

# Chapter 2

## Introduction

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- 2.1 This *Guide* is provided as an aide to Principals, Interview Board members and Board of Management members to provide clarity on the process of Leadership and Management Post recruitment from establishing the vacancy through the various stages of recruitment, selection, appeal (as relevant) and appointment.

The *Guide* outlines all stages of the recruitment cycle, the appropriate procedures, legislation and/or Department of Education circular letters that must be adhered to, thus ensuring a robust and transparent process which enables schools to promote the most appropriate staff possible in a fair and transparent way. The *Guide* does not purport to replace Department of Education circular letters and care must be taken to familiarise oneself with relevant Department circulars.

ACCS will update this *Guide* as new developments and circulars issue on promotion procedures for appointment to posts in schools.

Note: This guide should be read in conjunction with the Information Note TTC 0022/2021 re: Covid-19.

- 2.2 This *Guide* covers all Community & Comprehensive Schools.

### 2.3 **The importance of Leadership and Management posts in Schools**

Assistant Principals occupy positions of strategic importance in the leadership, management and administration of the school.

School leaders play a key role in improving educational outcomes by creating a positive school climate and environment as well as motivating and empowering educators and learners within their school community. It is generally accepted that the quality of school leadership is second only to effective classroom teaching, in having a crucial impact on student learning.

Leadership in a school context, creates a vision for development leading to improvements in outcomes for learners, and is based on shared values and robust evaluation of evidence of current practice and outcomes. In this way, leadership is distributed throughout the school as a key support for student learning.

Any system of school leadership and management should build on and consolidate existing school leadership and management structures in schools in line with best practice as set out in '**LOOKING AT OUR SCHOOL 2016 – A Quality Framework for Post-Primary Schools**'. The leadership model should align the responsibilities of senior (Principal/Deputy Principal) and middle leadership (post holders) more clearly to the identified needs and priorities of the school, underlining the range of responsibilities for

various leadership roles and opportunities for teachers to develop their leadership capacity.

Flexibility in identifying and prioritising the evolving leadership and management needs of the school and in assigning and re-assigning post holders to specific roles and responsibilities to meet the evolving needs of a school, is an essential feature of this school leadership model.

Post of Responsibility at AP I, AP II level, Programme Co-ordinators and Directors of Adult Education are required to support the Principal and staff in the administration, management, development and welfare activities in a school. These positions are of strategic importance. The appointment of a Director of Adult Education is dealt with in a separate guide. Please contact ACCS for guidance on the appointment of a Director of Adult Education.

- 2.4 The circular letter relevant to the appointment process in relation to posts of responsibility is:

**CL 0003/2018 Leadership and Management in Post Primary Schools including the Eligibility Clarification issued by the DE in June 2018**

Schools are committed to equality of opportunity and fair treatment of employees. Physical disability, gender, civil status, family status, sexual orientation, religious belief or lack of religious belief, age, race or membership of the travelling community will not be a barrier to promotion.