



ST. MICHAEL'S COLLEGE, ENNISKILLEN, PRINCIPAL POST

PROFESSIONAL DUTIES OF A PRINCIPAL

TEACHERS' (TERMS AND CONDITIONS OF EMPLOYMENT) REGULATIONS

(NORTHERN IRELAND) 1987

Schedule 1 (Regulation 4)

General Functions

1. A Principal shall be required to carry out his/her professional duties in accordance with the school's policy and objectives as determined by the employing authority and, in the case of a controlled school, the Board of Governors and shall obey the reasonable directions of the employing authority and, in the case of a controlled school, the Board of Governors.
2. Subject to paragraph 1 the principal shall be responsible for the internal organisation, management and control of the school.
3. In carrying out his duties the principal shall consult, where this is appropriate, with the employing authority, the staff of the school and, in the case of a controlled school, the Board of Governors.

Professional Duties

The professional duties of a Principal include:

1. Formulating the overall aims and objectives of the school and policies for their implementation;
2. Participating in the selection and appointment of the teaching and non-teaching staff of the school;
3. (a) Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them (including such duties of the principal as may properly be delegated to the Vice-Principal or other members of the staff), in a manner consistent with their terms and conditions of employment, maintaining a reasonable balance for each employee;
(b) Ensuring that the duty of providing cover for absent teachers, as set out in paragraph 3(9) of Schedule 3 of the Teachers' Terms and Conditions of Employment Regulations (NI) 1987 is shared equitably among all teachers in the school, taking account of their teaching and other duties;
4. Maintaining relationships, as appropriate, with organisations representing teachers and other persons on the staff of the school;
5. Determining, organising and implementing an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school;
6. Keeping under review the work and organisation of the school;
7. Evaluating the standards of teaching and learning in the school, and ensuring that proper standards of professional performance are established and maintained;



8. Providing information about the work and performance of the staff employed at the school where this is relevant to their future employment;
9. (a) Participating in any scheme of staff development and performance review of teachers who teach in the school;

(b) Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the employing authority for the development of staff;
10. Ensuring that the progress of the pupils of the school is monitored and recorded;
11. Determining and ensuring the implementation of a policy for the pastoral care of the pupils;
12. Determining, in accordance with any written statement of general principles provided for him/her by the employing authority and, in the case of a controlled school, the Board of Governors, measures to be taken with a view to promoting, among the pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, securing that the standard of behaviour of the pupils is acceptable, and otherwise regulating the conduct of the pupils; making such measures generally known within the school, and ensuring that they are implemented;
13. In accordance with the policy of the employing authority having responsibility for good order and discipline on the school premises whenever pupils are present, including the mid-day break;
14. Making arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aim;
15. Promoting effective relationships with persons and bodies outside the school as may be approved by the employing authority;
16. Advising and assisting the Board of Governors in the exercise of their functions, including attending meetings of the Board of Governors and making such reports to it in connection with the discharge of his/her functions as it may properly require either on a regular basis or from time to time;
17. Providing for liaison and co-operation with the employing authority; making such reports to the employing authority in connection with the discharge of his/her functions as it may properly require either on a regular basis or from time to time;
18. Maintaining liaison with other schools and institutions of further education with which the school has a relationship;
19. Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the principal;
20. Making arrangements in co-operation with the employing authority, for the security and effective supervision of the school buildings and their contents and of the school grounds; and ensuring (if so required) that any lack of maintenance is promptly reported to the Board of Governors;
21. (a) Participating in any scheme of staff development and performance review of principals;



(b) Participating in the identification of areas in which he/she would benefit from further training and undergoing such training;

22. Arranging for a Vice-Principal or, if the Vice-Principal is not available, another suitable person to assume responsibility for the discharge of his/her functions as principal at any time when he/she is absent from the school;
23. Participating, to such extent as may be appropriate having regard to his/her other duties, in the teaching of the pupils at the school, including the provision of cover for absent teachers;
24. Without prejudice to his duties under paragraph 4 (13) and (22), a principal shall be allowed a break of at least 30 minutes between the hours of 12 noon and 2.00 pm;
25. To participate in the Performance Review and Staff Development (PRSD) for Principals.

In addition to the above, the following professional duties of a principal have been amended as per DE circular 1994/33 to include:

Management of staff:

- Considering how far the duties of the principal may be delegated to any vice-principal;
- Ensuring that teachers at the school receive information they need in order to carry out their professional duties effectively.

Training and Development of Staff:

- Ensuring that newly-qualified teachers and those returning to teaching after a break in service have access to adequate support in their first years of service or resumed service taking account of the general arrangements for all schools within each education and library board area.

A successful candidate will be able to demonstrate relevant experience, knowledge and skills associated with the following key areas.

Shaping the Future

- Keep abreast of and anticipate educational trends;
- Think strategically to build and communicate a shared coherent vision;
- Create an ethos and provide direction, which promotes a culture of high expectation, successful learning and achievement;
- Inspire, challenge, motivate and empower others to carry the vision and ethos forward;
- Model the values and ethos of the school.

Leading and Managing Staff

- Provide high quality leadership to secure improvement;
- Collaborate and network with others within and beyond the school;
- Foster a culture of shared/ distributed leadership;



- Develop, empower and sustain individuals and teams;
- Support the development of an open, fair, equitable culture and manage conflict effectively;
- Support and challenge performance in order to raise standards;
- Work with others to lead professional development for all staff within the context of the school's development plan in order to support effective teaching and learning.

Leading Learning and Teaching

- Cultivate enthusiasm for and commitment to the learning process;
- Lead and manage the development of an effective learning and teaching culture;
- Lead and manage the self-evaluation process; work with staff and others to analyse a range of data, interpret outcomes and plan for improvement;
- Ensure effective implementation of the NI Curriculum, share good practice and work with others to challenge and address pupil under-achievement.

Developing the School in the Community

- Lead and manage the development and promotion of a positive image of the school within the local community and beyond;
- Develop and maintain strong and effective relationships with parents and the local and wider community;
- Ensure effective channels of communication are in place between the school and the local and wider community;
- Listen to, reflect and act on community feedback;
- Recognise and lead others to ensure that strategic planning takes account of the richness and diversity of the school's communities and community feedback;
- Work closely with other relevant statutory and voluntary agencies to enhance the education of all pupils.

Managing the Organisation

- Prioritise, plan and organise themselves and others;
- Think creatively to anticipate and solve problems;
- Make sound decisions based on a range of informed judgments;
- Establish and maintain appropriate structures and systems;
- Lead and manage the development and implementation of the School Development Plan;
- Delegate tasks and monitor their implementation;
- Manage resources efficiently and effectively: human, physical and financial.



Ensuring Accountability

- Create and develop a culture in which all Governors and staff recognise that they are accountable for the success of the school;
- Combine the outcomes of regular self-evaluation, ETI inspection evidence and other external evaluations in order to develop the school;
- Lead and manage the process of monitoring and evaluating effectively school outcomes, policies and procedures;
- Work with the leadership team and others to recognise and disseminate effective practice and challenge and address unacceptable performance;
- Work closely with and provide effective reports to Governors on the school's progress and development.

Conditions of Service

The Conditions of Service for this post will be in accordance with the Regulations of the Department of Education for Northern Ireland.

This job description will be subject to review in light of changing circumstances and is not intended to be rigid and inflexible but should be regarded as providing guidelines within which the individual works. Other duties of a similar nature and appropriate to the grade may be assigned from time to time.

In accordance with Section 75 of the Northern Ireland Act (1998), the post-holder is expected to promote good relations, equality of opportunity and pay due regard for equality legislation at all times.