

APPOINTMENT OF DEPUTY PRINCIPALS

Core Competencies and Behavioural Indicators

What are the priorities for this school?

1 Leader – Teaching and Learning

Understands that high quality teaching and learning is the core business of a school and demonstrates the skills to act as the instructional leader.

- Knows what good teaching and learning looks like and understands the critical role that being a leader of teaching and learning plays in the role of Principal.
- Engages all the stakeholders (students, staff, parents and Board of Management) to create and maintain a culture of high expectations for all.
- Has the capacity to develop a system of evaluation to inform and affirm practice and achievement at subject and organisational level and is prepared to address underperformance issues, believing in the value of and having a track record of engagement with CPD.

Leader – School Development:

Demonstrates the ability to take a broad and long term view of the needs of the school's purpose and objectives.

- Has an understanding of strategic planning and has a vision and intention to plan for the future development of the school in a structured way and an indication of how this would be implemented.
- Demonstrates a capacity to create the structures (a) which support excellence in teaching and learning (b) which supports and cultivates a community of learning and (c) which support the development of a management tier devoted to the key objectives of the school.
- Constantly re-evaluates the purpose, objectives and activities of the school in line with SSE guidelines.
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Leader - People and Teams

Demonstrates the willingness and ability to develop individuals and teams throughout the school community and delegate leadership within those teams.

- Appreciates the critical importance of the Principal/Deputy Principals relationship and the need to have open consultation, collaboration, planning and trust to build an effective working partnership.
- Identifies staffing and resource gaps and takes action to meet the future needs of the school through staff development.
- Proactively and positively manages difficult people issues taking advice where appropriate, motivating people to optimum performance.

John the Baptist Community School

Communication

Has the capacity to clearly articulate views, opinions and attitudes through effective, appropriate and empathic interaction with all stakeholders in a variety of situations and contexts.

- Shows capacity and skills to relate and communicate in a meaningful and respectful way with individuals and groups.
- Cultivates channels and structures of communication.

Organisational Management and Administrative Skills

Uses a range of resources, supports and processes to ensure the effective and efficient running of the school.

- Ensures the day to day smooth running of the school through the optimum use of time, resources, data and processes.
- Anticipates issues and potential obstacles and takes the necessary action.

Self-Awareness and Self-Management

Is self-aware and has the capacity to self-manage and develop personally and professionally.

- Understands the concept of professional boundaries and practices this when dealing with stakeholders having the confidence, resilience and optimism to maintain an emotional balance in challenging situations, as well as the capacity to work through these situations.
- Is a reflective practitioner and has self-awareness and a willingness to seek the help, advice and support of others.
- Upholds professional integrity e.g. discretion, confidentiality, loyalty, and trust.