead Hennelly	Non-Post	PWT
18.	Michael O'Brien.....	Ex-Quota Co-Ordinators Post	CID
19.	Garreth Fitzpatrick.....	Non Post	PWT
20.	Nicky Kenny.....	Non Post	PWT
21.	Amy O'Neill	Non Post	CID
22.	Michelle O'Neill.....	Non Post	CID
23.	Angela Dwane	Non Post	CID
24.	Emer Marschner	Non Post	CID

This list has been prepared in accordance with Schedule 2 of Circular PPT 29/02. It determines the seniority of staff for purposes of appointment to posts of responsibility only.

The Special Duties post holders are required to be listed in order of date of appointment to that post.

The non-post holders are listed in order of seniority as follows:

- Full years' service in this school
- If equal, full years qualified service in other DES schools

Review

Review Date:..... _____