

Leadership & Management Posts



Association of Community and Comprehensive Schools
Cumann na Scoilreisi Rialaithe Coimhearsa

AUGUST 2021



For use in the recruitment,
selection and appointment to:

- **Assistant Principal I**
- **Assistant Principal II**
- **Programme Co-ordinator posts**
- **Assistant Director of Adult Education at AP I and AP II level**

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Chapter 1

Glossary of Terms/Definitions

GLOSSARY OF TERMS/DEFINITIONS

Term	Definition
Appeal Procedure/Appeal System	The Appeal Procedures for posts (excluding Director of Adult Education) is outlined in Circular Letter 0003/2018.
Board of Management (BOM)	<p>The primary role of a board of management is that of school governance. Governance is about providing direction and oversight for a school while ensuring that the rights of all members of the school community are upheld and that the school is accountable for its work.</p> <p>The functions of a board of management may, in the main, be categorised under three different headings:</p> <ul style="list-style-type: none"> • Policy setting and strategic planning • Monitoring the implementation of policy, strategy and plans • Supporting the principal and his/her staff
Competency	A skill, knowledge, ability or personal attribute which underpins effective performance in the job
Competency based Interview	An interview that focuses on getting evidence of the required competencies
<i>Competencies/ Selection Criteria for Assistant Principal I, Assistant Principal II, including those appointed at level of AP I and AP II for self-financing Adult Education.</i>	<p><i>Reference CL 0003/2018</i></p> <ul style="list-style-type: none"> • <i>Leading Learning and Teaching</i> • <i>Managing an Organisation</i> • <i>Leading School Development</i> • <i>Developing Leadership Capacity</i>
Selection for Director of Adult Education posts	<p>Reference section 11.1, circular letter 46/2000</p> <p>“Appointments to the post of Director of Adult Education will be from applicants within the school and in accordance with the normal procedures for appointment to a Deputy Principal post”.</p>
Competitions for Posts of Responsibility	<p>A competition is undertaken to fill vacant post/s. This means that a school which may wish to advertise one post would run a single competition for that post. Similarly, where more than one post is being recruited for at the same time at the same level, a single competition should be held for those vacant post/s using a single advertisement, application form and selection interview.</p> <p>Separate competitions must be held for vacant posts at each level.</p>
Consultation	Consultation is a process of engaging in meaningful discussion whereby

Term	Definition
	<p>the views of the parties are sought and considered in achieving a decision/outcome.</p> <p>Consultation does not require that all parties agree nor does it require that the view of majority (i.e. consensus) is the determined view.</p>
Data Protection	<p>Data protection is the means by which the privacy rights of individuals are safeguarded in relation to the processing of their personal data.</p> <p>The School's Data Protection Policy (which includes a Records' Retention Schedule) provides information on the rationale for processing, retention and disposal of information concerned to recruitment following a defined period.</p>
DE	Department of Education
<p>Discrimination</p> <p><i>Discrimination (continued)</i></p>	<p>It is essential that all aspects of the recruitment process, including but not limited to the design of the application form, the advertisement are equality proofed.</p> <p>The following are the nine grounds of discrimination prohibited under the Employment Equality Acts 1998 to 2011:</p> <ul style="list-style-type: none"> ▪ civil status ▪ family status ▪ gender ▪ sexual orientation ▪ age ▪ disability ▪ race ▪ religion ▪ membership of the traveller community
Eligibility criteria for various posts	<p>Assistant Principal I and Programme Co-ordinator (AP I level): <i>Applicants must be:</i></p> <ul style="list-style-type: none"> • <i>fully registered with the Teaching Council under route 2 for voluntary schools, route 2 or 3 in the ETB sector and in C&C schools route 2 or route 3 as per the DE clarification issued in June 2018</i> • <i>have a minimum of 3 years' teaching service recognised by DE for incremental credit purposes. [Where it is not obvious that the applicant has a minimum of 3 years' teaching service, then that teacher should provide a statement of service from the DE as evidence of incremental service]</i> <p>Assistant Principal II and Programme Co-ordinator (AP II level): <i>Applicants must be:</i></p> <ul style="list-style-type: none"> • <i>fully registered with the Teaching Council under route 2 for voluntary schools and C&C schools, route 2 or 3 in the ETB sector and in C&C schools route 2 or route 3 as per the DE clarification issued in June 2018</i> • <i>have a minimum of 1 year's teaching service recognised by DE for</i>

Term	Definition
	<p><i>incremental credit purposes. [Where it is not obvious that the applicant has a minimum of 1 year’s teaching service, then that teacher should provide a statement of service from the DE as evidence of incremental service]</i></p> <p>Director of Adult Education: <i>All qualified teachers on the staff of the school who are contracted for the full school year and have a minimum of 5 years’ whole-time teaching service or its equivalent, are eligible to apply. [CL 46/00 refers]</i></p> <p>Note: “Terms and Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools” [Edition 2 – Chapter 1] states: A person cannot be appointed to a post of responsibility unless they are registered with the Teaching Council.</p>
Principles of good recruitment and selection	<p>Principles:</p> <ul style="list-style-type: none"> • Probity • Appointments are made on merit • That the appointment process is in line with best practice • A fair appointment process applied with consistency • Appointments made in an open, accountable and transparent manner <p>Commission for Public Service Appointments refers.</p>
Recommended candidate	<p>The recommended candidate is the person who was recommended for the post in the first instance by the Interview Board, and who would be appointed were no appeal lodged or where the Appeal Board determined that appeals lodged were rejected.</p>
Interview Board	<p>Interview Board</p>
Service for eligibility to apply for posts	<p>To be eligible to apply, candidates must have the minimum length of service applicable to that particular post.</p>
School Days (defined for the purpose of recruitment)	<p>School days are defined as days in which the school is in operation for students. [CL 0003/2018: 8.1]</p>
School Days (defined for the purpose of appeals of posts of responsibility) a	<p>School days are defined as days in which the school is in operation for students. Where the outcome of the competition is notified to applicants in the week immediately prior to the June State examinations, the <i>Appeal Date</i> shall occur within the first 12 official examination days of the State examination period. If an appeal is received by this <i>Appeal</i></p>

Term	Definition
	<p><i>Date</i>, no appeal hearing shall be convened before the next school year. [CL 0003/2018: 18.7]</p> <p>Note: COVID-19 Info Note TC 22/202: Definition of school days in terms of advertising extends to any period of school closure to students during which tuition continues to be provided to them.</p>
The Teaching Council of Ireland	<p>The Teaching Council is the regulator of the teaching profession and promotes professional standards in teaching. It acts in the interests of the public good while upholding and enhancing the reputation and status of the teaching profession.</p> <p>The Commencement Order for Section 30 of the Teaching Council Act 2001 was signed on 1 November 2013. The order set a legislative deadline of 28 January 2014 for teachers to register with the Teaching Council. After 28 January 2014, teachers employed in State-funded teaching positions in recognised schools must be registered in order to be paid from public funds.</p>
Acting-Up Posts	<p>Appointments in an Acting-Up capacity are made in situations where it becomes necessary to appoint a post holder, for a defined period or purpose, to address a short-term business need. The filling of Acting-Up posts will only apply in situations where a school is at or below its threshold as per circular letter 0003/2018.</p>

Chapter 2

Introduction

2. Introduction

- 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.

Chapter 3

Establishing the Vacancy

3.1 Background

On 16 January 2018 the Department of Education issued Circular Letter 0003/2018 **“Leadership and Management in Post-Primary Schools”**. The Circular, in the context of the restoration of posts, sets out a leadership and management framework for posts in recognised post-primary schools.

Circular 0023/2021 was issued in May 2021 and sets out the revised table for the Allocation of Assistant Principal Posts 2021/2022

3.2 Establishing the vacancy for Assistant Principal I and Assistant Principal II Posts and Programme Co-ordinator Posts (at AP I and AP II level).

3.2.1 Establishing if a school has a vacancy for an Assistant Principal post:

Assistant Principal posts of responsibility may be filled by Boards of Management, as appropriate, in accordance with the allocation set out in the table below subject to full adherence to this Circular. This revised allocation of posts is effective from 1st September 2021.

The number of Assistant Principal posts in a school is determined by reference **to the final approved teacher allocation for the previous school year excluding supernumerary posts and substitution allocation**. Schools that fall below the Assistant Principal thresholds set out in the following table can fill Assistant Principal vacancies as they arise to the level of the thresholds set out in this table ([circular letter 0023/2021 which supersedes Table 5.1 of CL 0003/2018](#)).

Allocation of Assistant Principal Posts 2021/2022
(effective from 01-September-2021)

Whole Time Equivalent (WTE)	Assistant Principal I (AP I)	Assistant Principal II (AP II)
4 - 8	0	1
9 - 12	1	1
13	1	2
14 - 17	2	2
18	2	3
19 - 20	3	4
21 - 24	3	5
25 - 26	4	5
27 - 30	4	6
31 - 33	5	6
34 - 37	6	6
38 - 43	7	7
44 - 46	7	8
47 - 49	7	9
50 - 55	8	9
56 - 64	8	10
65 - 80	9	10
81 - 90	9	11
91 - 100	10	11
101+	11	12

In amalgamation situations, where a Principal or Deputy Principal does not assume the role in the new school they retain the post of responsibility allowance on a personal basis subject to performing the relevant roles and responsibilities at a minimum level of AP I.

In the case of redeployment of a post of responsibility holder in circumstances of a school closure, refer to the *Redeployment Scheme for Post Primary Qualified Teachers Surplus to Requirements in Consequence of School Closure*.

The thresholds for AP I and AP II post holders operate independently of each other. Where a school has excess AP I posts, this will not prevent the appointment of an AP II post where the number of AP II posts is less than the threshold.

Note: Assistant Principal posts held on a personal basis must be counted when calculating the thresholds of Assistant Principal posts.

Two or more permanent posts to be filled

Where a school has two or more permanent vacancies at the same level (e.g. Assistant Principal I level x 2 posts) at the same time in the school year, the school can hold one competition advertising two or more posts (one advert) and using one interview.

However, if the school has two or more vacancies at different levels, for example, Assistant Principal I x 1 post and Assistant Principal II x 1 post at the same time in the school year, separate competitions should be held i.e. separate advertisements, separate application forms and separate interviews.

A separate competition (advertisement, application form, interviews) should always be held for a Programme Co-ordinator post.

Note: If other combinations/scenarios arise, discuss with ACCS before proceeding.

Acting-Up Posts

The filling of acting-up posts will only apply in situations where a school is **at or below its threshold** as per the table of circular letter 0023/2021.

- The advertisement and appointment documentation should state that the post is an acting-up post.
- The school will determine when the temporary post should be filled.

Payment of an Acting-up Assistant Principal Allowance

Where a school does not have post holder(s) in excess of the thresholds provided in Table of circular letter 0023/2021 (see 3.2.1 above) and an actual post holder is absent on approved paid (e.g. Maternity Leave, Career Break, Secondment, long-term sick leave) or unpaid leave for a minimum period of **84 consecutive days**, a teacher who carries out the role of Assistant Principal while the actual post holder is absent may be paid the appropriate allowance subject to the conditions set out below.

- Payment of the allowance will be subject to the Board of Management certifying that the teacher fulfilled the role and responsibilities associated with the post while the actual post holder was on approved paid or unpaid leave of absence for a **minimum period of 84 consecutive days**.
- Subject to the actual post holder being absent for a minimum period of 84 consecutive days, payment will be made retrospectively. In the case of an acting appointee replacing a teacher on sick leave, the allowance will be paid on a fortnightly/monthly basis provided medical certification of absence in respect of the actual post holder has been recorded on the OLCS system.
- Where an actual post holder is absent on approved paid or unpaid leave which expires **during** a school vacation period, and the Board of Management certifies that the acting roles and responsibilities were carried out up to the date of expiry, the Acting-Up allowance may be paid up to the date of expiry only. Where the actual post holder is absent on paid or unpaid leave until the date of **commencement** of a school vacation period an acting allowance cannot be paid for the duration of the vacation period even if the Board of Management certifies that the acting role was carried out.

Applications for payment under the terms of CL 0003/2018 should be submitted on the appropriate form to the Department's Payroll Section.

Note: the successful candidate needs to be in the position for 84 consecutive days or more (12 weeks) to be paid an allowance for an Acting-Up post. There is no payment for a temporary post of shorter duration.

Remember: The documentation (advertisement, Application Form etc) needs to reflect the fact that the post is an Acting-Up post.

3.2.2 Programme Co-ordinator - Establishing if a school has a vacancy

A Programme Co-ordinator post can be established in each school offering one or more of the following programmes:

- Leaving Certificate Applied Programme (LCAP)
- Leaving Certificate Vocational Programme (LCVP)
- Transition Year Programme

- Junior Certificate Schools' Programme

The allocation of a Programme Co-ordinator post is in addition to the allocation of AP I and AP II posts. Schools can fill the existing the Programme Co-ordinator vacancy even when there is a pre-existing surplus of AP I and/or AP II posts in a school.

The Programme Co-ordinator post **does not form part of the normal cohort of school posts of responsibility** and will lapse when none of the programmes listed at 3.2.2 above is being provided by the school. It is advisable that this is noted in an advertisement where such a vacancy arises.

AP I level:

- Where student numbers are **100 or more on the above programmes**, the Programme Co-ordinator will be remunerated at the level of an **AP I post**.

AP II level:

- Where student numbers are **up to and including 99 students**, the level of allowance will be at the level of an **AP II post**.

Where an existing post holder is appointed to the Programme Co-ordinator post, s/he will receive the higher of the relevant allowances and the reduction in teaching hours as per circular 0003/2018. The post of responsibility thus vacated can **only** be back-filled and on a temporary basis if the school is within the thresholds prescribed in the table of CL 0023/2021.

It is recommended that annually the student numbers in the relevant programmes as per 3.2.2 above be reviewed in order to ensure that the post holder has the relevant number of hours' reduction and allowance rate.

3.2.3 Self-financing Adult Education Posts

Director of Adult Education at Deputy Principal Level - Establishing a vacancy

A Director of Adult Education post may be established in each school offering a part-time adult education programme for **a minimum of 1,500 enrolment hours**. Enrolment hours are based on the preceding academic year and these figures should be certified by the Director of Adult Education and the Chair of the Board of Management in a School Return submitted to DES in June.

The level of the allowance payable to the Director will be determined by reference to the number of enrolment hours in the preceding year. Details of the allowance are set out in the table on page 19.

Appointments to the post of Director of Adult Education will be from applicants within the school and in accordance with the normal procedures for appointment to a Deputy Principal post.

For a **first filling of posts** arising from an amalgamation or in circumstances where a school is required to fill Director of Adult Education posts in a start-up night school scenario, regard should be had to CL 46/00, the following arrangements will apply:

- (i) Where a post-holder or post-holders are currently carrying out the duties the competition will be confined, in the first instance, to existing Assistant Principal holders in the night school
- (ii) In the absence of Assistant Principals in the night school the competition will be confined to existing Assistant Principal II Teachers in the night school,
- (iii) In such instances the following procedures will apply:
 - The post will be advertised within the school
 - Eligible candidates will apply for the post
 - The competition will be by way of competitive interview

In the event that there is only one candidate, that candidate will meet with the Principal/Chairperson of BOM with a view to clarifying and accepting the duties. Except in the case of an adverse report, the candidate will be appointed to the post following this process.

Schools that meet the requirements for a Director of Adult Education may fill the vacancy as it arises as per CL 46/00.

Contact ACCS for guidance and documentation on the appointment of a Director of Adult Education.

Assistant Director/s of Adult Education

Assistant Directors of Adult Education at Assistant Principal I and/or Assistant Principal II level may be established in each school offering a part-time adult education programme in accordance with the table overleaf. Enrolment hours are based on the preceding academic year and these figures should be certified as above.

The level of the allowance payable to the Assistant Director/s is in accordance with the Allowance for AP I and AP II posts as determined by the Department of Education.

Appointments to the post of Assistant Director of Adult Education will be from applicants within the school and in accordance with the normal procedures for appointment to Assistant Principal I and II posts.

The following exceptions will apply in the case of the first filling of these posts following the agreement outlined in CL 46/00:

- (i) In the case of a vacant Assistant Director post at Assistant Principal I level the competition will be confined to existing Assistant Principal II Teachers in the night school.
- (ii) In such instances the following procedures will apply:
 - The post will be advertised within the school
 - Eligible candidates will apply for the post
 - The competition will be by way of competitive interview

In the event that there is only one candidate, that candidate will meet with the Principal/ Chairperson in the case of Community, Comprehensive and Voluntary Secondary schools with a view to clarifying and accepting the duties. Except in the case of an adverse report, the candidate will be appointed to the post following this process

Figure 2 - Enrolment hours in categories A – M inclusive (CL 46/00 amended by PPT 16/05)

Category	Enrolment Hours	Enrolments	Director Hours Reduction	Assistant Director		
				Assistant Principal I		Assistant Principal II
				Posts	Hours Reduction	Posts
A	1500-2000	75-100				
B	2001-6000	101-300				
C	6001-10000	301-500				
D	10001-16000	501-800	4			
E	16,000-22,000	800-1,100	6			1
F	22,000-28,000	1,100-1,400	8			1
G	28,000-34,000	1,400-1,700	8	1	4	0
H	34,000-40,000	1,700-2,000	9	1	4	1
I	40,000-50,000	2,000-2,500	9	1	4	2
J	50,000-60,000	2,500-3,000	9	1	4	2
K	60,000-70,000	3,000-3,500	10	2	8	2
L	70,000-80,000	3,500-4,000	10	2	8	2

M	80,000+	4,000+	10	3	12	2
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It is recommended that enrolment hours and enrolments be reviewed annually to ensure that post holders are employed to the relevant category with the relevant terms of employment e.g. hours reduction and allowance rate. It should also be borne in mind that if the teacher appointed to the post is contracted for less than full hours, then the hours' reduction should be adjusted accordingly.

(a) Level of hours reduction for Director and Assistant Director (AP I)

The **level of hours reduction** may increase or decrease annually having regard to the level of enrolment in the preceding year but will not drop below the threshold of 4 hours per week.

(b) Level of hours reduction for Assistant Director (AP II) – not applicable

(c) Commensurate allowance for Director of Adult Education posts

Where enrolments/enrolment hours increase, the allowance increases accordingly. The allowance for Director of Adult Education does not drop if enrolments decrease.

Note: Should the provision of the Adult Education programme cease, such post holders will be assigned appropriate duties in the day school and will be taken into account in determining the overall level of posts within the school.

Advertising the Post

It is advisable that the category of the post (i.e. A – M) is noted in the advertisement where such a vacancy arises. Circulars 46/00 and PPT 16/05 should also be referenced when advertising appointments for Director of Adult Education posts.

📌 Points to Remember

- Prior to any advertisement, always refer to **CL 0003/2018**.
- The number of Assistant Principal posts is determined by reference to the final approved teacher allocation for the previous school year excluding supernumerary posts and substitution allocation. See table in **CL 0023/2021**.
- **Programme Co-ordinator posts** - when counting the number of students in the school, it must be based on the official student numbers from **the preceding 30th September year** e.g. positions for advertising in September 2021 will be based on DES official student numbers enrolled on the 30th September 2020.
- Posts should be advertised, as far is practical, in the academic year in which the post becomes vacant and as close as possible to the vacancy occurring. Posts should not be advertised in advance of the post becoming vacant e.g. where a retirement is due for 31 August, the post does not fall vacant until after this date and the competition should not commence until this date has expired.
- When advertising **acting-up posts** this should be reflected in the advertisement and the documentation relating to that competition.
- When advertising a Programme Co-ordinator, Director of Adult Education post* or Assistant Director of Adult Education, these posts do not form part of the normal cohort of school posts of responsibility. It is advisable that this is noted in an advertisement where such a vacancy arises. **A dedicated separate competition and interview for such post(s) should be held.**
**contact ACCS re: appointment of a Director of Adult Education*
- **Redeployment into a school**
Circular letter 25/2011, Appendix 2, paragraph 22 states: *“All post-holders will retain their posts of responsibility allowance on a personal basis on redeployment. Post-holders will be required to carry out in-school management duties in the receiving school in line with the needs of that school”*.
- CL 0003/18 states: *“Posts of responsibility held on a personal basis must be counted when calculating the threshold of Assistant Principal posts”*. Also refer to CL 0023/2021 Allocation of Assistant Principal Posts 2020/2021
- **For Director and Assistant Director of Adult Education Posts** – when counting enrolments and enrolment hours, the figures used are from the preceding academic year and must be consistent with reporting requirements to the DES.

It is strongly advised that when recruiting for Directors and Assistant Directors of Adult Education (CL 46/00 amended by PPT 16/05) that the relevant circular letters are read prior to the initiation of any recruitment process.

Chapter 4

The Consultation Process:

- A. Identification of Leadership and Management Needs and Priorities of the School in the context of the Leadership Framework.**

- B. Assignment of Roles and Responsibilities in the context of the Leadership Framework.**

4.1 Identification of Leadership and Management Needs and Priorities of the School in the context of the Leadership Framework and CL 0003/2018 Leadership and Management in Post-Primary Schools

A review process shall occur at least once every two years or when the Board of Management, as appropriate, determines that a significant restructuring is required. Following initiation of a review process by the Board of Management, as appropriate, a consultation process between the Principal, Deputy Principal(s) and the teaching staff shall occur. The required consultation process should be completed within 6 to 8 weeks and will inform:

- (i) the leadership and management needs and priorities of the school and*
- (ii) the roles and responsibilities which need to be performed for the effective leadership and management of the school.*

CL 0003/2018

4.1.1 The Review Process

The review of 'needs and priorities' must be:

- Conducted every two years, at minimum. (If the school has already conducted a 'review' within the previous academic year, we advise that the review is revisited through the lens of the Domains in Dimension 2 of **Looking at Our School, 2016**) See Appendix 4(a).
- Initiated by the BOM and led by the principal.
- Conducted in a consultative manner with all members of the management team and the teaching staff and where possible, reach a consensus. If a consensus cannot be reached, the final decision rests with the BOM.
- Considered in the context of The Leadership and Management Dimension of **Looking at Our School, 2016**.
- Completed within a 6/8-week timeframe.
- At the end of the review process the list of identified leadership and management needs and priorities, as determined by this process, shall be posted on the staff notice board and be updated as necessary. This is the list that informs the roles and responsibilities assigned to each post holder.

At the end of the assignment/re-assignment process and following consultation with principal and individual post holders a list of the post-holders, the level of their post and a summary of their roles and responsibilities shall be posted on the school's notice board. This list shall also be updated as necessary.

4.1.2 Conducting the Review – Suggested Process

Note due to COVID-19 restrictions:

Consultation in September 2021 – Apply caution with regard to face-to-face meetings – consider online options, break out rooms and use of emails and surveys. Maximise ways of establishing an effective and a robust process which seeks to include all voices.

A. The Board of Management

In the context of the review that needs to take place at this time, a Board of Management meeting should be held in a timely fashion at which the following should be considered and discussed by the Board:

- Circular 0003/2018: *Leadership and Management in Post-Primary Schools*.
- Looking at Our School 2016: A Quality Framework - The Leadership Dimension
- The significant changes contained in the circular and how this will impact on the processes concerning appointment, assignment, review and appeal.

Initiate the ‘Review’ (The review as set out in CL 0003/18 is the process of identifying the needs and priorities of the school)

Following Board discussion:

- I. The Board initiates a review of:
 - The Leadership and Management priorities of the school (Ref: CL 0003/2018 Section 4)
 - The roles and responsibilities which need to be performed for the effective Leadership and Management of the school. (Ref: CL 0003/2018 Section 6)
- II. The BOM delegates the responsibility for the review of leadership and management needs and priorities and the assignment and reassignment of roles and responsibilities to the principal. **A record of this delegation should be recorded in the minutes of the meeting.**

B. The Principal

Organise a staff meeting to commence the review process. The Principal should notify the teaching staff that a meeting will take place to consult on the leadership and management needs and priorities of the school in accordance with **CL 0003/18**. To ensure the review has a successful outcome the staff need to understand the reason for the review. The process should be explained/discussed with staff and an estimated timeframe for the commencement and the completion of the review should be given. As stated above, the timeframe should be no more than 6 to 8 weeks.

Depending on context, schools may decide to set a full staff meeting aside to commence the review process. Some schools commencing the process for the first time or who have not conducted a review in a few years may choose to set aside several meetings to work through the review process.

It is vital that the review process is open and transparent. Consultation is a process of meaningful engagement whereby the views of the parties are sought and considered in reaching an outcome. It is important to bear in mind that consultation does not necessarily mean agreement. Engagement in consultation should always be respectful and it is important to strive for agreement wherever possible. It does not require that all parties agree, nor does it require that the majority view is the determined view.

Facilitate an overview of the [CL 0003/2018](#) and [LAOS 2016](#) for the staff. This overview can be conducted at the staff meeting or issued in advance to staff.

Preparation:

- I. Publish the single item agenda, [CL 0003/2018](#) and the requirements set out therein; a review of the leadership and management needs and priorities of the school.
- II. Give notice to staff.
- III. Request the staff to familiarise themselves with LAOS, 2016 and CL 0003/2018 to enable them to engage in the review process.
- IV. The Principal and Deputy Principal(s), who comprise the senior management team in the school, *may choose to prepare a discussion document for the staff meeting which outlines the current management needs of the school including executive functions. The document may be informed by any, some or all the following:*
 - the school's Mission Statement and its aims and objectives
 - the student profile of the school
 - the curricular profile of the school
 - requirements of DES & its agencies
 - WSE recommendations
 - MML recommendations
 - subject inspection recommendations
 - the school improvement plan
 - school self-evaluation
 - roles being carried out by current post holders and contractual responsibilities being undertaken by other members of staff.

Particular emphasis should be given to those needs and priorities which have been identified under the school's self-evaluation processes and are underpinned by evidence such as stakeholder feedback, assessment outcomes, empirical data such as attendance, progression etc.

The discussion document, along with links to the documents listed below could be forwarded to staff for consideration in advance of a staff meeting. At a minimum the teaching staff should be

advised to consider the two documents below in preparation for discussion at the staff meeting.

- **Circular 0003/2018**
- **LOOKING AT OUR SCHOOL 2016 – a Quality Framework for Post-Primary Schools**

C. The Staff Meeting

The purpose of the staff meeting is to explore the current leadership and management needs and priorities of the school. In identifying leadership and management needs and priorities account should be taken of both broader issues and the context in which the school operates.

The identified leadership and management needs and priorities will derive from the school's own unique situation, encompassing many facets of school life which will also be reflected through the Mission Statement and the expression of the aims and objectives of the school.

Account should be taken of the many tasks carried out under the current management structure but, also, account should be taken of responsibilities and work done by all members of staff, including support staff, who do not hold formal posts of responsibility.

Further, cognisance should be taken of the skills and aptitudes of existing post holders, but this should not limit the exercise as leadership and management requires all staff to upskill with the support of management.

The Quality Framework for Leadership and Management in Irish schools, set out in **LOOKING AT OUR SCHOOL**, provides a common understanding and language around the organisation and practice of leadership and management roles in Irish second-level schools. It identifies the key leadership and management areas in a school (domains), and these are then further divided into various content standards for each domain.

It should be noted that the list that will emerge has to be finite and the emphasis should be on what the priorities are for the school at this time. Staff might be asked to consider the areas specifically referenced in the circular as a frame for their deliberations. These areas are:

- curriculum and learning
- student support and wellbeing
- school improvement
- leadership/management and development of staff teams

Staff Meeting:

1. Decide on the most appropriate approach which will depend on the school's context.

Approaches may include:

- Facilitating a presentation of an overview of LAOS, 2016 and CL 0003/2018. See Appendix 4(b).
- Conducting a SCOT Analysis (group work or whole staff basis). See Appendix 4(c).
- Conducting a brain storming exercise (individual or group work basis).

See Appendix 4(d).

- Facilitating Q & A session with staff.

Where group work is used it is important that there is a mix of experience and gender, if possible, in the groups. Everyone needs to be given a voice. These groups will report back to the full staff at the meeting and this may generate discussion and/a Q & A session. It is important that a record is kept of all these reports and any ensuing discussion in order to inform work that will need to take place subsequent to the meeting.

Create a composite report and agree the best approach to facilitate feedback after meeting.

D. The Task Group

A school *may* decide to establish a Task Group at the staff meeting, to assimilate the views gathered at the staff meeting and to further develop the process of consultation and the development of an agreed list of needs and priorities after the staff meeting. This group should be representative of all the staff and, for this reason, it is suggested that Senior Management, Assistant Principal I, Assistant Principal II and non-post holders are represented. Five or six members would be a recommended number for the group.

The tasks of this group may include:

- To consider the outcome of the whole staff meeting on leadership and management needs and priorities.
- To collate and review the information to date.
- Analyse the feedback and create a list of the leadership and management needs and priorities of the school which will inform the roles and responsibilities which need to be performed for the effective leadership and management of the school.

Meeting of the Task Group:

- The Task Group should meet as soon as practical after the full staff meeting and meet as often as necessary to complete the Draft Document on Needs and Priorities within ten school days.

Terms of Reference:

- Having considered the staff feedback sheets/composite report draft a proposal of the needs and priorities for the school for the coming 2 years as required under **Section 4 of CL 0003/2018**. See Appendix 4(e).
- Place the Draft List of Needs and Priorities on the staff notice board and invite staff comment or create an online document to garner observations from staff. This consultation **can take place via the staff notice board or electronically or at another staff meeting** but is imperative that all staff are given an opportunity to respond.

- Reconvene to consider the comments from staff and finalise the Draft List of Needs and Priorities for sign off by the principal, before being presented to the BOM.

E. The Principal and the Board of Management

- Submit the Draft List of Needs and Priorities to the BOM for approval. The BOM has the final determination. The final ratified list should be documented in the Board minutes of the meeting.
- Publish the Final List of Needs and Priorities, as approved by the BOM, in the staff room. This list will inform the roles and responsibilities which need to be performed for the effective leadership and management of the school, according to the school's entitlement to posts and commensurate with the level of the post (AP I or AP II) See Appendix 4(f).

The determination of the leadership and management needs and priorities of the school should, in so far as possible, be achieved by consensus between the Board of Management and the teaching staff. However, if, following consultation, consensus is not possible, final decisions in the matter rest with the Board of Management. The full list of identified leadership and management needs and priorities, as determined by this process, shall also be posted on the staff notice board and this shall be updated as necessary.

CL 0003/2018

4.2 Assignment of Roles and Responsibilities in the context of the Leadership Framework and CL 0003/2018 Leadership and Management in Post-Primary Schools

Having followed the process set out in Section 4 of this Circular, it is a matter for the Board of Management, as employer, to prioritise and re-organise the appropriate roles and responsibilities for post of responsibility holders to meet the changing leadership and management needs and priorities of the school.

CL 0003/2018

All post holders are subject to assignment/re-assignment in accordance with this Circular.

- Post holders who are being paid an allowance in a school must undertake roles and responsibilities assigned or re-assigned to them.
- Post holders who hold post of responsibility allowances on a personal basis must undertake post of responsibility roles and responsibilities at AP I or AP II level, as appropriate.
- Principals and Deputy Principals, who hold allowances on a personal basis, must undertake post of responsibility roles and responsibilities at a minimum level of API.

4.2.1 Assignment/re-assignment of Roles and Responsibilities

Assignment/re-assignment of roles and responsibilities to Assistant Principals is delegated by the Board of Management, as appropriate, to the Principal. In assigning roles and responsibilities to teachers newly appointed to Assistant Principal I or Assistant Principal II

posts, or in re-assigning roles and responsibilities (to and among existing post holders), the Principal will consult with the appointee or post holder and will have regard to the current needs and priorities of the school as determined by the process set out in Section 4 of this Circular.

4.2.2 Guidance on the Consultation with new and existing Post Holders on assigning or reassigning Roles and Responsibilities

The Principal commences the assignment/reassignment process by consulting with current/existing post holders in the context of the identified needs and priorities. Following this, the Principal will assign roles and responsibilities from the remaining list of identified needs and priorities to the newly appointed post holders.

The roles, responsibilities and objectives associated with the post should be discussed during the consultation with each post holder. These may be linked to school self-evaluation and some strategies used in school self-evaluation may be applicable. It is critical that the assigned roles and responsibilities continue to be relevant to the school's needs and priorities. It is recommended that the Principal spend time preparing for these meetings/discussions with the individual post holders.

During the discussion:

- Consult and discuss the assigned role, responsibilities and objectives with each post holder.
- Refer to school self-evaluation and **LOOKING AT OUR SCHOOL, 2016** during the discussion and discuss how the role could be developed to meet the needs and priorities of the school and the evidence that may be required to identify reaching that need.
- Consider the strengths and interests of each post holder.
- Consider the professional development opportunities for the post holder.
- The roles and responsibilities must be commensurate with the level of the post, AP I or AP II.

Set out the roles and responsibilities of each post holder in a ***Statement of Roles and Responsibilities***. The statement shall be completed on initial assignment or subsequent re-assignment of the post holder. (See Template in Appendix 2 of CL 0003/2018)
See Appendix 4(g).

The list of Post Holders:

A list of the post holders, the level of their post and a summary of their roles and responsibilities shall be posted on the staff notice board and this list shall be updated as necessary. See Appendix 4(h).

4.3 Reporting and Review in the context of the Leadership Framework and CL 0003/2018 Leadership and Management in Post-Primary Schools

All post holders are accountable to the Board of Management as appropriate, for the fulfilment of their roles and responsibilities and how their work contributes to the pedagogic and organisational advancement of the school.

4.3.1 Annual Report

Each post holder will provide an annual report to the Principal/Deputy Principal, as appropriate, with reference to the objectives set for the post holder in relation to his/her assignment/re-assignment to specific roles and responsibilities. This report will inform a discussion with the Principal/Deputy Principal (Appendix 3 of CL 0003/18).

These reports will form part of the Principal's annual report on leadership and management in the school to the Board of Management.

There are two sections to be completed in the annual report to inform the review between the Principal/Deputy Principal and the Post Holder.

- Outline of Roles, Responsibilities and Objectives fulfilled for the period..... to..... (with reference to the objectives set for the post holder in relation to his/her assignment /re-assignment to specific roles and responsibilities)
- Self-review of progress in regard to these areas

See Appendix 4(i) for guidance notes on completing the report.

4.3.2 Annual Review

Note: due to COVID-19 restriction measures as per Information Note TC 0022/2021: The Annual Review at section 12.3 of circular letter 0003/2018 may be conducted online using the template in Appendix 3 of circular 0003/2018.

A post holder is required to undertake an annual review with the Principal/Deputy Principal.

This review will be informed by the post holder's annual report (see Appendix 3 of CL 0003/18).

The review will include:

- (i) review of progress in the areas of responsibility;
- (ii) review of the role in the context of the changing needs of the school;
- (iii) review of professional development of the post holder.

As the needs and priorities of the school continuously evolve, this review may result in

re-assignment of the post holder’s role and responsibilities within the leadership and management team.

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**.

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

Cognisance should also be taken of **the importance of providing opportunities for post holders to build on and develop leadership skills and capacities within a number of leadership roles**. This is seen as an important element of their own professional development.

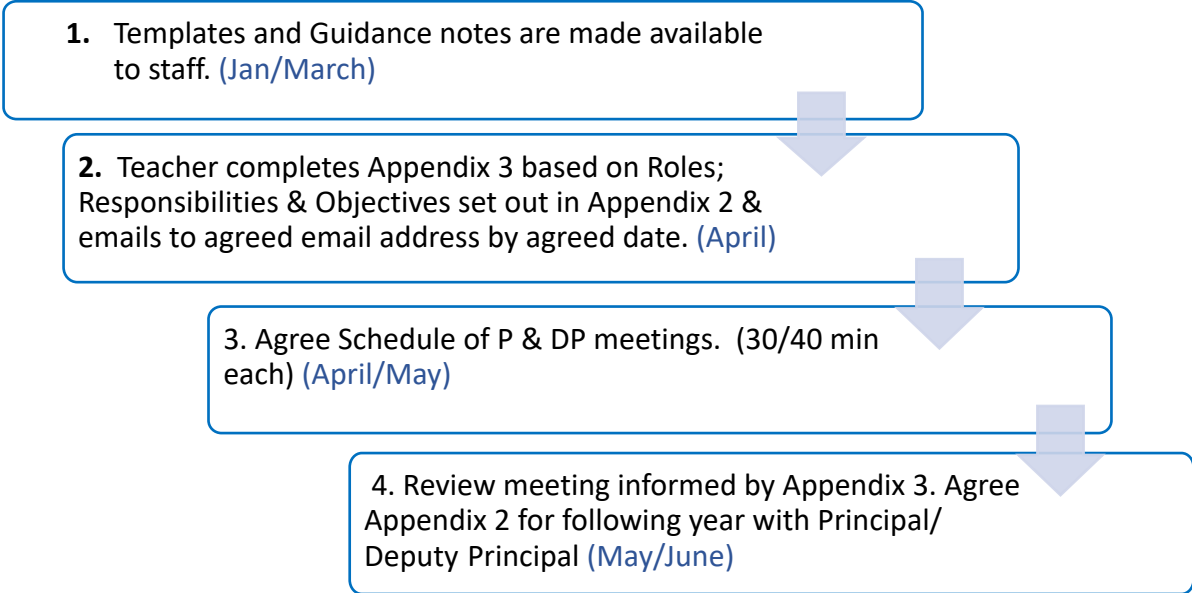
This is an opportunity for **a professional conversation** where the school leaders spend time discussing leadership and management and teaching and learning in the school. The focus at this meeting typically should be on reviewing the objectives agreed at the start of the year, discussing the successes to date and considering the area for improvement in the following year.


See Appendix 4(j) for guidance notes on completing the report.

4.3.3. The Principal’s Annual Report on Leadership and Management to the Board of Management

See Appendix 4(k): Guidance notes on completing the Principal’s Annual Report on Leadership and Management to the Board of Management Report.

4.3.4. Sample Timelines for reports and reviews:





5. Teachers' Appendix 3 Reports form part of
Principal's Annual Report on L&M to BOM (June)

Chapter 5

Advertising the Post and Application Forms

Advertising the Post

5.1 Introduction

All sanctioned middle leadership and management positions should be advertised in accordance with DES circular letter 0003/2018, the Eligibility Clarification issued by the DE in June 2018 and circular letter 0023/2021. Sample advertisements are included in the Appendices – 3(a), 3(b) and 3(c).

It is important that the Board of Management ensures that the correct procedures are followed in the advertising and filling of all vacancies.

Separate recruitment competitions should always be undertaken for:

Assistant Principal I

Assistant Principal II

Programme Co-ordinator at AP I level

Programme Co-ordinator at AP II level

Adult Education posts at AP I

Adult Education posts at AP II

Special conditions attach to the selection for Director of Adult Education. Refer to circular letter 46/00 amended by PPT 16/05. *'Appointment to the post of Director of Adult Education will be from applicants from within the school and in accordance with the normal procedures for appointment to a Deputy Principal post'* (CL 46/00)

5.1.2 Competitions for leadership and management posts

A competition is undertaken to fill vacant post/s. This means that a school which may wish to advertise one post would run a single competition for that post. Similarly, where **more than one post at the same level** is being recruited for **at the same time**, a single competition should be held for those vacant posts using a single advertisement, application form and selection interview.

Example Competition 1:

Where a school has two permanent posts at AP 1 level and one Acting-Up post at AP I level, the advertisement should:

- State the number of permanent posts that are vacant at the time of advertising
 - State the number of Acting-Up post(s) that are vacant at the time of advertising
- The posts are filled **in order of merit**.

No automatic right to a permanent post derives by virtue of holding an Acting-Up post.

Every permanent post must be advertised.

Documentation in relation to the recruitment, selection and appointment process should be held locally within the school and copies retained on the relevant recruitment file(s) in line with the school’s data retention schedule.

5.2 Guidelines on what an advertisement should include for Assistant Principal I and Assistant Principal II:

It should specify:

- the minimum experience and eligibility requirements. (See table below)
- the closing date for receipt of applications.
- the level of the post (AP I or AP II).
- that the appointee will become part of the leadership and management team in the school.
- that the roles and responsibilities of the post will be based on the leadership and management needs and priorities of the school and will be commensurate with the level of the post.
- that the post is an acting-up post if relevant.
- the relevant marking scheme.

Exemplar advertisements are available in the appendices and schools are advised to use these templates. See appendices 3(a), 3(b) and 3(c).

Eligibility requirements:

Post	Criteria
Assistant Principal I, Programme Co-ordinator (AP I Level) and Assistant Director of Adult Education at AP I level	<ul style="list-style-type: none"> • Fully registered under route 2 or route 3 as per the DE clarification issued in June 2018 for C&C schools and • have a minimum of three years’ teaching service recognised by the DE for incremental credit purposes
Assistant Principal II, Programme Co-ordinator (AP II Level) and Assistant Director of Adult Education at AP II level	<ul style="list-style-type: none"> • Fully registered under route 2 or route 3 as per the DE clarification issued in June 2018 for C&C schools and • have a minimum of one year’s teaching service recognised by the DE for incremental credit purposes
<p><i>The registration of teachers is governed by Section 31 of the Teaching Council Acts 2001-2015. The Council registers teachers under the Teaching Council (Registration) Regulations 2016 and the Teaching Council (Registration) (Amendment) Regulations 2016. Teachers may apply for registration in the following sectors:</i></p> <ul style="list-style-type: none"> • <i>Route 1 – Primary</i> • <i>Route 2 – Post Primary</i> • <i>Route 3 – Further Education</i> 	

In accordance with the Teaching Council Act 2001, section 30, all teachers will be required to have Teaching Council registration and to maintain registration throughout their teaching careers. **A person cannot be appointed to a post of responsibility unless they are registered (Terms and Conditions of Employment for Registered Teachers, June 2017).**

All teachers on the staff of the school who meet the eligibility requirements are entitled to apply, including part-time & fixed-term teachers. Where a fixed term teacher is successful in his/her application for a post of responsibility, the entitlement of that teacher to the post will lapse on the expiry of the teaching contract except where the fixed term teaching contract is followed immediately by a permanent/CID or further fixed term teaching contract in the school.

A. The selection criteria and applicable marking scheme

Seniority/Length of Service as a stand-alone criterion has been phased out, while still reflecting the value of a teacher’s experience and how that contributes to his/her capacity to meet the requirements of the post.

Selection criteria and mark scheme 2020/21 and thereafter:

Assistant Principal I, Assistant Principal II and Programme Co-ordinator Posts	
<i>Demonstrated capacity (with relevant examples of professional, educational and life experience) in relation to:</i>	
Leading Learning and Teaching	25 marks
Managing an Organisation	25 marks
Leading School Development	25 marks
Developing Leadership Capacity	25 marks

For Director of Adult Education posts please refer ACCS for guidance.

B. Distribution of the Competition Advertisement

Notice of vacancies whether permanent or Acting-Up must be posted in a prominent position on the staff notice board(s) within the school.

- **Notifying vacancies to teaching staff on approved leave**

Every reasonable effort shall be made to bring the vacancy to the attention of all teachers. Members of teaching staff on approved leave, paid or unpaid, or on secondment are eligible to apply and therefore, **a copy of the competition advertisement** for the vacant post/s should be sent directly to the designated contact address or email address of such teachers. **A record should be kept of notifications issued and the date of issue.**

- **Note: Advertising (COVID-19) - If there is a period of school closure due to COVID-19, the advertisement must be sent to each teacher's designated contact address or email address. Emails should be followed up with a text message within 24 hours (source: Information Note TC 0022/2021)**

C. Duration of Advertisement display and Closing Date of Application

Note: the duration of the advertisement display is different for permanent and acting-up posts.

Details are given below.

Permanent posts:

- The advertisement must be displayed on the staff noticeboard(s) in the school for a period of not less than 5 school days, i.e. days on which the school is in operation for pupils. 5 school days implies 5 full school days.
- However, it is advisable to display the advertisement until the closing date has passed. **For this reason, the advertisement should be displayed for not less than 10 school days. 10 school days implies 10 full school days.**
- In circumstances where the school is closed due to an unexpected event e.g. 'snow day' that this day/s would not be counted and the period for the display of the advertisement and closing date would be extended.
- If an advertisement is posted prior to the commencement of a school closure (e.g. mid-term break) that time must be discounted when determining the days for which the advertisement should be displayed.
- In addition to this, Principals may choose to alert staff to the advertisement via normal whole staff communication channels e.g. email, staff intranet, staff newsletters etc.
- The advertisement should specify the closing date for receipt of applications **'which should not be earlier than 10 school days after the initial date of posting of the notice in the school'** (CL 0003/2018).

Acting-Up posts

- In the case of **Acting Up** posts the closing date for receipt of applications should not be earlier than **5 school days** after the initial posting of the notice in the school.
- It is advisable that the advertisement should state that **"late applications will not be accepted under any circumstances and that it is the responsibility of the candidate to ensure that it is received on time"**.
- **Note: Advertising (COVID-19) - If there is a period of school closure due to COVID-19, the advertisement must be sent to each teacher's designated contact address or email address. Emails should be followed up with a text message within 24 hours. The requirement to post the notice in the school is suspended for any period of closure of schools to some or all students. Such periods of closure do not include where a class group of students is required to remain at home temporarily**

due to COVID-19 restrictions. See Information Note TC 0022/2021 on CL 0003/2018.

-

D. The Application Process

How to apply and the application form (see Appendix 2) for Assistant Principal I and II and for Programme Co-ordinator posts:

The advert should clearly state:

- How the completed application is to be returned i.e. whether you apply in writing or online, or either. It is recommended that hard copies of the application are submitted including copies for the selection board. However, this is for each employer to decide.
- Where details of the roles and responsibilities can be located.
- Should clearly state where to obtain the application form.
- A statement that appointment to the post of responsibility will be conditional on the teacher being available to carry out the roles and responsibilities assigned to the post. The responsibilities of such posts may require the post holder to fulfil some of their responsibilities outside of school hours and/over the course of the entire school week.
- A statement that appointment to the post of responsibility will be conditional on the teacher being currently registered with the Teaching Council.

E. Distribution of the Advert

- Application forms should be readily available to applicants.
- The school must make every reasonable effort to bring the vacancy to the attention of all eligible teachers.
- Members of staff on approved leave (e.g. secondment, sick leave, career break, training days leave etc.) are eligible to apply. The school Principal shall ensure that these teachers are supplied with a copy of the notice of the vacant post (i.e. post advertisement) which should be sent to the designated contact address or email address of the particular teacher. **It is advisable that a record is kept of notifications issued and the date of issue.**
- See earlier note re: advertising and COVID-19 as per Information Note TC 0022/2021 on CL 0003/2018.

5.3 Specific requirements for particular posts

5.3.1 Programme Co-ordinator Posts (CL 0003/2018):

The notice should also specify:

- Remuneration level of the post (AP I or AP II).
- The number of students involved in the programmes as **at the 30th September of the previous academic year.**
- The commensurate reduction in teaching hours.

- That the post does not form part of the normal cohort of posts of responsibility and will lapse when none of the programmes listed is being provided by the school.

5.3.2 Assistant Director of Adult Education Posts

Post of Responsibility of Assistant Director of Adult Education may be established with allowances at AP I and AP II level. See Figure 2 in 3.2.3.

Appointment to the post of Assistant Director will be in accordance with the procedures within each sector for appointment to post of responsibility at the appropriate level. School should follow the procedure for filling AP I and AP II posts as outlined above.

Exemptions apply in the case of the first filling of these posts. Refer to CL 46/00.

In the case of appointment to the Director of Adult Education, schools should follow the normal procedures for appointment to a Deputy Principal post.

5.4 Objective of Promotional Selection

5.4.1 The objective of any promotion selection process is to obtain the right person for the post. A fundamental part of the selection process is the application form, as it is the first opportunity for the candidate to demonstrate his/her suitability for the post advertised. The application form should be designed in such a way as to capture the key pieces of information and competencies required for post of responsibility selection and interview marking process:

5.4.2 Selection Criteria and Marking Scheme

All Assistant Principal I, Assistant Principal II and Programme Co-ordinator posts (AP I and AP II level) will be assessed and marked at interview in accordance with the following criteria as per CL 0003/2018:

Seniority/length of service has been phased out as a stand-alone criterion while still reflecting the value of a teacher's experience and how that contributes to his/her capacity to meet the requirements of the post.

2019/20 school year and thereafter:

Criteria	Marks Awarded
Demonstrated capacity (with relevant examples of professional, educational and life experiences) in relation to:	
Leading learning and teaching	25
Managing an organisation	25
Leading school development	25
Developing leadership capacity	25

It is therefore **essential** that the application form captures this information and gives the candidate an opportunity to correctly support their application and interview in accordance with the assessment criteria.

Candidate requests for information:

All application forms for posts of responsibility shall include a reference to a candidate being able to access, **upon written request**, all items listed (i) to (iii) below after s/he is notified of the outcome of the post of responsibility appointment process:

- (i) His/her marks under each selection criterion.
- (ii) The notes of the interview board pertaining specifically to the candidate alone.
- (iii) The marks of the recommended candidate under each criterion.

In accordance with the Equality Acts, questions on marital status, children, date of birth, age, place of birth and medical history should **not** be included on application forms.

👉 Points to Remember

- Guidance on completing a competency-based application **must** be provided to candidates in the relevant application form.
- Ensure the advertisement for the post(s) is clear, accurate and meets all requirements listed above. Use the advertisement in the appendices and accompanying DE clarification June 2018.
- Ensure that the application form is readily available.

Ensure that teachers on leave are supplied with a copy of the notice of the vacant post (i.e. post advertisement). Keep a record of such notifications issued and the date of issue.

- Ensure that the application form is designed in such a way as to capture the information and criterion that is marked on and that it meets legislative requirements.
- Application forms shall include reference to a candidate being able to access all items listed at Section 8.7 of CL 0003/2018.

Chapter 6

Interview Board and the Interview Process

Interview Board and Interview Process

6.1 The composition of the Interview Board is:

- **The School Principal (will not act as Chairperson).**
- **A Trustee Nominee.**
- **An Independent Member to be drawn from a panel agreed with the union(s).**
(Circular 0003/2018)

Contact ACCS for the agreed list of independent panel members.

The Interview Board should:

- Have appropriate gender representation.
- Have expertise at an appropriate senior level.

Schools can select any of the individuals from the agreed Panel irrespective of the region in which the school is based. Schools are advised to change the Interview Board members (excluding the Principal) from one competition to the next.

Schools should consider appointing a Recording Secretary for the duration of the interviews.

6.2 What should issue to the Interview Board?

Each Board member should typically receive the following in respect of the interview:

- Job Advertisement.
- For AP I and AP II posts only the full list of identified leadership and management needs and priorities of the school.
- Interview Schedule and Interview Board members' names.
- Candidates' Application Forms.
- Interview Mark Sheet, blank forms (e.g. date and competition name and provision for candidate name) and guidance on completion of Interview notes to be completed during interviews (see Appendices 5, 6, 7, 8 and 9).
- Sample interview Result Form (Appendix 10).
- Conflict of Interest Form

6.3 For Principals - Preparing for the interviews

- Ensure all candidates have confirmed their attendance.
- Ensure the meeting room/venue is private and free of interruptions.
- The Principal should arrange to release staff attending interviews from duties for a reasonable period in advance of their interview time.
- Ensure that the Interview Board has been allocated time to meet (recommend a minimum of one hour) to prepare format and agree areas of questioning based on the criteria set out in CL 0003/2018 in advance of the interviews. Ensure that all Interview Board members have received their interview pack.

- Ensure that reasonable adjustments have been made for candidates who have made such a request e.g. a candidate with a disability.

6.4 Chairperson's Role

The Interview Board agrees from amongst its membership, who will chair the Interview Board. **The Principal should not act as chairperson.**

The Chairperson is responsible for managing the conduct of the interview. This includes:

- Agreeing and managing the questioning strategies with the other panel members in advance of the interviews; this includes core areas of questioning, a review of the agreed criteria and marking scheme that candidates will be assessed against.
- Ensuring someone meets and greets the candidates.
- Introducing the Interview Board to candidates.
- Dealing with discriminatory or other unacceptable behaviour by other participants.
- Keeping to time in each interview; (a minimum of 30 minutes is recommended).
- Ensuring that evidence is collected in line with the marking system and selection criteria.
- Giving candidates an opportunity to ask questions.
- Ensuring that all Interview Board members take adequate notes of each interview and **draft provisional marks.**
- Closing the interview.
- Ensuring that the views of all Interview Board members are sought on each candidate, that a qualified discussion takes place and that **a consensus** on the marking/ranking is reached and documented.
- Ensuring interview notes are completed for each candidate and that all documentation and forms are completed.
- **Agreeing who will provide feedback to the unsuccessful candidates.** Refer to the appendices on the guidance note on providing feedback to unsuccessful candidates.

6.5 Interview Format

Opening the Interview

The Chairperson of the Interview Board should open the interview and cover the following points:

- Welcome the candidates and thank them for their application and for attending for interview.
- Introduce each member of the Interview Board (and note taker, if present, where s/he is not a member of the Interview Board).
- Explain the format the interview will take.
- Confirm time allowed for the interview.
- In the case of Assistant Principal state that this is a middle management and leadership role within the school but not state the role and responsibilities of the post as these have yet to be assigned.
- Confirm details on the application form.

- Point out to the candidate that the members of the Interview Board will be taking notes and note taker, if present, where s/he is not a member of the Interview Board.
- Let the candidate know that they will have a chance to ask questions or provide supplementary information at the end of the interview.

Closing the Interview

The Chairperson should close the interview ensuring that s/he references the following points:

- Ask the candidate if they have anything to add to what was covered.
- Invite and respond to questions from the candidate.
- Give the candidate some indication of how long they will have to wait to hear the results of the interview.
- Thank the candidate for attending.

6.6 Marking the interview

- After each interview is completed, each member of the Interview Board awards a provisional mark to the candidate. The Interview Board then has a provisional discussion on responses/evidence provided by the candidates and members may review their provisional marks based on this discussion.
- Provisional marks may be reviewed at any stage. This is of particular importance in the case of candidates interviewed during the early stages of the interview process.
- Candidates should be assessed solely on the evidence gathered through the interview and on the application form supplied by them. Interviewers should look carefully at the evidence they obtained at interview/on the application form and use this as a basis for marking candidates.
- The full range of marks should be used to give a realistic assessment of each candidate and an accurate reflection of the relative differences between candidates. This will help with ranking the suitability of candidates at the end.
- After all the interviews have been completed, the Interview Board members should revisit the provisional marks of candidates and agree a final mark to be awarded to each candidate. The full range of information about the candidate (i.e. evidence from across the interview) should be considered when finalising the Mark Sheets.
- The Interview Board then agrees a provisional ranking.
- The marks from the Individual Mark Sheets are then entered in the Summary Interview Result Form. This is completed and signed by each member of the Interview Board.
- Discuss and confirm the agreed feedback to unsuccessful candidates.

See Appendices for an exemplar:

- Note-taking Sheet for gathering evidence for use by Individual Interview Board Member (Appendix 7).
- Mark Sheet of Named Candidate for Individual Interview Board Member (Appendix 8).
- Overall Mark Sheet for Named Candidate (Appendix 9).

- Interview Result Form (Appendix 10).
- Interview Board Report (Appendix 11).

👉 Points to Remember for schools:

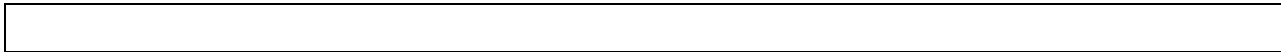
Ensure

- that the Interview Board is properly constituted in line with CL 0003/2018.
- that the Interview Board is issued with all relevant documentation in good time and have confirmed their attendance.
- that appropriate preparations are made for interviews including suitable venue, interview schedule and that arrangements have been made to release candidates for interview.
- Consider appointing a Recording Secretary for notetaking purposes.

👉 Points to Remember for the Interview Board:

- Agree core areas of questioning.
- The Interview Board should prepare in advance for their areas of questioning to avoid duplication in the questions.
- The Interview Board should convene in good time before the commencement of the interviews in order to prepare for the interviews.
- Review agreed scoring system and criteria for the post.
- Explain to candidates the format of the interview.
- Take adequate and appropriate notes as they may be relied upon in the event of an appeal.
- Marking should be completed provisionally after each interview against the evidence presented. Following discussion, the marks can be revisited and reviewed if required.
- Feedback (oral) on the interview (on request) should be given by an agreed member of the Interview Board. **This person should be agreed before the interviews commence.**
- The Secretary to the Board should ensure that all documentation is completed and is accurate. The Interview Mark Sheet should be fully completed – not only the marks awarded but also the comments/evidence section.
- Only the names of candidates considered suitable for appointment should be entered in the Order of Merit section of the Interview Board Report (Appendix 11)
-
- Ensure that the conduct of the interviews and outcome are kept confidential.

Note: Documentation: At the end of the competition, where a remote hearing is used, all such documentation shall be returned immediately following the interview to the Principal of the school by registered post or secure electronic means. (Source: Information Note TC 0022/2021 on CL 0003/2018.)



Chapter 7

Post Interview, Making the Appointment & Data Retention

The Interview Board Report and Ratification by the Board of Management

- 7.1 The Interview Board Report should be completed and signed by each member of the Interview Board. The Interview Board, having interviewed such eligible applicants as present themselves, should submit:
- a written report to the Board of Management nominating the recommended candidate(s) in highest ranking order for the post(s) advertised.

The Board of Management then appoint the candidate(s) nominated by the Interview Board.

The Interview Board Report must be ratified by the Board of Management.

7.2 Advising candidates of outcome of Interview

It is a matter for each individual school as to how they communicate the outcome of the interview process. Schools are advised to give careful consideration as to how this is done.

7.2.1 Recommended Candidate(s)

The post is offered to the recommended candidate(s) on the proviso that the appointment is not appealed within **seven school days** of the date of issue of the notification of the outcome of the post of responsibility appointment process. The final date for notification of appeals to the Secretary, Board of Management, will be notified on the letter to candidates advising of the outcome of the competition (Appendix 15). This date is known as the **Appeal Date** and will be at 4.00 p.m. on the seventh school day with day one commencing on the day after the outcome of the process is issued.

If no appeal is received within this timeframe, the Board of Management proceeds with the appointment.

7.2.2 Unsuccessful Candidates

Unsuccessful candidates are informed of the outcome of the interview and advised that they may appeal the outcome within **seven school days of issue of the notification of the outcome of the post of responsibility appointment process – with day 1 commencing on the day after the outcome of the process is issued i.e. Appeal Date.**

Refer to exemplar notice to unsuccessful candidate/s re outcome of competition and the Appeal Procedure in the Appendix 16.

7.2.3 Appeal Period

School days are defined as days in which the school is in operation for students

Where the outcome of the competition is notified to applicants in the week immediately prior to the June State examinations, the *Appeal Date* shall occur within the first 12 official days of the State examination period. If an appeal is received by this Appeal Date, no appeal hearings shall be convened before the next school year.

7.2.4 Appeal Received

In the event that an appeal is received, the timeframes advised in the Appeal Procedure – Circular 0003/2018 apply.

It is important to note that appeals **must be completed electronically** on the agreed PDF Appeal Form. Only appeals which are completed and submitted using the electronic form will be processed. **The electronic version of the Teacher Appeal Form, the Management Response Form and Advice to Appellants for completion of the Appeal Form is available in the HR section of the ACCS website.**

Exemplar letters are supplied as follows:

Action	Exemplars
The Secretary, Board of Management issues acknowledgement of receipt of appeal.	Refer to exemplar in Appendix 17 : For Appellants - Acknowledgment of Receipt of an Appeal.
The Secretary, Board of Management advises recommended candidate that an appeal has been lodged and that the appointment process has been postponed pending the outcome of the appeal.	Refer to exemplar in Appendix 18 : Notice to recommended candidate advising receipt of appeal.
Completed Appeal Form/s and management response plus supporting documentation is discharged to the Appeal Board Secretariat (must be on the template document).	
Notice to recommended candidate confirming appointment (following the conclusion of an appeal process or expiration of the appeal date where no appeal is lodged).	Refer to exemplar in Appendix 19 : Letter to recommended candidate confirming appointment

NOTE:

WHERE AN ORAL HEARING IS REQUIRED, THAT WHERE COVID MEASURE REQUIRE IT, THIS MAY BE CONDUCTED ONLINE (SOURCE: INFORMATION NOTE TC 0022/201 ON CL 0003/2018)

7.3 RETENTION AND STORAGE OF DOCUMENTATION

For a period of 18 months from the close of the competition the following documentation should be retained in a safe and secure place:

- a) A copy of the advertisement.
- b) The criteria as specified in CL 0003/2018 for Assistant Principal posts.
- c) A copy of **all** the application forms received.
- d) Details (i.e. names and service history) of candidates excluded from the competition based on insufficient service.
- e) The Selection Board Report.
- f) The individual Interview Mark Sheet of each candidate and Summary Mark Sheet and all interview notes.
- g) The Selection Board Report showing the ranking of the suitable candidates.

Data Protection: Personal data will be retained in accordance with the school's Data Protection Policy and retention of records schedule therein.

Note: Documentation: At the end of the competition, where a remote hearing is used, all such documentation shall be returned immediately following the interview to the Principal of the school by registered post or secure electronic means. (Source: Information Note TC 0022/2021 on CL 0003/2018.)

Providing feedback to unsuccessful candidates:

For guidance on providing feedback to unsuccessful candidates, refer to **Appendix 16**.

Points to Remember

- Ensure arrangements are in place for the prompt return of all documentation to the Secretary of the Board of Management.
- Check all documents are accurately completed, including cross checking of calculations.
- Ensure that the outcome of the interviews is kept confidential until the results are issued to candidates.
- Issue results to recommended candidate(s) and unsuccessful candidates as promptly and efficiently as possible and keep a record of method, date and time of delivery.
- Be mindful of timelines for receipt of appeals.
- Appeals must be completed electronically on the agreed PDF Appeal Form. Only appeals which are completed and submitted using the electronic form will be accepted.
- When the completed Appeal Form is sent by email to the Secretary to the Board of Management of the school, the completed PDF Appeal Form will automatically be

forwarded to the Appeal Board Secretariat. In the case of the community and comprehensive sector, the Appeal Board Secretariat is operated by ACCS.

Chapter 8

The Appeal Procedure

The Appeal Procedure

8.1 The Appeal Procedure

Appeals in respect of competitions for posts of Assistant Principals I, Assistant Principal II and Programme Co-ordinator posts shall be completed **electronically** on the agreed PDF Appeal Form. Only appeals completed and submitted using the electronic form will be processed. Appeals submitted after the *Appeal Date* will not be processed.

The Appeal Procedure is not a re-examination of the interview itself.

8.2 Scope: The Appeal Procedure is used in respect of appeals to the following posts: Assistant Principal I, Assistant Principal II, Programme Co-ordinator posts (at AP I and AP II level) and Assistant Director of Adult Education (at AP I and AP II).

It does not apply to Principal and Deputy Principal posts or the post of Director of Adult Education at Deputy Principal level.

8.3 Appeal Date

This is 4.00 p.m. on the **seventh school day**, with day one commencing on the day after the outcome of the process is issued.

8.4 To whom does the procedure make reference?

Essentially **five parties** are referenced:

- (a) The appellant teacher.
- (b) The person administering the appeal on behalf of management, usually the Principal, who responds to the appeal by way of the management's response.
- (c) The Appeal Board Secretariat – in the Community and Comprehensive sector this is operated by ACCS.
- (d) The Appeal Board - which comprises 3 people:
 - An independent chairperson (drawn from an agreed national panel). The Appeal Board Secretariat nominates from the agreed national panel of independent chairpersons.
 - A management nominee (nominated by ACCS).
 - A union nominee (nominated by the head office of the relevant trade union to which the appellant party/parties belong).

NOTE: Where an appellant is not a member of a teacher union, the union nominee will, in the case of the Community & Comprehensive sector be nominated by agreement between ASTI and TUI.

- (e) The “recommended candidate” is the person who was recommended for the post in the first instance by the Interview Board and who would be appointed were no appeal lodged or where the Appeal Board determined that appeals lodged were rejected.

The parties are required to maintain confidentiality throughout this process and subsequent to the process.

8.5 Sample letters are provided in the Appeal Procedure (CL 0003/2018) See Appendix 18. A sample letter to the recommended candidate is also included in this Guide (Appendix 19).

8.6 Definition of “school days” in the appeal procedure

School days are defined as days in which the school is in operation for students.

Where the outcome of the competition is notified to applicants in the week immediately prior to the June State examinations, the Appeal Date shall occur within the first 12 official examination days of the State examination period.

If an appeal is received by this Appeal Date, no appeal hearings shall be convened before the next school year.

8.7 The role of the Appeal Board Secretariat

The Appeal Board Secretariat is responsible for establishing the Appeal Board and acts as a conduit for forwarding documentation received from appellant/s and the school by way of management response onto members of the Appeal Board.

The Appeal Board Secretariat retains documentation supplied to it for a period of 18 months following the conclusion of the appeal.

8.8 The role of the Appeal Board

The Appeal Board is a three-person board. It is charged with the responsibility to make a determination with respect to the appeal i.e. to determine if the appeal is rejected or upheld on the basis of the evidence presented whether submitted as part of the appeal, management response or examined at an oral hearing.

Where more than one appeal is lodged with respect to the appointment process to the same post (e.g. 2 or more appeals to the same post) the Appeal Board member can hear more than one appeal with respect to that post.

8.9 Grounds for appeal and responding to appeal grounds

The grounds for appeal may be on one or more of the following in relation to an alleged breach of procedure:

(a) Pre-interview:

1. Failure to consult staff on the roles and responsibilities as set out in circular letter 0003/2018.
2. Breach of advertising rules.
3. Non-notification about the vacancy to teachers on leave of absence/secondment.

(b) Composition of the Interview Board:

4. Lack of gender mix on Interview Board.
5. Incorrect/incomplete composition of the Interview Board.

(c) Marking/Selection Criteria:

6. A computational error in the Interview Board Marking Sheet which makes a material difference to the outcome.
7. A departure from the agreed selection criteria or Marking Scheme.

Appeal grounds must be substantiated (i.e. supporting evidence must be supplied).

Appellants are required to substantiate **each** appeal ground selected on the **electronic appeal form** with a supporting rationale/defence. The supporting rationale must be relevant to the specific appeal ground selected.

Where nothing is provided by way of a rationale/defence of the appeal ground selected, the appeal ground will be discounted by the Appeal Board and reference to this effect will be included in the Appeal Board determination.

Only documents specifically referenced in the statement of appeal or management response to the appeal are admissible. Any additional and/or unsolicited documentation will not be considered by the Appeal Board and will be returned to the sender. The Appeal Board may seek copies of certain documents relevant to its consideration of the appeal from either party to appeal.

Upon receipt of documentation from the Appeal Board Secretariat, the Appeal Board undertakes a preliminary review of each appeal submitted, the corresponding management response submitted, supporting documentation, relevant Department of Education & Skills circulars/forms appropriate to such competitions.

The Appeal Board will examine each appeal ground selected and supporting rationale/defence. The Appeal Board will examine the management response to the appeal ground selected and management's rationale/defence. Each appeal ground will be considered and adjudicated upon.

Appeals shall not include observations or disparaging remarks of a personal nature including personalised comments about individuals. Where this transpires, it may lead to an appeal being disqualified by the appeal board or an oral hearing being terminated by the Appeal Board.

Where the Appeal Board, having considered the appeal and response, deems it **unnecessary** to conduct a hearing, it shall notify the appellant and the Secretary of the

Board of Management of the outcome of the appeal within **fifteen school days** of the *Appeal Date*.

Where the Appeal Board, having considered the appeal and management response, decides that a hearing is **necessary**, it shall set a date for a hearing within **fifteen school days** of the *Appeal Date*.

Where additional documentation is sought prior to an appeal hearing by the Appeal Board, the parties should co-operate in furnishing same as soon as possible to the Appeal Board to facilitate the exchange of such documentation to the other party not later than three school days prior to the hearing. No documentation shall be admissible at the hearing which has not been supplied in accordance with the timeline.

The Appeal Board may draw any inference/conclusion it desires in respect of the failure of either party to provide documentation requested by the Appeal Board.

8.10 How the appeal process operates

- A candidate who wishes to appeal must complete the **agreed PDF Appeal Form electronically. Only appeals completed and submitted using the electronic form will be processed.**
- **The Appeal Form should be uploaded to the school website.**
- **Appeals submitted after the *Appeal Date* will not be processed.**
- Both appeals and response to appeals are each limited to a total submission of **1,000** words.
- Documentation (if any) which is relied on to support an appeal and referenced in the appeal form must be submitted **by email or in hard copy** to the Secretary of the Board of Management by 4p.m. on the *Appeal Date*. Any documentation received after this time will not be processed and will be returned to the appellant.
- If no appeal is received within this timeframe, the Board of Management will proceed with the appointment of the recommended candidate.
- Where an appeal/s is/are submitted:
 - *To the recommended candidate:* The recommended candidate for the post is advised (on receipt of an appeal/s) that an appeal/s has been lodged and that the appointment to the post is postponed pending the outcome of the appeal/s lodged and s/he will be notified of the outcome in due course – *see Appendix 19*. This letter can issue directly on receipt of an appeal.
 - The Secretary of the Board of Management emails the Appeal Board Secretariat advising of the *Appeal Date*. porappeals@accs.ie
 - If there is an appeal/s made, the Secretary to the Board of Management sends a letter to the appellant acknowledging receipt of the appeal. This letter should issue within 3 school days of the *Appeal Date* - *see Appendix 18*.
 - Secretary to the BOM will complete the Management Response to Appeal Form.

- The Secretary to the BOM returns the completed PDF Management Response Form and supporting documentation, including documentation received in hard copy from the Appellant(s) – either scanned as PDF or in hard-copy, marked ‘Private and Confidential’ within **five school days** of the *Appeal Date* and will simultaneously send a copy of the management response to the appellant.
- The Secretary to the Board of Management and the appellant will be notified by the Appeal Board Secretariat as to the composition of the Appeal Board within seven school days of the Appeal Date.

8.11 Purpose and Protocol for the conduct of the Appeal Board Hearing

The purpose and protocol are outlined in Paragraphs 19.1 to 19.7 of CL 0003/2018. See *Appendix 21*.

Purpose of the hearing

Protocol for the conduct of the hearing

- The Appeal Board will base the hearing on the following documents: the appeal form, the management response form, accompanying documentation, relevant Department of Education and Skills circular letters and any documentation requested by the Appeal Board. The appeal hearing will be confined to an exploration of the ground/s of appeal and response to appeal ground/s. It is not a re-run of the competition interview process.

Who can attend?

For the Appellant: The Appellant may be accompanied by a work colleague or friend. The nature of appeal hearings is such that legal representation is not appropriate.

For Management: The Board of Management may be represented by the Principal or a member of the Board and may be accompanied by a management colleague.

8.12 Possible final outcomes to the Appeal

The Appeal Board Determination will issue to the parties to the appeal and a copy provided to the Appeal Board Secretariat with 5 school days of the hearing. The Appeal Board determination will conclude all matters with respect to the appeal.

- a. If an appeal is rejected, the Board of Management shall proceed with the appointment of the original recommended candidate in the post.
- b. Where an appeal is upheld, the Appeal Board will advise the Board of Management to recommence the appointment process at the appropriate stage, e.g. re-advertise the post or re-interview all the applicants.
- c. In circumstances where the Appeal Board determines that an error was made in the computation of marks awarded that materially changes the outcome, the Appeal Board will specify the fact and advise the Secretary to the Board of

Management that the highest ranked candidate by reference to the correct application of the marks should be recommended for appointment in such circumstances.

As a matter of best practice, where recommencement of the selection process is required following an appeal, membership of the selection board should change except where there is a specific requirement in the current arrangements for the participation of a specific office holder.

During the course of an appeal or after the conclusion of the appeal, no communication may be made with the Appeal Board or any member thereof except in accordance with the Appeal Procedure or at the request of the Appeal Board.

However, in the event that the Appeal Board reviews an appeal or management response and a matter emerges which materially affects the outcome of the competition which was not cited in the appeal, the Appeal Board will adjudicate in respect of this particular matter and provide a comment on the matter in its determination. In such circumstances, schools can seek the permission of the Appeal Board to recommence the competition at a previous stage to that of re-interviewing.

All matters relating to the appeal are strictly confidential to the parties to the appeal, the Appeal Board Secretariat and the Appeal Board including all aspects of the appeal process (including documentation that arises thereto).

The Appeal Board Determination will issue to both parties to the appeal and the Appeal Board Secretariat at the conclusion of the process.

8.13 Data Protection, Administrative Matters and Review

For Appeal Boards: All documentation held by the Appeal Board members will be returned by the Appeal Board Chairperson to the Appeal Board Secretariat which will retain same on file for a period of eighteen months following the appeal determination and thereafter, be responsible for confidentially destroying the documentation.

In circumstances where issues of clarification may arise, the Appeal Boards have recourse to the relevant parties to this appeal procedure through the Appeal Board Secretariat.

Nothing shall preclude the parties at national level, being management bodies and unions post-primary, from collectively seeking feedback at intervals from the Appeal Board Chairpersons to inform continuing best practice and assist in seeking to clarify issues which may fall for review from time to time.

The operation of the Appeal Procedure will be subject to review as agreed at the Teachers' Conciliation Council.

Points to Remember

- Process appeals in accordance with Appeal Procedure timelines.
- **The PDF Appeal Form should be placed on the school website and a link established for ease of download for the appellant.**
- Ensure the Appeal Secretariat is notified promptly that an appeal/s has been lodged and indicate the *Appeal Date*.
- Ensure Management Response addresses all grounds of appeal stated by the appellant/s.
- **All documentation to be submitted to the Appeal Secretariat within deadline.**
- Maintain confidentiality throughout the appeals process.
- If an appeal is upheld, follow Appeal Board's recommendation on recommencement stage of the recruitment process BUT first review earlier stages, if any. Consider if it might be appropriate, because of concern about an earlier aspect of the competition, to request from the Chairperson of the Appeal Board permission to recommence at an earlier stage. Discuss this with ACCS.

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Appendix 1: Recruitment Scheduling Aide for Leadership and Management Posts (*exemplar*)

Recruitment Scheduling Aide for Posts at Assistant Principal I, Assistant Principal II and Programme Co-ordinator

The procedural steps are outlined below. Management may use this form to aid scheduling for the recruitment, selection and appointment processes. This is a checklist and is for administrative guidance only.

Activity	Schedule	Assigned to:
Establish the vacancy/vacancies and tenure of post/s in accordance with relevant circular letters (Chapter 2).		
Establish if more than one type of vacancy exists – e.g. post at AP I and AP II level, Programme Co-ordinator post, Assistant Director of Adult Education (AP I or AP II level). If yes – separate recruitment processes are required.		
<p>Ensure prior to commencement of <u>advertisement</u> process:</p> <ul style="list-style-type: none"> • The Board of Management has ratified the leadership and management needs and priorities of the school. • The full list of needs and priorities is posted on the staff noticeboard. • List of post holders, level of their post and a summary of their roles and responsibilities posted on the staff noticeboard. 		
<p>Identify the requirements for eligibility:</p> <ul style="list-style-type: none"> • Registration with the Teaching Council. • Teacher is contracted for the full school year. 		
Identify closing date for receipt of applications.		
Get familiar with the Marking Scheme.		
Agree Application Form & Advertisement bearing in mind specific requirements for the level and tenure of posts.		
Organise Interview Board.		

Activity	Schedule	Assigned to:
Establish date(s) of interview (provisionally).		
Arrange venue for interviews.		
Principal: (a) Advertise the post <ul style="list-style-type: none"> • issuing copy of advertisement to teachers on approved leave. and (b) Application forms available to teachers upon request.		
Log application forms received – date & time.		
Closing date for receipt of applications: <ul style="list-style-type: none"> • Check there have not been unanticipated school closures. If yes: <ul style="list-style-type: none"> • Amend closing date accordingly. • Notify teaching staff of change. • Amend appeal date. 		
Following closing date: Principal: <ul style="list-style-type: none"> • Check Teaching Council Registration. • Check that temporary staff are contracted for the full school year. 		
Notify any applicants deemed ineligible for the post and the reason why the determination has been made. Appendix 13.		
Prepare for interviews: <ul style="list-style-type: none"> • Invitations to interview prepared and issued to candidates. Appendix 12. 		
Issue relevant documentation to Interview Board.		
Conduct interviews.		
Return of documents from Interview Board.		
Interview Board Report ratified by BOM.		
Recommended and unsuccessful candidates notified of outcome and of process of appeal (including appeal date). Appendix 14 & 15. Keep a record of when/how notifications issued (e.g. date & time; hand delivered/post/email or a combination thereof).		
In period up to 4.00 p.m. on the Appeal Date, unsuccessful candidates may request in writing the items listed (i) to (iii) in appeal procedure. If so		

Activity	Schedule	Assigned to:
requested, documentation must be issued to the candidate in a timely manner.		
<p>Following the Appeal Date & time:</p> <p>If no appeal(s) lodged:</p> <ul style="list-style-type: none"> • Confirm recommended candidate’s appointment. <p>If appeal(s) lodged:</p> <ul style="list-style-type: none"> • Confirm receipt of appeals to appellant(s). • Inform recommended candidate of receipt of appeal(s). • Inform the Appeals Secretariat of receipt of appeal, the appeal date and follow Appeal Procedure guidelines. 		
<p>Conclusion of Appeal:</p> <ul style="list-style-type: none"> • If not upheld - confirm recommended candidate(s) appointment. • If upheld – follow the Appeal Board’s instructions regarding recommencement point of competition. <p>Note: If, during consideration of the outcome of the appeal, the school is concerned about any aspect of the initial competition which occurred prior to the recommencement stage identified in the Appeal Board Determination, then that concern should be brought to the attention of the Chairperson of the Appeal Board and permission sought to recommence the competition at an earlier stage.</p>		

Appendix 2: Application Form for the Post of Assistant Principal at either AP I or AP II Level/Assistant Director of Adult Education at either AP I or AP II Level/ Programme Co-ordinator at either AP I or AP II Level (*exemplar*)

(Reminder: Guidance for candidates MUST be included in the Application Form)

<ANYWHERE COMMUNITY/COMPREHENSIVE SCHOOL>

ASSISTANT PRINCIPAL I / ASSISTANT PRINCIPAL II /ASSISTANT DIRECTOR OF ADULT EDUCATION (AT AP I LEVEL) / ASSISTANT DIRECTOR OF ADULT EDUCATION (AT AP II LEVEL) / PROGRAMME CO-ORDINATOR (AT AP I LEVEL) / PROGRAMME CO-ORDINATOR (AT AP II LEVEL)

(delete as appropriate)

APPLICATION FORM

<Academic Year>

<Closing Date>

<No of vacancies>

ANYWHERE COMMUNITY/COMPREHENSIVE SCHOOL currently has a vacancy for an Assistant Principal I / Assistant Principal II / Assistant Director of Adult Education (at AP I Level) / Assistant Director of Adult Education (at AP II Level) / Programme Co-ordinator (at AP I Level) / Programme Co-ordinator (at AP II Level) (*delete as appropriate*) post. The appointment will be in accordance with the promotion procedures outlined in Circular Letter 0003/2018 and Information Note TC 0022/2021 on Circular 003/2018.

It is preferable if the Application Form is TYPED. If not typed, please complete the form legibly using a black pen. All questions must be answered. Do not change the question numbers or sequence. Boxes may be expanded as required to facilitate a **maximum of 450 words** per criterion. No letter of application, CV or written reference should accompany this form.

Candidates are reminded to take appropriate steps to maintain the privacy of their completed form. Candidates are advised not to use school owned equipment to complete the form or store it on any school storage devices.

Guidance for Candidates:

Competencies for Leadership and Management posts of Assistant Principal I and Assistant Principal II, Programme Co-ordinator (at AP I and AP II level) and Assistant Director of Adult Education (at Assistant Principal I and Assistant Principal II level):

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 SCHOOLS 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 providing opportunities for teachers to develop their leadership capacity.

What are the competencies?

The competencies are mapped to the four domains identified in “Looking at Our Schools 2016 – A Quality Framework for Post-Primary Schools’ – refer to page 22. The competencies are:

1. Leading Teaching and Learning
2. Managing an Organisation
3. Leading School Development
4. Developing Leadership Capacity

Domain One: Leading Teaching and Learning

School leaders:

- promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
- foster a commitment to inclusion, equality of opportunity and the holistic development of each student
- manage the planning and implementation of the school curriculum
- foster teacher professional development that enriches teachers’ and students’ learning

Domain Two: Managing the organisation

School leaders:

- establish an orderly, secure and healthy learning environment, and maintain it through effective communication
- manage the school’s human, physical and financial resources so as to create and maintain a learning organisation
- manage challenging and complex situations in a manner that demonstrates equality, fairness and justice
- develop and implement a system to promote professional responsibility and accountability

Domain Three: Leading school development

School leaders:

- communicate the guiding vision for the school and lead its realisation in the context of the school’s characteristic spirit
- lead the school’s engagement in a continuous process of self-evaluation
- build and maintain relationships with parents, with other schools, and with the wider community
- manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

Domain Four: Developing leadership capacity

School leaders:

- critique their practice as leaders and develop their understanding of effective and sustainable leadership
- empower staff to take on and carry out leadership roles
- promote and facilitate the development of student voice, student participation, and

student leadership

- build professional networks with other school leaders

The competencies are mapped onto these domains.

COMPLETING A COMPETENCY BASED APPLICATION FORM

A Competency Based Application Form requires you, the candidate, to describe some of your personal achievements to-date that demonstrate certain competencies (necessary skills and qualities) required for the position you are applying for (e.g. Leader of Teaching and Learning, Leader of School Development, Communication Skills etc.).

A definition of a skill or quality is given for each competency. You are then asked to describe a situation, from your own experience, which you think is/are the best example(s) of what **YOU** have done which demonstrates this skill or quality. It is essential that you describe how **YOU** demonstrated the skill or quality in question. All question areas must be completed.

You are advised to structure what you write so that you give specific information about what you have done - for example, do not simply say that "X was successful", describe exactly what you did and how you demonstrated the skill or quality in question.

For each example please describe the following:

- (a) the nature of the task, problem or objective;
- (b) what you actually did and how you demonstrated the skill or quality (and, where appropriate, the date you demonstrated it);
- (c) the outcome or result of the situation and your estimate of the proportion of credit you can claim for the outcome.

Please **do not use** the same example to illustrate your answer to **more than two skill areas**.

Please note that, should you be called to interview, the board may look for **additional examples** of where you demonstrated the skills required for this post so you should think of a number of examples of where you demonstrated each of the skills.

To assist the candidate in answering the questions in the application form and at interview, the internationally recognised STAR model is a useful tool as a way of communicating key points clearly and concisely:

Identify a 'Situation' or 'Task', outline the 'Action' you took and the 'Result' from your action.

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PERSONAL DETAILS:

Name:	Teaching Council Registration Number:
Address:	Email:
	Tel. No:
	Mobile No:

1. TEACHER REGISTRATION:

	Yes/No
Are you registered with the Teaching Council under Route 2?	
Are you registered with the Teaching Council under Route 3 and meet the requirements of DE clarification issued in June 2018?	

2. Teaching Experience for Eligibility Purposes:

Do you have the required qualified teaching experience as per Circular 0003/2018?		Yes/No
Assistant Principal I and Programme Co-ordinator (AP I Level)	3 years	
Assistant Principal II and Programme Co-ordinator (AP II Level)	1 year	

3. BASIC TEACHING QUALIFICATIONS (DEGREES, DIPLOMAS):

Qualification		Subjects
Award		
Grade		
College		
Year of Award		
Length of Course in Years		

4. POST-GRADUATE/DEGREE/DIPLOMA COURSES UNDERTAKEN:

TITLE OF COURSE	CONDUCTING BODY	DATE

5. IN-SERVICE COURSES UNDERTAKEN (prioritise up to a maximum of 7 courses):

YEAR	COURSE ATTENDED	LENGTH OF COURSE <i>weeks/hours</i>	AWARDING BODY	AWARD <i>(IF ANY)</i>

6. TEACHING EXPERIENCE

Please complete the table which follows. It is critical that information supplied is clear.

Please provide details of your teaching experience beginning with the most recent position.			
Dates (From/To)	Name of School	Contract Type PWT/CID/RPT/Part-time	If part-time, state hours and weeks teaching in the academic year <i>Note: Service at or over 22 weeks or 200 hours is a reckonable year for service purposes.</i>

Outline under each criterion how and where you have displayed each of these competencies (no more than 450 words per criterion/competency combined between the summary and examples). Expand boxes as required subject to the maximum word count.

Criterion 1 – Leading Learning and Teaching

Summarise your experience/key achievements to date under this criterion.

Set out two examples which most effectively demonstrate your competency under this criterion with a particular focus on results/outcomes

Criterion 2 – Managing an Organisation

Summarise your experience/key achievements to date under this criterion.

Set out two examples which most effectively demonstrate your competency under this criterion with a particular focus on results/outcomes.

Criterion 3 – Leading School Development

Summarise your experience/key achievements to date under this criterion.

Set out two examples which most effectively demonstrate your competency under this criterion with a particular focus on results/outcomes.

Criterion 4 – Developing Leadership Capacity

Summarise your experience/key achievements to date under this criterion.

Set out two examples which most effectively demonstrate your competency under this

criteria with a particular focus on results/outcomes.

10. With these four criteria in mind what significant contribution do you see yourself making as a member of the Leadership and Management Team in this school?

Give examples:

11. EXTRA-CURRICULAR AND OUTSIDE ACTIVITIES:

List any extra-curricular activities which you are or have been involved in school or within your community. Bullet points will suffice.

12. ANY FURTHER RELEVANT INFORMATION you may wish to offer to the Selection Board in support of your application:

NOTES:

I acknowledge the following:

1. Completed application forms must be returned to the Secretary, Board of Management, _____ Community/Comprehensive School by _____.
2. The Board of Management will nominate a date and time which cannot be altered for interview purposes.
3. The Board of Management will not be acknowledging receipt of completed application forms but will notify each applicant of the success or not of their application following interviews, BOM approval of successful applicant and acceptance of offer of promotion by successful applicant.
4. The vacant Post(s) of Responsibility will be filled per the terms of the DES Circular Letter 0003/2018 and Information Note TC 0022/2021 on Circular 003/2018.
5. In accordance with circular letter 0003/2018 candidates may access, upon written request, the items listed (i) to (iv) below after s/he is notified of the outcome of the post of responsibility appointment process:
 - I. His/her marks under each selection criterion.
 - II. The notes of the interview board pertaining specifically to the candidate alone.
 - III. The marks of the recommended candidate(s) under each criterion.
6. In the event of the Appeal procedure provided for in the DES Circular Letter 0003/2018 being invoked by an unsuccessful applicant(s), the Appeals Committee may decide to disclose the marks received by the undersigned to any such Appellant(s) during the appeal process.

SIGNED: _____

DATE: _____

Declaration and Signature:

I understand that I will be assessed on the basis of the selection criteria/competencies as per CL 0003/2018.

I understand and accept the above and I declare that the information supplied in the Application Form is true and correct.

Signature: _____ Date: _____

The latest date for receipt of applications is *<Time> on <Day>, <Date>*.

Completed application form in hard copy (plus three copies) to be returned to:

The Secretary, Board of Management, <Anywhere Community/Comprehensive School, address>

The school cannot accept late applications under any circumstances.

Data Protection:

All personal information provided on this Application Form will be processed in a confidential and secure manner as part of the appointment process. The school will retain your Application Form and personal data for the duration of your employment and for 7 years thereafter. Your information will not be disclosed to a third party without your consent save where provided by law or where such processing is necessary to comply with the school's legal obligations. You may, at any time, make a request for access to your personal data held by about you. Should you wish to make any changes or erasures to your personal data, please contact the Principal of the school.

Anywhere Community/Comprehensive School is an equal opportunities employer.

Appendix 3(a): Advertisement for Assistant Principal I or Assistant Principal II (Permanent) Post (exemplar)

LOGO and Name of School

POST OF RESPONSIBILITY VACANCY

Post of ‘Assistant Principal I’ or ‘Assistant Principal II’ (Permanent) [delete as appropriate]
Number of Posts: <xx>

The Board of Management of _____ invites applications from eligible candidates for the above post(s).

The post will be filled in accordance with Circular Letter 0003/2018 and Information Note TC 0022/2021 on Circular 003/2018. Applicants should familiarise themselves with this Circular and Information Note: (<https://www.education.ie/en/Circulars-and-Forms/>)

The appointee will become part of the Leadership and Management Team in the School.

Eligibility criteria:

Assistant Principal I:

- *be fully registered with the Teaching Council under route 2 or under route 3 as per the accompanying clarification issued by DE in June 2018.*
- *have a minimum of 3 years/ teaching service **recognised by DE for incremental credit purposes.** [Where it is not obvious that the applicant has a minimum of 3 years’ teaching service, then that teacher should provide a statement of service from the DE as evidence of incremental service]*

or (delete as appropriate)

Assistant Principal II:

- *be fully registered with the Teaching Council under route 2 or under route 3 as per the accompanying clarification issued by DES in June 2018.*
- *have a minimum of 1 year’s teaching service **recognised by DE for incremental credit purposes.** [Where it is not obvious that the applicant has a minimum of 1 year’s teaching service, then that teacher should provide a statement of service from the DE as evidence of incremental service]*

The post will be interviewed and marked in accordance with the criteria and marking scheme in circular letter 0003/2018.

Leading Learning and Teaching (25 marks)	Managing an Organisation (25 marks)
Leading School Development (25 marks)	Developing Leadership Capacity (25 marks)

Note:

- Appointment to the post of responsibility will be conditional on the teacher being available to carry out the roles and responsibilities assigned to the post.
- Selection Board and interviews shall be as outlined in DE Circular Letter 0003/2018 and Information Note TC 0022/2021 on Circular 003/2018.
- The Appeals procedure outlined in Circular Letter 0003/2018 applies.
- Candidates are referred to the following which are posted on the staff notice board:
 - the full list of identified Leadership and Management needs and priorities of the school.
 - The list of post holders, level of their post and summary of their roles and responsibilities.

Applications should be made on the official Post of Responsibility Application Form which is available from the School Office.

Closing date for receipt of completed applications is: <day and date>

Interviews are provisionally scheduled for:

Candidates are advised that late applications cannot be accepted.

SIGNED: _____
Secretary, Board of Management

DATE: _____
Date Posted on Staff Noticeboard

Appendix 3(b): Advertisement for Assistant Principal I or Assistant Principal II (Acting-Up) Post (*exemplar*)

LOGO and Name of School

POST OF RESPONSIBILITY VACANCY

Post of 'Assistant Principal I (Acting-Up)' or 'Assistant Principal II (Acting-Up)' [delete as appropriate]

Number of Posts: <xx>

The Board of Management of _____ invites applications from eligible candidates for the above post(s).

The post will be filled in accordance with Circular Letter 0003/2018 and Information Note TC 0022/2021 on Circular 003/2018. Applicants should familiarise themselves with this Circular and Information Note: (<https://www.education.ie/en/Circulars-and-Forms/>)

The appointee will become part of the Leadership and Management Team in the School.

Eligibility criteria:

Assistant Principal I:

- be fully registered with the Teaching Council under route 2 or under route 3 as per the accompanying clarification issued by DE in June 2018.
- have a minimum of 3 years/ teaching service recognised by DES/ETB for incremental credit purposes. **[Where it is not obvious that the applicant has a minimum of 3 years' teaching service, then that teacher should provide a statement of service from the DE as evidence of incremental service]**

or (delete as appropriate)

Assistant Principal II:

- be fully registered with the Teaching Council under route 2 or under route 3 as per the accompanying clarification issued by DE in June 2018.
- have a minimum of 1 year's teaching service recognised by DE for incremental credit purposes. **[Where it is not obvious that the applicant has a minimum of 1 year's teaching service, then that teacher should provide a statement of service from the DE/ETB as evidence of incremental service]**

The post will be interviewed and marked in accordance with the criteria and marking scheme in circular letter 0003/2018.

Leading Learning and Teaching (25 marks)	Managing an Organisation (25 marks)
Leading School Development (25 marks)	Developing Leadership Capacity (25 marks)

Note:

- Appointment to the post of responsibility will be conditional on the teacher being available to carry out the roles and responsibilities assigned to the post.
- The successful candidate needs to be in the position for 84 days or more (12 weeks) to be paid an allowance for this temporary post.
- Selection Board and interviews shall be as outlined in DE Circular Letter 0003/2018 and Information Note TC 0022/2021 on Circular 003/2018.
- The Appeals procedure outlined in Circular Letter 0003/2018 applies.
- Candidates are referred to the following which are posted on the staff notice board:
 - the full list of identified Leadership and Management needs and priorities of the school.
 - The list of post holders, level of their post and summary of their roles and responsibilities.

Applications should be made on the official Post of Responsibility Application Form which is available from the School Office.

Closing date for receipt of completed applications is: <day and date>

Interviews are provisionally scheduled for:

Candidates are advised that late applications cannot be accepted.

SIGNED: _____ **DATE:** _____
Secretary, Board of Management *Date Posted on Staff Noticeboard*

Appendix 3(c) – Programme Co-ordinator Advertisement (AP I level or AP II level) (exemplar)

Advertisement Programme Co-ordinator Post (AP I Level or AP II Level)

Applications are invited from eligible teachers for the post of
**Programme Co-ordinator at Assistant Principal < AP I or AP II Level – delete as appropriate > in
Anywhere Community/Comprehensive School**

The number of students involved in the programmes on September 30th, <year><insert previous academic year> was _____ and the reduction in weekly teaching hours available currently is _____.

Only applicable for advertisements for posts at AP I Level/delete if not relevant: In the event that the number of students in relevant programmes falls below 100 students, the Co-ordinator will continue to hold the AP I Level allowance but will have the reduction in hours provided in accordance with Circular Letter 0003/2018.

The Programme Co-ordinator post will be filled in accordance with Circular Letter 0003/2018 and Information Note TC 0022/2021 on Circular 003/2018. Applicants should familiarise themselves with this Circular and Information Note: (<https://www.education.ie/en/Circulars-and-Forms/>)

The appointee will become part of the Leadership and Management Team in the School.

Roles and responsibilities in relation to the Programmes will be assigned according to the needs and priorities of the school and will be commensurate with the level of the post.

The post is remunerated at the level of <AP I or AP II level – delete as appropriate>

All applicants must:

Programme Co-ordinator (AP I level):

- *be fully registered with the Teaching Council under route 2 or under route 3 as per the accompanying clarification issued by DE in June 2018.*
- *have a minimum of 3 years' teaching service **recognised by DES for incremental credit purposes.** [Where it is not obvious that the applicant has a minimum of 3 years' teaching service, then that teacher should provide a statement of service from the DE as evidence of incremental service]*

or (delete as appropriate)

Programme Co-ordinator (AP II level):

- *be fully registered with the Teaching Council under route 2 or under route 3 as per the accompanying clarification issued by DE in June 2018.*
- *have a minimum of 1 year's teaching service **recognised by DE for incremental credit purposes.** [Where it is not obvious that the applicant has a minimum of 1 year's*

teaching service, then that teacher should provide a statement of service from the DE as evidence of incremental service]

The post will be interviewed and marked in accordance with the criteria and marking scheme in circular letter 0003/2018.

Leading Learning and Teaching (25 marks)	Managing an Organisation (25 marks)
Leading School Development (25 marks)	Developing Leadership Capacity (25 marks)

Note:

- Appointment to the post of responsibility will be conditional on the teacher being available to carry out the roles and responsibilities assigned to the post.
- The Programme Co-ordinator post does not form part of the normal cohort of school posts of responsibility and will lapse when none of the programmes (Leaving Certificate Applied Programme, Leaving Certificate Vocational Programme, Transition Year, Junior Certificate Schools Programme) is being provided by the school.
- The Selection Board shall be as outlined in Circular Letter 0003/2018.
- The Appeals procedure outlined in Circular Letter 0003/2018 applies.

Applications should be made on the official Post of Responsibility Application Form which is available from the School Office.

Closing date for receipt of completed applications is: <day and date>

Interviews are provisionally scheduled for:

Candidates are advised that late applications cannot be accepted.

SIGNED: _____ **DATE:** _____
Secretary, Board of Management *Date Posted on Staff Noticeboard*

Appendix 3(d): Eligibility Clarification Issued by the DES June 2018

I refer to discussions between the Department, ACCS and the Staff side on the eligibility of Route 3 registered teachers to apply for Posts of Responsibility. The Department wishes to clarify that in the context of implementation of Circular 0003/2018, the following is the position:

To be eligible to apply for leadership posts in post primary schools in the Community and Comprehensive sector that provide both mainstream post-primary and Post-Leaving Certificate/Further Education programmes/courses, applicants must be fully registered with the Teaching Council under Route 2 or Route 3.

Teachers assimilated into a C&C school established through amalgamation and who are registered with the Teaching Council under Route 3 are eligible to apply for leadership posts in that (amalgamated) school, regardless of whether or not the school provides Post-Leaving Certificate/Further Education programmes/courses.

I would be grateful if you could bring this to the attention of the relevant schools in your sector.

*Department of Education & Skills
External Staff Relations
June 2018*

Appendix 4(a): Looking at our School 2016 Dimension 2

LOOKING AT OUR SCHOOL 2016

A Quality Framework for Post-Primary Schools

Dimension 1—Teaching and Learning

DOMAINS	Learner Outcomes	<i>A set of standards align to each of the Teaching and Learning Domains and relate to both the students and teacher</i>
	Learner Experiences	
	Teachers’ individual practice	
	Teachers’ collective/collaborative practice	

Dimension 2—Leadership and Management

STANDARDS									
DOMAINS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center; vertical-align: middle;">Leading learning and teaching</td> <td> <ul style="list-style-type: none"> promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment Foster a commitment to inclusion, equality of opportunity and the holistic development of each student Manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers’ and </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Managing the organisation</td> <td> <ul style="list-style-type: none"> establish an orderly, secure and healthy learning environment, and maintain it through effective communication: manage the school’s human, physical and financial resources so as to create and maintain a learning organisation. manage challenging and complex situations in a manner that demonstrates equality, fairness and justice: develop and implement a system to promote professional responsibility </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Leading school development</td> <td> <ul style="list-style-type: none"> Communicate the guiding vision for the school and lead its realisation Lead the school’s engagement in a continuous process of self evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Developing leadership capacity</td> <td> <ul style="list-style-type: none"> critique their practice as leaders and develop their understanding of effective and sustainable leadership promote and facilitate the development of student voice, student participation, and student leadership build professional networks with other school leaders </td> </tr> </table>	Leading learning and teaching	<ul style="list-style-type: none"> promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment Foster a commitment to inclusion, equality of opportunity and the holistic development of each student Manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers’ and 	Managing the organisation	<ul style="list-style-type: none"> establish an orderly, secure and healthy learning environment, and maintain it through effective communication: manage the school’s human, physical and financial resources so as to create and maintain a learning organisation. manage challenging and complex situations in a manner that demonstrates equality, fairness and justice: develop and implement a system to promote professional responsibility 	Leading school development	<ul style="list-style-type: none"> Communicate the guiding vision for the school and lead its realisation Lead the school’s engagement in a continuous process of self evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education 	Developing leadership capacity	<ul style="list-style-type: none"> critique their practice as leaders and develop their understanding of effective and sustainable leadership promote and facilitate the development of student voice, student participation, and student leadership build professional networks with other school leaders
Leading learning and teaching	<ul style="list-style-type: none"> promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment Foster a commitment to inclusion, equality of opportunity and the holistic development of each student Manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers’ and 								
Managing the organisation	<ul style="list-style-type: none"> establish an orderly, secure and healthy learning environment, and maintain it through effective communication: manage the school’s human, physical and financial resources so as to create and maintain a learning organisation. manage challenging and complex situations in a manner that demonstrates equality, fairness and justice: develop and implement a system to promote professional responsibility 								
Leading school development	<ul style="list-style-type: none"> Communicate the guiding vision for the school and lead its realisation Lead the school’s engagement in a continuous process of self evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education 								
Developing leadership capacity	<ul style="list-style-type: none"> critique their practice as leaders and develop their understanding of effective and sustainable leadership promote and facilitate the development of student voice, student participation, and student leadership build professional networks with other school leaders 								

Assistant Principals:

...occupy positions of **strategic importance** in the leadership, management & administration of the school...

(the principles of distributed leadership)

- work in teams in collaboration with the Principal and/or Deputy Principal
- have shared responsibility commensurate with the level of the post (i.e. AP I or AP II)

for areas such as:

- curriculum and learning
- student support and wellbeing
- school improvement
- leadership/management and development of staff teams

Allocation of Assistant Principal Posts

WTE	AP I	AP II
4 - 8	0	1
9 - 12	1	1
13	1	2
14 - 17	2	2
18	2	3
19 - 20	3	4
21 - 24	3	5
25 - 26	4	5
27 - 33	4	6
34 - 37	5	6
38 - 43	5	7
44 - 46	6	7
47 - 49	7	8
50 - 55	7	9
56 - 64	7	10
65 - 80	8	10
81 +	8	11

Where a school has excess AP posts, this will not prevent the appointment of an AP II post where the number of AP II posts is less than the threshold.

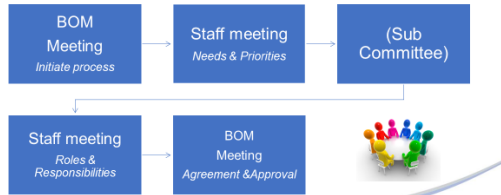
based on final allocation of teaching posts in previous year.



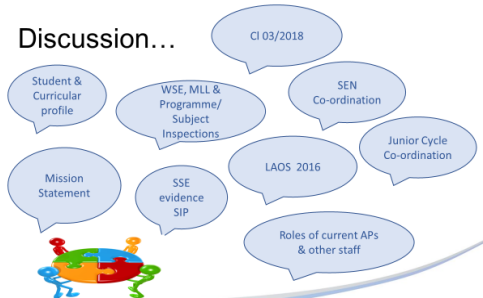
Identification of Leadership & Management Needs & Priorities of the School

- A review process shall occur at least once every two years.
- The review process should be completed within 6 – 8 weeks & will inform
 - i. the leadership and management needs & priorities of the school
 - ii. the roles and responsibilities which need to be performed for the effective leadership & management of the school.
- The determination of the leadership & management needs & priorities of the school should, in so far as possible, be achieved by consensus between the Board of Management and the teaching staff. However, if, following consultation, consensus is not possible, final decisions in the matter rest with the Board of Management.

Consultation with staff on needs & priorities...



Discussion...



Assignment of Roles & Responsibilities

- Having followed the process set out in Section 4 of Circular 03/18, it is a matter for the Board of Management, as employer, to **prioritise and re-organise** the appropriate roles and responsibilities for post of responsibility holders to meet the changing leadership and management needs and priorities of the school.
- All post holders are subject to assignment/re-assignment in accordance with this Circular.
- The roles and responsibilities of each post holder will be set out in a **Statement of Roles and Responsibilities**. The statement shall be completed on initial assignment or subsequent re-assignment of the post holder.

Appendix 2

Template Statement of Roles & Responsibilities

Appendix 2: Template Statement of Roles and Responsibilities

The aim of responsibility holder is to ensure that the school is a successful teaching and learning environment and that the school is a safe and secure place for all.

Subject to the overall authority of the Board of Management (BOM), the post holder is accountable for the delivery of the role to the Principal of the school.

Name of Teacher: _____

This level of post: AP I AP II

1. Roles, Responsibilities and Objectives: (Please describe in a succinct manner e.g. maximum of 100 words.)

2. In collaboration with the Teacher, the roles and responsibilities assigned to the post holder are to ensure that the school is a safe and secure place for all. The post holder is to ensure that the school is a safe and secure place for all. The post holder is to ensure that the school is a safe and secure place for all.

3. In the event of the Teacher being absent with the Principal in relation to any aspect of the role and responsibilities assigned to the post holder, the Teacher shall ensure that the school is a safe and secure place for all. The Teacher shall ensure that the school is a safe and secure place for all.

Date: _____

Signature: _____ Teacher

Signature: _____ Principal

Date: _____

Reporting and Review

- All post holders are **accountable** to the Board of Management, as appropriate,
 - for the fulfilment of their roles & responsibilities
 - how their work contributes to the pedagogic & organisational advancement of the school.



Annual Report

Each post holder will provide an **annual report** to the Principal/ Deputy Principal, as appropriate, **with reference to the objectives set for the post holder** in relation to his/ her assignment/ re-assignment to specific roles and responsibilities.

This report will inform a discussion with the Principal/ Deputy Principal.

These reports will form part of the **Principal's annual report** on leadership and management in the school to the **Board of Management**.

Reporting and Review

A post holder is required to undertake an annual review with the Principal/ Deputy Principal. This review will be informed by the post holder's annual report.

The review will include:
 (i) progress in the areas of responsibility;
 (ii) the role in the context of the changing needs of the school;
 (iii) professional development of the post holder.

As the needs and priorities of the school continuously evolve, this review may result in re-assignment of the post holder's role & responsibilities within the leadership & management team.



Appendix 4(c): SCOT Analysis (exemplar)

<h3 style="text-align: center;">Strengths</h3> <ul style="list-style-type: none"> <i>E.g. Robust procedures in place re....</i> 	<h3 style="text-align: center;">Challenges</h3> <ul style="list-style-type: none"> <i>Rapid pace of change ...</i>
<h3 style="text-align: center;">Opportunities</h3> <ul style="list-style-type: none"> <i>E.g. Digital Strategy</i> 	<h3 style="text-align: center;">Threats</h3> <ul style="list-style-type: none"> <i>E.g. local teacher supply</i>

A SCOT Analysis (also known as a SWOT) is used to gather a broad range of evidence on any topic, subject or teaching methodology. SCOT stands for: Strengths, Concerns, Opportunities and Threats. Using a quadrant, a school can get a broad picture of where their school is and can be a good indicator as to where schools should begin to self-evaluate.

This could be a useful starting point for a school in the process of establishing own current context and in identifying needs going forward before a school begins exploring the *Looking At Our Schools Framework*.

Appendix 4(d): LAOS 2016 Consultation Exercise for Staff

Exercise which can be completed with staff during the consultation process:

Reviewing the leadership & management needs & priorities of the school through the lens of *LOOKING AT OUR SCHOOL 2016 - a Quality Framework*

Under the provisions of Circular 0003/2018 the current post of Assistant Principal is re-designated as Assistant Principal I (AP I) and the current post of Special Duties Teacher is re-designated as Assistant Principal II (AP II).

Assistant Principals occupy positions of strategic importance in the leadership, management and administration of the school. In line with the principles of distributed leadership, Assistant Principals work in teams in collaboration with the Principal and/or Deputy Principal and have shared responsibility, commensurate with the level of the post (i.e. AP I or AP II), for areas such as:

- curriculum and learning
- student support and wellbeing
- school improvement
- leadership/management and development of staff teams

At its most recent meeting, the Board of Management agreed to commence a consultation process to identify the leadership & management needs and priorities of the school.

The focus of the attached exercise is to establish what we are doing well currently and to note the areas which require more focus and work. Where you agree the school places an emphasis and a high priority on the statement, assign this 1 (high importance), 2 (importance), 3 (some importance) and 4 (little importance)

These key leadership and management areas/domains are set out in The Quality Framework for Leadership and Management in Irish schools "*LOOKING AT OUR SCHOOL 2016 - a Quality Framework*"

Domain One: Leading Teaching and Learning – In this school, those with leadership and management roles:

- promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.
- foster a commitment to inclusion, equality of opportunity and the holistic development of each student.
- manage the planning and implementation of the school curriculum.
- foster teacher professional development that enriches teachers' and students' learning.

Domain Two: Managing the organisation - In this school, those with leadership and management roles:

- establish an orderly, secure and healthy learning environment, and maintain it through effective communication.
- manage the school's human, physical and financial resources so as to create and maintain a learning organisation.
- manage challenging and complex situations in a manner that demonstrates equality, fairness and justice.
- develop and implement a system to promote professional responsibility and accountability.

Domain Three: Leading school development - In this school, those with leadership and management roles:

- communicate the guiding vision for the school and lead its realisation in the context of the school's characteristic spirit
- lead the school's engagement in a continuous process of self-evaluation
- build and maintain relationships with parents, with other schools, and with the wider community
- manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

Domain Four: Developing leadership capacity - In this school, those with leadership and management roles:

- critique their practice as leaders and develop their understanding of effective and sustainable leadership
- empower staff to take on and carry out leadership roles
- promote and facilitate the development of student voice, student participation, and student leadership
- build professional networks with other school leader

Appendix 4(e): Draft List(s) of School Needs and Priorities (*exemplar*)

<p>Draft List of School Needs & Priorities Post on the Staff Notice Board</p>
<p>School Name: Date of posting on staff notice board: Date of withdrawal from staff notice board:</p>
<p>Identified Needs and Priorities (in no particular order)</p>
<i>Year Heads</i>
<i>Wellbeing</i>
<i>SEN</i>
<i>Exams</i>
<i>School P.R.</i>
<i>Health & Safety</i>
<i>Teaching & Learning</i>
<i>Assessment & Reporting</i>

Prepared by the Task Group

Signed: Date:
Principal

<p>Draft List of School Needs & Priorities Post on the Staff Notice Board</p>
<p>School Name: Date of posting on staff notice board: Date of withdrawal from staff notice board:</p>
<p>Identified Needs and Priorities (in no particular order)</p>
<p>Promote a learning culture in school - Year Heads, tutors and subject teachers /Teaching & Learning</p>
<p>Promote healthy environment/culture of wellbeing for staff and students - Wellbeing, Year Head, Canteen, child protection, health and safety</p>
<p>Promotion of inclusion in school community - SEN, LGBT, multicultural, Year Head, Student Council/ student responsibility/ prefects, Health & Safety Co-ordinator</p>
<p>Improve results and learning outcomes - Exam Secretary, Year Heads, subject teachers, Assessment & Reporting Co-ordinator,</p>
<p>Build relationships with parents and wider community - School P.R. Co-ordinator, Year Head, Past Pupils' liaison person, feeder schools' liaison person, Programme Co-ordinator, Chaplain, Assessment & Reporting Co-ordinator</p>
<p>Develop teaching, learning and assessment practices - Teaching and Learning Co-ordinator</p>
<p>Promote Teacher professional development & develop strategies for sharing learning with colleagues - SSE Co-ordinator, subject teachers, Teaching & Learning</p>

Promote equality of opportunity for all students - Year Head, Past Pupils' liaison person, feeder schools' liaison person, Programme Co-ordinator, Chaplain, Assessment & Reporting Co-ordinator

Improve whole school engagement with SSE Year Heads, tutors and subject teachers, Exam Secretary, SSE Co-ordinator

Improve systems of communication – SSE Co-ordinator, Year Heads, Examinations, P.R co-ordinator

Prepared by the Task Group

Signed: **Date:**

Principal

Appendix 4(f): Ratified Sample List of Needs and Priorities

Ratified List of School Needs & Priorities Post on the Staff Notice Board
School Name: Date of posting on staff notice board: Presented to the BOM and approved at the meeting of:
Identified Needs and Priorities (in no particular order)
Improve systems of communication.
Maintain a climate of order, security and well-being while delivering high quality learning experiences for all students and staff.
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.
Promote and facilitate the development of student voice, student participation and student leadership.
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student enabling all members of the school community to participate effectively every day.
Promote healthy environment/culture of wellbeing for staff and students.
Improve results and learning outcomes.
Build relationships with parents and wider community.
Promote Teacher professional development & develop strategies for sharing learning with

colleagues.
Promote equality of opportunity for all students.
Improve whole school engagement with SSE.

Signed: Date:

School Principal

Appendix 4(g): Sample Statements of Roles, Responsibilities and Objectives
Sample Statements of Roles, Responsibilities & Objectives

The post of responsibility structure in schools is based on a distributed leadership model, involving the establishment and facilitation of leadership teams with appropriately defined and shared responsibilities.

Subject to the overall authority of the Board of Management, the post holder is accountable for the fulfilment of his/her role to the Principal of the school.

Name of Teacher:

Tick level of post: AP I AP II

1. Roles, Responsibilities and Objectives: (Guideline: Forms should be completed in a succinct manner e.g. maximum of 400 words.)

Sample generic statement of roles and responsibilities for use with each statement:

The Assistant Principal complies with the school ethos and promotes consistency of application of all school policies including the Health and Safety policy/statement and established procedures, the Child Protection policy/statement, relevant guidelines and established procedures and the Data Protection policy/statement, relevant guidelines and established procedures.

The Assistant Principal:

- operates as part of the in-school management team, liaising, reviewing and critiquing school practices with colleagues in line with SSE principles to establish best practice.
- is supported by meeting regularly with other Assistant Principals together as a group and with Principal/Deputy Principal.
- assists in the induction of new colleagues and helps to create a positive working

atmosphere within the school.

- collaborate with colleagues creating a sense of team in this working relationship.
- promotes and facilitate the development of student voice, student participation, and student leadership.
- promotes professional responsibility and accountability in self and others.

The Assistant Principal:

- determines the resource needs of their POR and discusses with the Principal. Having reached agreement with the Principal, the AP will order materials etc. in accordance with the established procedures in the school, following the appropriate Department of Education and Science financial and administrative guidelines.
- co-operates with relevant personnel to account for equipment and materials pertaining to the POR.

SAMPLE Specific statements of roles and responsibilities

Example 1: The Year Head (includes reference to relevant domains)

The Year Head's primary task is to oversee the welfare of the Year Group maintaining an orderly, secure and healthy learning environment in a manner that demonstrates equality, fairness and justice.

The objectives include:

- taking responsibility for the students and all matters relating to attendance, personal development, behaviour and application to work. (D1,2,3,4)
- promoting a culture of improvement, collaboration and a commitment to success within the Year Group. (D1)
- co-ordination of the Social, Personal and Health Education/Pastoral Care /Wellbeing programme within the Year Group. (D2)
- regular communication with students on student/ school matters, assemblies etc. (D2)
- regular communication with relevant staff on all matters relating to the year group. (D2)
- providing support to subject teachers in their work and to class tutors in their care of the students. (D4)
- ensuring regular communication with parents/guardians, as a body, at meetings and on an individual basis as the need arises. (D3)
- applying rewards/sanctions within the discipline structure and COB /discipline policy of the school. (D1,2,3)
- maintaining up-to-date records including tracking, monitoring and reporting. (D1,2,3,4)
- referring students to relevant personnel as appropriate. (D2)
- endeavouring to facilitate colleagues to work with students in co-curricular areas within

their Year. (D1, 2, 3, 4)

Example 2: Health & Safety Co-ordinator

The Health & Safety Co-ordinator's primary task is to maintain an orderly, secure and healthy learning environment in a manner that demonstrates equality, fairness and justice while leading and managing all matters pertaining to Health and Safety management in the school community.

The objectives include:

- Establish an orderly, secure and healthy learning environment, and maintain it through effective communication with all relevant stakeholders. (D2)
- Liaise with relevant personnel encouraging a system to promote professional responsibility and accountability. (D2)
- Investigate, review and report on all health and safety issues and manage incident and accident reporting to relevant personnel and State Claims Agency. (D2)
- Manage challenging and complex situations in relation to Health and Safety. (D2)
- Manage, lead and review (mediate change to respond to evolving needs of school) Health and Safety Policy/Statement and Procedures including effective fire drills. (D2,3)
- Lead and Co-ordinate Health and Safety committee. (D1,2)
- Co-ordinate First Aid training/ CPD and materials. (D1,2)
- Manage CCTV system and relevant signage. (D2)
- Liaise with students, parents and wider community re importance of Health and Safety issues ensuring constructive support is available to school in this regard. (D3, 4)

Example 3: The SSE and SDP Coordinator

Specific SSE/SDP Coordinator Role:

- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment (D1)
- Foster a commitment to inclusion, equality of opportunity and the holistic development of each student (D1)
- Foster teacher professional development that enriches teachers' and students' learning (D1)
- Communicate the guiding vision for the school and lead its realisation (D3)
- Lead the school's engagement in a continuous process of self- evaluation (D3)
- Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education(D3)

Objectives:

- Update school plan to include GDPR changes to admissions and follow through on changes to School Journal
- Revise one existing policy with all stakeholders – (2018/19 -Job Sharing and Career Break) (Dec Meeting BOM)
- Commence work on new relevant school policies (2018/19 – Digital Strategy and External Speakers) (April -Meeting BOM)
- Coordinate Literacy activities with a particular emphasis on key words in Junior Cycle classes. (2 hour ‘Teach Meet’ scheduled in May)
- Complete evidence collection in relation to numeracy in 2nd year (Nov exams and May exams)
- Liaise with DP in relation to the ‘Teach Meet’ Event planned activities (Oct)

Example 4: The ICT Co-ordinator

The ICT Co-ordinator’s primary task is to promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment in the area of ICT while fostering a commitment to inclusion, equality of opportunity and the holistic development of each student in the area of ICT. (D1)

The objectives include:

- Establish an orderly, secure and healthy digital learning environment, and maintain it through effective communication. (D2)
- Manage challenging and complex situations in relation to ICT in a manner that demonstrates equality, fairness and justice (D2)
- Foster teacher professional development in ICT that enriches teachers’ and students’ learning (D1)
- Develop and implement a system to promote professional responsibility and accountability in area of ICT in school community (D2)
- Plan for, promote and communicate the effective application of the Digital Strategy with all stakeholders in school community empowering others to take on and carry out leadership roles. (D3)
- Liaise with ICT support personnel and other relevant stakeholders while leading the school’s engagement in a continuous process of self -evaluation in relation to ICT matters. (D3)
- Liaise with classroom teachers supporting specific learning experiences. (D3)
- Promote and facilitate the development of student voice, participation and leadership in the use of ICT in the school community as a learning tool. (D4)

2. In consideration of the Teacher undertaking the roles and responsibilities assigned, the School shall authorise the Department of Education and Skills/ETB to pay the appropriate allowance for the level (AP I or AP II) of post from the schedule of salaries and allowances for teachers at the rate agreed from time to time in the Teachers' Conciliation and Arbitration Scheme or such other Scheme as may replace same or be otherwise agreed from time to time, in addition to the Teacher's scale salary.

3. In the event of the Teacher having a dispute with the Principal in relation to any aspect of the roles and responsibilities attached to the post and, if the matter cannot be resolved through discussions between the Principal and the Teacher, the Teacher may appeal the issue to the Board of Management/ETB. As an alternative to appealing the issue to the Board of Management/ETB, the Teacher may process the matter through a Grievance Procedure.

Signature:Teacher Date:

Acknowledgement
of Receipt:Principal Date:

Appendix 4(h): Sample List(s) of Roles and Responsibilities

Sample 1

Post Holders and their Roles and Responsibilities			
School Name:		Date of posting:	
Post Holder: <i>Name</i>	Level of Post (AP I or AP II)	Associated Role:	Summary of Responsibilities:
	AP I	Examinations Co-ordinator	Leads and manages on all internal and external examination matters while promoting a culture of improvement and fostering inclusion and equality of opportunity for each student
	AP I	SSE Co-ordinator	Lead and manage the school' engagement in SSE process
		Year Head	Overall responsibility for Year Group while maintaining an orderly, secure and healthy learning environment in a manner that demonstrate equality, fairness and justice.
	AP I	Programme Co-ordinator	Overall responsibility for the leading and implementation of the relevant programmes; Transition Year, LCA and LCVP programmes
	AP I	Director of Adult Education	Overall responsibility for the leading and implementation of the Community Education Programme (Night School)
	AP II	Green School Co-ordinator	Leads the Green Schools Committee in various projects while developing a positive school climate with emphasis on health and well-being.
	AP II	Health & Safety Co-ordinator	Leads and manages all matters pertaining to health and safety management in school to maintain an orderly, secure and healthy learning environment.
	AP II	Co-ordinator of Student Council	Promote and facilitate the development of student voice, student participation and student leadership.
	AP II	ICT Co-ordinator	Lead and manage the planning and implementation of the ICT /digital strategy statement
	AP II	Attendance Co-ordinator	Promote positive attendance strategies in school and monitor attendance patterns liaising with the relevant personnel incl. NEWB

All roles and responsibilities listed above are based on a distributed leadership model where all Assistant Principals work in teams in collaboration with the Principal and / the Deputy Principal and have shared responsibility, commensurate with the level of the post (i.e. API/APII) for areas as set out in the Quality Framework for Leadership and Management in Irish Schools, *Looking At Our School 2016*. This list shall be updated as necessary.

Signed:

Date:

Principal

Sample 2

Post Holders and their Roles and Responsibilities			
School Name:		Date of posting:	
Post Holder: Name	Level of Post (AP I or AP II)	Associated Role:	Summary of Responsibilities:
A	AP I	Year Head	Overall responsibility for a year group while maintaining an orderly, secure and healthy learning environment in a manner that demonstrates equality, fairness and justice (3 rd Year)
B	AP I	Year Head	To take overall responsibility for a year group (1 st Year)
C	AP I	Year Head	To take overall responsibility for a year group (2 nd Year)
D	AP I	State Examinations Secretary	To take responsibility for organising and managing State Examinations Manage the school's human and physical resources in the context of the State examinations and maintain an orderly, secure and healthy learning environment while fostering inclusion and equality of opportunity for each student
E	AP I	Year Head	To take overall responsibility for a year group (6 th Year)
F	AP I	Year Head	To take overall responsibility for a year group (5 th Year)
G	AP II	TY Co-ordinator / Year Head	To take overall responsibility for Transition Year students and manage and implement the Transition Year programme and curriculum while fostering inclusion and equality of opportunity for each student
H	AP II	Student Leadership Co-ordinator	To take responsibility for promoting, developing and supporting student leadership, participation and student voice
I	AP II	Student Inclusion and Wellbeing Co-ordinator	To take responsibility for planning the Junior Cycle Wellbeing programme and for whole school activities which promote student inclusion / Foster a commitment to inclusion, equality of opportunity and the holistic development of each student in the planning and implementation of the school curriculum.
J	AP II	Digital Teaching and Learning Co-ordinator	Promote a culture of improvement, collaboration, innovation and creativity in the area of digital learning, teaching and assessment. To take responsibility for promoting and developing digital teaching and learning
K	AP II	Behaviour Management Co-ordinator	To take responsibility for developing and maintaining the school's behaviour management system in a manner that demonstrates equality, fairness and justice.
L	AP II	Student Achievement and Student Records Co-ordinator	To take responsibility for developing and managing records of student achievement and a whole school awards system while fostering a commitment to inclusion, equality of opportunity and the holistic development of each student.
M	AP II	Health and	To take responsibility for maintaining a healthy and safe school

		Safety Co-ordinator	environment Lead and manage all matters pertaining to Health and Safety management in the school to maintain an orderly, secure and healthy learning environment
N	AP II	Assessment Co-ordinator	To take responsibility for administering assessments and gathering, interpreting and communicating assessment information while fostering a commitment to inclusion, equality of opportunity and ensuring that the system is used to help students reach their full potential.
O	AP I	Programme Co-ordinator	Overall responsibility for the planning, co-ordination, implementation and monitoring of the relevant programmes; Foster a commitment to inclusion, equality of opportunity and the holistic development of each student in the planning and implementation of the school curriculum.
P	AP II	Adult Education Officer	Overall responsibility for the planning, co-ordination, implementation and monitoring of the relevant programme while building and maintaining constructive and mutually beneficial relationships with the local and wider community.

All roles and responsibilities listed above are based on a distributed leadership model where all Assistant Principals work in teams in collaboration with the Principal and or the Deputy Principal(s) and have shared responsibility, commensurate with the level of the post (i.e. API/APII) for areas as set out in the Quality Framework for Leadership and Management in Irish Schools, *Looking at our School 2016*.

This list shall be updated as necessary.

Signed: _____ Date: _____
Principal

Appendix 4(i): Guidance Notes for the Teacher Completing the Report

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.

Assistant Principals occupy positions of strategic importance in the leadership, management and administration of the school. In line with the principles of distributed leadership, Assistant Principals **work in teams in collaboration** with the Principal and/or Deputy Principal and **have shared responsibility**, commensurate with the level of the post (i.e. AP I or AP II), for areas such as:

- curriculum and learning
- student support and wellbeing
- school improvement
- leadership/management and development of staff teams

The following grid may be useful when reflecting on progress.

<p>What is working well?</p> <ul style="list-style-type: none"> ✚ What evidence are you drawing on? ✚ What sources have you used to gather this evidence? ✚ Was this evidence anecdotal or measured? ✚ Is this evidence comparable to a previous data set? ✚ What actions were taken since you last measured impact? 	<p>Open to change and how?</p> <p>As a key goal, consult and decide on:</p> <ul style="list-style-type: none"> ✚ What modified actions can be taken and by whom? ✚ What timeframe should be allocated to implement these modified actions? ✚ Who will monitor the revised actions? ✚ What indicators are established to identify success?
<p>What is not yet working well?</p> <ul style="list-style-type: none"> ✚ Is this a key goal? ✚ What actions were implemented to address this issue? ✚ What monitoring plan was deployed to these actions? ✚ What aspects of the actions did not succeed? ✚ What evidence are you drawing on to identify the barriers? ✚ Have you consulted widely to verify this reality and identify barriers? ✚ Does this (still) remain a key goal? 	<p>Not open to change and why?</p> <ul style="list-style-type: none"> ✚ What decision making process was used to identify this as not open to change? ✚ Whose perspectives were sought? ✚ What impact does this have on the overall development plan? ✚ Are there factors such as statutory or policy requirements that could move this issue to Open to Change given the correct resources/commitment/personnel?

When completing the report, the teacher may wish to consider some of the following:

Progress in the role(s), responsibilities and in fulfilling the objectives set.

- Focus on the objectives:
 - Which objectives have been achieved?
 - Describe significant accomplishments?
- How have you in this post/area of responsibility contributed to:
 - teaching and learning in school?
 - the organisational advancement of the school?
 - school improvement?
 - other areas? (e.g. student support and wellbeing, student voice, student participation etc.)
 - leadership/management and development of staff teams?
- How does your work in this post of responsibility area align to the current needs and priorities of the school?

Self-Review of progress.

- **What has worked well?** Reflect on the personal/professional achievements in fulfilling the roles, responsibilities and objectives.
- **What is not working well?** What challenges/constraints have you experienced in the role? Were all the objectives met? Why not, if not?
- What areas did you find most enjoyable/rewarding?
- What have you learned while working in this role? Upon reflection, what would you have done differently? What will you do differently next year? Are there areas for further development in this role?
- Are the assigned roles, responsibilities and objectives still relevant to the current/changing needs of the school?
- What skills would you like to develop next year? CPD Plans?
- How has the role contributed to:
 - your own professional/personal development?
 - your own leadership skills and capacities? (e.g. new skills, opportunity to lead, working with a team etc.?)
 - your own understanding of effective and sustainable leadership?

Please complete the report and email to@anywherecs by

This report will form part of the Principal's annual report on Leadership and Management to the Board of Management at the end of the academic year.

(These guidance notes and the Appendix 3 Template (CI0003/2018) can be made available to post holders well in advance of the completion date.)

Appendix 4(j): Guidance Notes on Facilitating the Review Meeting

Annual Review

A post holder is required to undertake an annual review with the Principal/Deputy Principal. This review will be informed by the post holder’s annual report – see Appendix 3.

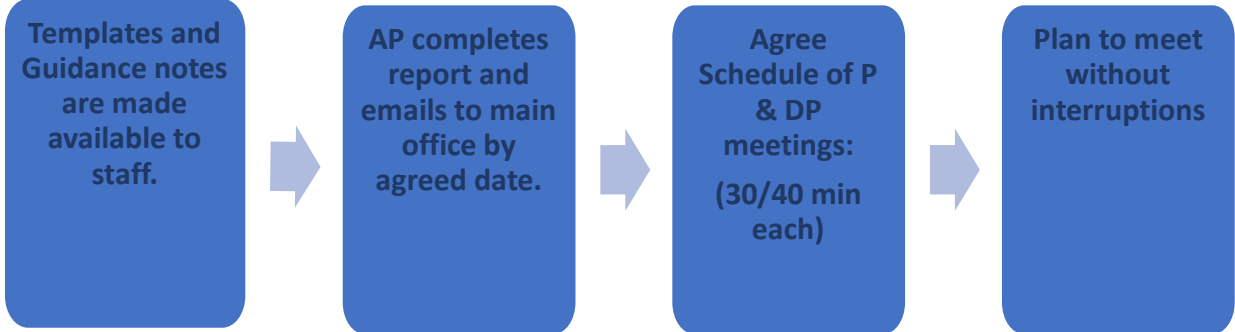
The review will include:

- (i) review of progress in the areas of responsibility;
- (ii) review of the role in the context of the changing needs of the school;
- (iii) review of professional development of the post holder.

As the needs and priorities of the school continuously evolve, this review may result in re-assignment of the post holder’s role and responsibilities within the leadership and management team.

Cognisance should also be taken of the importance of providing opportunities for post holders to build on and develop leadership skills and capacities within a number of leadership roles.

This is seen as an important element of their own professional development.



The focus at this meeting typically should be on reviewing the objectives agreed at the start of the year, discuss the successes to date and also areas for improvement for consideration in the following year.

The roles, responsibilities and objectives associated with the post should be discussed during the consultation with each post holder and **may be linked to school self-evaluation and some strategies used in school self-evaluation** may be applicable.

The Review meeting is informed by the completed Appendix 3 which is based on the completed Appendix 2 for the year. At the meeting or following the meeting an Appendix 2 for following

year setting out the statement of roles, responsibilities and objectives should be completed and signed off by post holder and Principal.

The sample questions below might be used, SELECTIVELY, to stimulate discussion on the report submitted by the post holder:

Ask questions and paraphrase: (*refer to the report*)

- Can you tell me more about ...? What did you mean when you said ...? (Clarifications)
- So, what's working? What has been the most satisfying aspect of the role for you this year?
- What's not? The challenges? The constraints? Why do you think that is? What have you tried so far? What strategies might be useful in supporting you in with these challenges?
- What have you learned over the last year? About leadership? About your own practices as a leader?
- Given the evolving needs of the school, do you feel that there are aspects of your responsibilities that need emphasis or change?
- Do you feel that you are a valued member of the L&M team?
- How can the effectiveness of the team(s) be improved? Suggestions?
- If there was one thing you could change about your role last year what would it be?
- How do you see your role contributing to teaching and learning?
- Do you see this Management and Leadership structure contributing to student wellbeing?
- The development of student voice, participation and leadership is a priority in our school. In what way might your post support this?
- Is there assistance or support you would like to have available for you, for example in-service, coaching, mentoring, materials etc?
- What do see are the priorities for the school next year? next 3-5 years? How can you support progress in these areas?
- Any other areas you wish to discuss?

Discuss what and how:

- What I'd like you to do is...by....
- Here is some information ... are some examples/resources that might help you
- Here are some ideas/next steps we might want to consider What do you think?
- Considering the changing needs of the school, I wish to discuss with you the assigned objectives of your role(s) and responsibilities.
- I wish to discuss with you the assigned objectives and their continued relevance/ and suggest a new emphasis/ to bring clarity to some of them.
- Can we agree the objectives, for next year at this point?

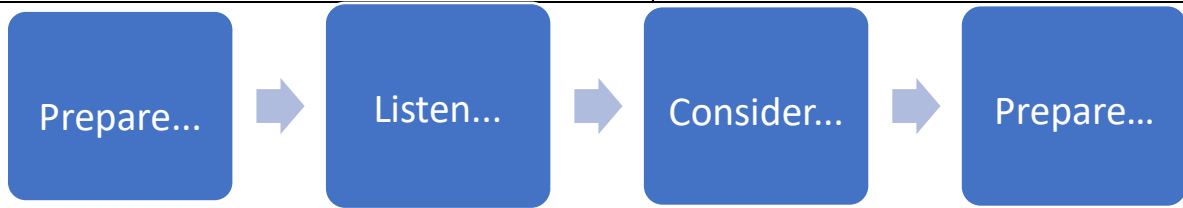
Remember: This is an opportunity for a professional conversation where the school leaders spend time discussing leadership & management and teaching & learning in the school.

- ✚ Principal and Deputy Principal(s) read and discuss reports beforehand.
- ✚ Know the desired outcome before meeting takes place.
- ✚ Stick to the facts.
- ✚ Describe concrete observations.
- ✚ Actively listen without interrupting. (AP has at least 60% speaking time)
- ✚ Seek clarification and probe for understanding.
- ✚ Make sure the situation is well understood before moving on to give suggestions (Avoid jumping to conclusions)
- ✚ Feedback is a purposeful tool for changing one’s behaviour – agree on decisions and agree on specific next steps/next “check in” meeting.
- ✚ Keep it simple. (SMART Targets.)

Making decisions: The following grid may be useful when preparing for the professional conversation.

<p><u>What is working well?</u></p> <ul style="list-style-type: none"> ✚ What evidence are you drawing on? ✚ What sources have you used to gather this evidence? ✚ Was this evidence anecdotal or measured? ✚ Is this evidence comparable to a previous data set? ✚ What actions were taken since you last measured impact? 	<p><u>Open to change and how?</u></p> <ul style="list-style-type: none"> ✚ As a key goal, consult and decide on: ✚ What modified actions can be taken and by whom? ✚ What timeframe should be allocated to implement these modified actions? ✚ Who will monitor the revised actions? ✚ What indicators are established to identify success?
<p><u>What is not yet working well?</u></p> <ul style="list-style-type: none"> ✚ Is this a key goal? ✚ What actions were implemented to address this issue? ✚ What monitoring plan was deployed to these actions? ✚ What aspects of the actions did not succeed? ✚ What evidence are you drawing on to identify the barriers? ✚ Have you consulted widely to verify this reality and 	<p><u>Not open to change and why?</u></p> <ul style="list-style-type: none"> ✚ What decision making process was used to identify this as not open to change? ✚ Whose perspectives were sought? ✚ What impact does this have on the overall development plan? ✚ Are there factors such as statutory or policy requirements that could move this issue to Open to Change given the correct

identify barriers? ✚ Does this still remain a key goal?	resources/commitment/personnel?
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Conducting One to One Meetings with Middle Leaders
 (Reference: CSL Handout - ACCS ISM Conference November 2018)

a. Make Time for the Meeting

b. Listening

To do	Not to do
Stay Quiet	Completing Sentences
Maintain Eye contact	Guessing difficult words
Watch your body language	Comparing/Competing with the teacher
Encouraging nods and sounds	Doodling /Fidgeting
Manage silence	Looking at other things

c. Questioning

Types of Questions

- **Open V Closed Questions:** Go for Open Questions to promote dialogue
- **Miracle Questions** e.g. “If you could wave a magic wand, what would you change?”
Use infrequently
- **Leading Questions** Avoid Leading questions ... e.g. Would it be helpful if you spoke to other year heads about that?
- **Multiple Questions:** Avoid multiple questions. How could you improve attendance rates? What is the actual absenteeism rate in 5th year? Any class worse than another?

Why: Think before asking a “why” question

Thought Provoking Questions

- How could you....?
- How would you describe...?
- How might this situation be resolved?
- What other options....?
- What would you....?
- Tell me more
- Please describe

- I would like to hear your perspective on ...

Powerful Questions

- If you knew you could not fail, what would you do?
- How could you enlist the help of others?
- Are you confident that you will be able to follow through with this?
- If you were starting the year over again, would you do things in exactly the same way?
- How does that link to your objective (to bring people back to the point)?
- What systems can you put in place, that will channel your energy and time more efficiently?
- In what ways might doing less achieve more?

Some Time Management Questions:

- What are the most important parts of your job?
- What time and energy goes into the most important parts of your job?
- How much time do you spend doing other people's jobs?
- How do you prioritise between calls on your time?
- How do you divide your time between planning, doing and firefighting?
- How could you develop a better balance between these?
- Where could you look for support?
- How could you work smarter, instead of harder?

d. Paraphrase and summarise to demonstrate listening and to check for understanding

- Okay – If I have understood correctly -you have identified two options: You could speak to your tutors about or you could hold a series of assemblies?
- So, look at all you have told me that you have done
- I wonder would it be helpful to summarise what you have said....
- What I have understood so far is.....
- I may be wrong but.....
- So, it seems to me that there are a few key issues.....
- It would be helpful for me if you could summarise the key points
- Would you say that was a fair summary?
- Was that an accurate representation?

Don't interpret what they said – replay what they said and check that you have got it right

e. Feedback

- The person's acceptance of feedback is strongly influenced by the relationship you have with them
- Focus on the strengths – but don't sandwich the negative between two positives.
- Always stick to facts. Avoid making judgements unless they are fully backed up by factual information

- Demonstrate your openness to feedback from the teacher. This helps to evaluate your practise and models a positive approach to receiving feedback

The 4 'I's

- Issues (what did we discuss?)
- Ideas (what new perspectives did we generate?)
- Insights (what do you now see differently?)
- Intentions (what are you going to do?)

Use a Coaching approach:

- Listen to others
- Allow people choice
- Show an interest in others
- Provide helpful feedback
- Believe in others
- Encourage others to identify meaningful goals

Books that can help:

An Introduction to Coaching Skills: Christian Van Nieuwerburgh.
Powerful Questions for Coaches and Mentors: David Clutterbuck.
(www.davidclutterbuckpartnership.com)

Try to avoid Advice Giving-If you tell them what to do, they will always expect to be told what to do!

Finally,

Thoughts on Leadership....

The goal of many leaders is to get people to think more highly of the leader.

The goal of the *effective* leader is to get people to think more highly of themselves.

With the best leaders when the work is done, people will say we did it ourselves.

Appendix 4(k): Guidance Notes on Completing the Principal's Annual Report on Leadership and Management to the Board of Management Report

The Principal's report on Leadership and Management

(The following is a suggested layout.)

Introduction

- ✚ Identify the needs & priorities as agreed by BOM at commencement of process. (List 1)
- ✚ State the number of posts at API & APII level in the current allocation document to school.
- ✚ Include a list of the post holders, the level of their post & a summary of their roles and responsibilities. (List 2)
- ✚ Highlight the name & category of newly appointed post holders in the current year. (List 2)
- ✚ Include a confirmation statement that each post holder has completed and signed off on their Statement of Roles and Responsibilities as in Appendix 2 CI 0003/2018? If not, note the explanation why not?
- ✚ Identify any current or upcoming vacancies.

Main Content of the Report

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.

Using LAOS as the framework, focus on what has been achieved in the key leadership and management areas/functions in the school.

You may choose to use the two Dimensions: Leadership and Management and Teaching and Learning as your main points of reference.

Within these, headings, use the four sub-headings of the Domains in each Dimension.

The following are an example of topics that might be included. Focus on how the revised structure as outlined in CL0003/2018 has contributed to:

- the creation of a positive school climate with a greater focus on learning and teaching
- managing change and leading school development and SSE
- supporting the principal and deputy principal(s) in managing and leading the organisation
- developing leadership capacity and enhancing the distributed leadership model in the school
 - improvements in
 - learner outcomes
 - learner experiences
 - teachers' Individual practices
 - teachers' collaborative practices

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.

- The alignment of the current roles and responsibilities with the school's identified needs and priorities. (Remember: Full staff consultation and review one every two years)
 - Are the assigned roles still relevant to the agreed and identified needs and priorities?
 - Has this necessitated re- assignment of any or many roles? (Some posts may have been once off tasks which are no longer relevant to school needs and priorities.)
- ii. Arising out of the review meetings and the professional conversations with the Assistant Principals and regarding their professional development needs – developing leadership skills and capacities – what is the plan for CPD for the following school year? (for individual staff, whole staff, other?)

Conclusion

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.

Summary comments – what has worked well and what areas need to be addressed.

Appendices *(may include some of the following)*

- Allocation of POR document for current year
- The list of identified leadership and management needs and priorities, as determined by the review process.
- The list of the post holders, the level of their post and a summary of their roles and responsibilities.
- The Annual Reports received from the post holders.
- Other...

The Quality Framework - Leadership and Management Domains

Domain 1 Leading Learning and Teaching	Domain 2 Managing the Organisation	Domain 3 Leading School Development	Domain 4 Developing Leadership Capacity
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	Communicate the guiding vision for the school and lead its realisation	Critique their practice as leaders and develop their understanding of effective and sustainable leadership
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	Lead the school's engagement in a continuous process of self-evaluation	Empower staff to take on and carry out leadership roles
Manage the planning and implementation of the school curriculum	Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	Build and maintain relationships with parents, with other schools, and with the wider community	Promote and facilitate the development of student voice, student participation, and student leadership
Foster teacher professional development that enriches teachers' and students' learning	Develop and implement a system to promote professional responsibility and accountability	Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	Build professional networks with other school leaders

The Quality Framework – Teaching and Learning Domains

Domain 1 Learner Outcomes	Domain 2 Learner Experiences	Domain 3 Teachers' Individual Practices	Domain 4 Teachers' Collective/Collaborative Practices
Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students engage purposefully in meaningful learning activities	The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers value and engage in professional development and professional collaboration
Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students grow as learners in through respectful interactions and experiences that are challenging and supportive	The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers work together to devise learning opportunities for students across and beyond the curriculum
Students demonstrate the knowledge, skills and understanding required by the post primary curriculum	Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs	Teachers collectively develop and implement consistent and dependable formative and summative practices
Students attain the stated learning outcomes for each subject, course and programme	Students experience opportunities to develop the skills and attitudes necessary for life long learning	The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary	Teachers contribute to building whole staff capacity by sharing their expertise 65

Appendix 5: CONFLICT OF INTEREST DISCLOSURE FORM

SELECTION BOARD COMMITTEE MEMBERS

Conflict of Interest:

There are times when a member of a Selection Board has a family relationship, well-known friendship, business relationship or other form of relationship, positive or negative with one or more of the applicants for a position. In these circumstances, if a member of a Selection Board feels that he/she has a conflict of interest they should notify the employer on this form. Especially if the member feels the relationship may;-

1. Make it difficult for her/him to apply the merit principle, or
 2. Feels that her/his participation may compromise application of the merit principle.
-

Position: _____ Post Reference Number: _____

Board/Committee Member: _____

Print Name

*I confirm that I have received a copy of all details pertaining to candidates being considered, and I hereby declare that I **have no** conflict of interest.*

OR

*I confirm that I have received a copy of all details pertaining to candidates being considered, and I hereby declare that I **have** a conflict of interest therefore I cannot act as a member of the shortlisting/selection board/committee.*

Signed: _____

Date: _____

Appendix 5(a) Guidelines on Questioning at Interviews

GUIDELINES ON QUESTIONING AT INTERVIEW

The areas covered in the interview and the questions asked should be based on the selection criteria appropriate for the particular post. Post relevant information can identify characteristics that distinguish excellent from average employees and this information can inform interview questions which will be useful in identifying the best candidates.

Basing questions on the selection criteria appropriate for the particular post is an excellent way to avoid asking inappropriate questions or questions which could be seen as discriminatory, such as those relating to marital or family status.

Consistent Approach

It is important to pre-plan the format of the interview to ensure that all necessary areas are covered. Consistency of approach generally relates to the opening, the key competency areas covered and the closing. It is important that there is consistency within each area covered in terms of the approach to questioning used with each candidate. It is not necessary to ask each candidate the same questions, but each applicant must be asked questions relating to each identified competency.

Questioning Techniques

Questioning is one of the primary skills of effective interviewing. There are many different types of questioning techniques. One technique which is particularly effective in the context of competency-based interviewing is the “funnelling technique”. This questioning approach commences with a broad open-ended question (e.g. describe leadership style) and depending on the candidate’s replies is followed by successively more detailed and specific questions designed to identify the candidate competence in terms of knowledge, understanding and experience in the area of leadership. In essence, the questioning proceeds from the general to the particular and is visually represented by a funnel hence the name funnelling technique. The technique is also referred to as the “drill-down” technique.

In conducting competency-based selection interviewing it is also useful to employ some of the following questioning strategies to elicit whether a candidate possesses a particular competency:

1. Ask for a demonstration.
2. Ask for a description of past experience with job barriers. This can be done by describing a specific situation the applicant would face on the job and asking how the candidate would overcome the barriers.
3. Ask for a description of behaviour in comparable situations.
4. Ask how past behaviour relates to performance expectation.
5. Ask for descriptions of accomplishments.

These questioning strategies fit comfortably with the funnelling approach to interviewing suggested above.

Another way to keep structured interviews on track can be to use the EPOLA structure;

- E Experience – give the range of experience.
- P Probe – give specific examples of competence.
- O Outcomes – give specific and measurable outcomes.
- L Learning – what the experience has taught the candidate.
- A Application – give examples of where the learning was applied.

Appendix 6: Guidelines on Note Taking at Interviews

Guidelines on Note Taking at Interviews

It is recommended that each member of the Selection Board take notes when they themselves are not asking the questions. Where more than one person takes notes it is easier to cross-check for evidence than if only one interviewer takes notes.

Schools may consider appointing a Recording Secretary for notetaking purposes.

Generally speaking it is in order to take notes during an interview but it is important to inform the candidate of your intention to do so. Note taking is proof to the interviewee that the information they are giving is being taken seriously. However, it is important not to overdo it by taking down everything that he/she says.

Good notes are factual, not based on impressions, use key phrases, record evidence given.

The primary purpose of taking notes during the interview is to assist in the assessment of the candidate at the end of the interview. The notes taken should reflect the areas covered during the interview, the evidence provided by the candidate in relation to the competencies, the key points of the candidate's responses and a note of the questions asked.

Good notes provide a valuable reminder of what the candidate said in response to different questions in the course of the interview. Without notes the interviewer may tend to selectively recall the candidate's strengths or weaknesses or even be unable to recall the candidate's responses at all. Notes are particularly helpful when there are different interpretations of what a candidate put forward. They can be a valuable reminder when a Selection Board is reviewing a large number of candidates and needs to ensure that a consistent standard is applied.

Interviewers should adhere to the following guidelines in relation to note taking at interviews:

1. Explain to the interviewee that you wish to take notes so as not to forget important details.
2. Questioning and subsequent note taking should relate to the criteria/competencies of the job.
3. Record *evidence* not opinion.
4. Note the questions that the candidate was asked [at a minimum key words]
5. Judgements made should be on foot of evidence as applied to the competencies.
6. Include the good and the less good.
7. Show clearly the identifiable evidence against the identified competencies.
8. Record important points in the interviewees' words and put quotation marks around them.
9. Comments for all candidates should reflect the responses to the questions asked.
10. Keep note taking as unobtrusive as possible.

11. Write up the full notes of interviews immediately following interviews as memory deteriorates very quickly.
12. Under no circumstances should the notes contain any reference to any issues that may have a discriminatory impact under the 9 grounds specified in equality legislation.
13. All interview records including candidates Application Forms and any notes taken must be retained for 18 months.

Following assessment and evaluation of the candidate, it is also good practice for the Selection Board to compose a summary comment representing the consensus view of the Board and explaining the overall mark awarded (in the evidence section on the Interview Mark Sheet). This will clearly indicate how the candidate performed at the interview, and reflect strengths, limitations and areas for improvement. This comment is especially important for candidates who are not successful at interview.

It is vital that interviewers be aware of the impact the Employment Equality Acts 1998 - 2008 and Data Protection Legislation on note taking in the interview context. Inferior note taking can leave employers just as open to criticism as the absence of any notes. Inability to produce notes is no protection against cases taken. Where notes are unavailable, an employer may not be in a position to defend the decision on the appointment of a candidate.

Interviewers should also bear in mind the following common pitfalls in note taking at interviews:

- Where what is written cannot be deciphered.
- Details are based on opinion and not fact.
- Irrelevant/colourful or unnecessary comments are included.

Appendix 7: Note Taking Sheet for Gathering Evidence for Use by Individual Interview Board Members *(exemplar)*

NOTE TAKING SHEET FOR NAMED CANDIDATE (FOR POSTS OTHER THAN DIRECTOR OF ADULT EDUCATION)

Candidate: <Insert Name>

Date of Interview: <Insert>

SIGNATURE OF INTERVIEW BOARD MEMBER:

Appendix 8: Mark Sheet of Named Candidate for Individual Interview Board Member *(exemplar)*

POSITION: _____ SCHOOL: _____ DATE: _____

INDIVIDUAL INTERVIEW BOARD MEMBER INDICATIVE MARKING SHEET NAME: _____

CANDIDATE'S NAME: _____

Criteria	E	D	C	B	A	Comments
	(0 – 5) Evidence of significant weakness/minimal competency	(6 – 10) Mixed areas with some weakness	(11 – 15) Acceptable level of performance/evidence of good competency	(16 – 20) Very good level of performance/evidence of very good competency	(21 – 25) Excellent level of performance/evidence of excellent competency	
Leading Learning and Teaching						
Managing an organisation						
Leading School development						
Developing Leadership capacity						

Rating Scale

These notes are intended for guidance only with a view to assessing to candidates in a way that reflects the relative difference between them.

- | | |
|---------------------|---|
| E
(0-5) | Area of significant weakness
The candidate failed to demonstrate the relevant skills and abilities to a satisfactory standard. |
| D
(6-10) | Mixed area with some weakness
The candidate demonstrated some relevant skills and abilities but requires further training and development in order to perform the duties satisfactorily. She/he does not meet the required standard at present. |
| C
(11-15) | Acceptable level of performance
The candidate demonstrated the relevant skills and abilities to an acceptable standard. |
| B
(16-20) | Very good level of performance
The candidate demonstrated the relevant skills and abilities to a level in excess of the required level. |
| A
(21-25) | Excellent level of performance
The candidate demonstrated the relevant skills and abilities to a very high standard which would be hard to improve on. |

Appendix 9: Overall Mark Sheet for Named Candidate (exemplar)

School Name: <insert school name> Academic Year: <insert academic year>
 Post: <Insert Post title> Candidate: <Insert Name> Date of Interview: <Insert>

Criteria	Evidence	Marks 1-25
Leading Learning and Teaching		
Managing an Organisation		
Leading School Development		
Developing Leadership Capacity		
Total:		

SIGNATURES OF INTERVIEW BOARD MEMBERS	

This total score is then transferred onto the **Interview Result Form**.
 Each member of the Interview Board must **sign** the Overall Interview Mark Sheet.

Appendix 10: Interview Result Form *(exemplar)*

Interview Result Form
INTERVIEWS held on <DATE>
POST <Insert Post Title>
SUMMARY MARKING SHEET

NAME OF CANDIDATE	Leading Learning and Teaching (Max 25 marks)	Managing an Organisation (Max 25 marks)	Leading School Development (Max 25 marks)	Developing Leadership Capacity (Max 25 marks)	TOTAL (Max 100 marks)

This document represents the final marks of these candidates following interview.

INTERVIEW BOARD CHAIRPERSON: _____

DATE:

INTERVIEW BOARD MEMBER: _____

DATE:

INTERVIEW BOARD MEMBER: _____

DATE:

The details of candidate(s) deemed suitable for appointment to the post are then entered on the Interview Board Report.

Note: Each member of the Interview Board must sign the Interview Result Form

Appendix 11: Interview Board Report (exemplar)

Interview Board Report

<<Post>> Interviews held on _____

We have interviewed the candidates who presented themselves for interview and have awarded them marks in accordance with the marking scheme provided. Of those considered suitable the following are, in our opinion, the most suitable in the order of merit shown, for

Appointment to << Post >> at <<.....>>Community/Comprehensive School.

Candidates interviewed:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ORDER OF MERIT	NAME

Chairperson Interview Board _____

Interview Board Member _____

Interview Board Member _____

Date: _____

Appendix 12: Notice of Interview

(exemplar)

*Exemplar
School headed paper*

<Insert date>

<Insert addressee>

<Insert correspondence address>

**RE: Assistant Principal Post at <AP I or AP II level> (delete as appropriate) Competition in
<Insert Name of School>**

Dear <Insert Name>,

With reference to your application for the above post you are invited to attend for interview on
<Day, Date and Time>. The interviews will be held in <Location>.

Please note the Appeal Procedure (CL 0003/2018) provides that candidates may access, upon receipt of a written request, made to the Secretary, Board of Management of <ANYWHERE COMMUNITY/COMPREHENSIVE SCHOOL>, all items listed (i) to (iii) below after s/he is notified of the outcome of the post of responsibility appointment process:

- (i) His/her marks under each selection criterion.
- (ii) The notes of the interview board pertaining specifically to the candidate alone.
- (iii) The marks of the recommended candidate under each criterion.

Please confirm your attendance/non-attendance at interview as soon as possible, but **not later than 12 Noon, <Day and Date>**. Tel. <insert> E-mail: <insert>

Yours sincerely,

Secretary, Board of Management <ANYWHERE> Community/Comprehensive School

Appendix 13: Notice advising Applicant of Insufficient Service for Eligibility for Assistant Principal Post at <AP I or AP II level>

delete as appropriate

EXEMPLAR

School headed paper

<Insert date>

<Insert addressee>

<Insert correspondence address>

RE: Assistant Principal Post at AP I or AP II level (*delete as appropriate*) Competition in <Insert Name of School>

Dear <Insert Name>,

With reference to your application for the above post, please be advised that having reviewed the information supplied by you and the records held on file, we regret to inform you that your service history does not evidence sufficient service to deem you eligible to be considered further for this post.

In the event you consider that this is incorrect, you are advised to contact **as a matter of urgency**, the Secretary, Board of Management <ANYWHERE COMMUNITY/COMPREHENSIVE SCHOOL> on or before <insert date and time> by telephone to discuss the matter <insert tel. contact details>.

Yours sincerely,

Secretary, Board of Management <ANYWHERE> Community/Comprehensive School

Appendix 14: Notice to Recommended Candidate Advising Outcome of the Competition

School headed paper

<Insert date>

<Insert addressee>

<Insert correspondence address>

**RE: Assistant Principal I/Assistant Principal II/Programme Co-ordinator post (delete as appropriate) in <Insert Name of School>
<Insert tenure of post>**

Dear <Insert Name>,

Thank you for your application and attendance at interview for the above post. On the recommendation of the Interview Board, **<The Board of Management of ANYWHERE Community/Comprehensive School >** is pleased to advise that you are the recommended candidate. I would be grateful if you would let me know, in writing to **<Secretary, Board of Management>**, as soon as possible, if you intend to accept the post.

<If appointee is contracted on a temporary/acting basis, insert statement that the appointment to the post ceases at the end date of the temporary contract>

We are obliged to await the due timeframe for appeals as provided for by the Appeal Procedure (CL 0003/2018) before confirming the appointment.

We will be in touch with you in due course.

Yours sincerely,

Secretary, Board of Management <ANYWHERE> Community/Comprehensive School

Appendix 15: Notice to Unsuccessful Candidate/s re: Outcome of Competition

Logo of School

Name of School

<Insert date>

<Insert addressee>

<Insert correspondence address>

RE: Notification of outcome of the selection process for the appointment of Assistant Principal I/Assistant Principal II/Programme Co-ordinator posts(s) with <insert name of school>.

Dear <insert Name>,

Thank you for your application and attendance at interview for the above post I wish to advise you that you were unsuccessful on this occasion.

In the event that you wish to appeal the recommendation of the selection board you are required to:

- Log onto <insert link to PDF form> on the school website.
- Familiarise yourself with **the guidance provided**.
- Complete the PDF form.
- When the form is completed press "Save and Send Mail". The form will self-attach to an email.
- Please insert the following email address (**xxxx@xxx.xx**) (secure school email address). **Only** this notified email address should be used.
- Documentation (if any) which is relied on to support your appeal and referenced in your appeal form can:
 - i. be attached to the email generated and submitted with the form or;
- be supplied in hard copy marked for the attention of the Secretary to the Board of Management **<insert name of school>**.
- Completed appeal forms and relevant supporting documentation (if any), must be submitted no later than **4.00 p.m. on <insert date> i.e. the Appeal Date**. It is the responsibility of the appellant to ensure that the completed form and all supporting documentation is received by the school by this date and time.
- Ensure to save copies of the form and supporting documentation for your own records.

A copy of Circular 0003/2018 containing the **Appeal Procedure for the appointment of Assistant Principal I, Assistant Principal II and Programme Co-ordinator posts** is available to download from <insert website link> or upon email request from your school. We strongly recommend that you make yourself familiar with its contents.

Yours sincerely,

Secretary, Board of Management <ANYWHERE> Community/Comprehensive School

Appendix 16: Guidelines on Providing Feedback to Unsuccessful Candidates

GUIDELINES ON PROVIDING FEEDBACK TO UNSUCCESSFUL CANDIDATES

AFTER THE INTERVIEWS

The Rationale for Providing Feedback

- The aim of the selection process is to appoint the best person for the position. There is a responsibility on the Interview Board therefore to ensure that, as far as possible, that the best person for the position will be the candidate who performs best at interview. By providing constructive feedback to unsuccessful candidates the Selection Board is facilitating the development of interview skills in applicants which should help Selection Board to appoint the most suitable candidate in future selection processes.
- Unsuccessful candidates, especially internal ones, can sometimes feel aggrieved when they are unsuccessful and there is often deep disappointment as a result of failure to be chosen. Providing constructive feedback can help the disappointed candidate to understand why he/she was not appointed. This in turn may go some way in reducing the likelihood of staff relations problems in the school or even costly and time-consuming litigation.
- The member of the Interview Board who is providing the feedback may learn something about the way the process was experienced by the candidates. This could influence the way the process is structured in the future.
- Candidates are entitled to feedback under Data Protection and/or Employment Equality legislation.

Feedback on the interview (on request) should be given by an agreed member of the Interview Board. This person should be agreed at the outset of the interview process by the Interview Board and the feedback to be given to the candidate(s) should be discussed and agreed among the Interview Board members.

The feedback should be consistent with the candidate's marks and interview notes.

*Please note the Appeal Procedure (CL 0003/2018) provides that candidates may access, upon receipt of **a written request**, made to the Secretary, Board of Management, all items listed (i) to (iii) below after s/he is notified of the outcome of the post of responsibility appointment process:*

- (i) His/her marks under each selection criterion.*
- (ii) The notes of the interview board pertaining specifically to the candidate alone.*
- (iii) The marks of the recommended candidate under each criterion.*

Preparing to Give Constructive Feedback

- Make sure that one has the relevant marks and marking sheets of the members of the Interview Board at hand.
- Make a list of the candidate's strengths and weaknesses.
- Identify areas that the candidate can work to improve.
- Prepare what to say.

How to Provide Constructive Feedback

One should start by thanking the applicant for his/her application and interest in the school. The applicant should be commended for those aspects of his/her application that were strong. The gaps and weaknesses in the agreed criteria should then be outlined. No reference should be made to the application forms from other applicants. If possible, guidance as to how the applicant could improve his/her application form/interview performance.

- **Stage 1: Listen!** Here one must be prepared to listen while the unsuccessful candidate might start to offload hurt or angry feelings about the experience. It is important not to cut the person off or to get defensive. Rushing the person or telling him/her that he/she is wrong will not be helpful. Simply listen and encourage the unsuccessful candidate to open up. This should make the following stages easier.
- **Stage 2: Outline the candidate's best areas.** No matter how poorly a candidate performed at interview there is normally some area that can be identified in which the candidate did relatively well. By telling a candidate where he/she did well one is affirming his/her strengths. It also makes it easier to move to the next stage of the feedback process.
- **Stage 3: Outline why the candidate was not appointed.** It is at this stage that the marks awarded to the candidate under the various criteria can be disclosed. In the interests of honesty and transparency the feedback should be clear and detailed. If the candidate was considered suitable for appointment but was not the most suitable on the day, then that fact can be disclosed. It is however important not to breach confidentiality by referring to the performance or scores of other candidates. At this stage one may have to play the "broken record" in the face of intense pressure from the unsuccessful candidate. One should not look for new reasons why the candidate was not appointed; one should repeat the objective and relevant criteria on which the decision of the Interview Board/Committee was based.
- **Stage 4: Outline how the candidate might improve.** It is important to provide some guidance on how the candidate might improve in the future. One should try to end on an encouraging note, aware that the self-esteem of the candidate could be quite low following the selection process.
- **Stage 5: Thank the candidate.** In conclusion one should thank the candidate again for his/her application, the obvious work that went into his/her application form and preparation for interview.

What to Avoid

- Arguing with the unsuccessful candidate.
- Referring to the performance or scores of the other candidates.
- Introducing judgements that are not included in the notes or interview marking sheets.
- Making any comments that might be construed as discriminatory.

Appendix 17: Acknowledgement of Receipt of an Appeal

[For issue within three school days of the Appeal Date]

Logo of School
Name of School

<insert date>

<Insert Addressee>

<Insert correspondence address>

RE: Acknowledgment of receipt of appeal

Dear *<insert Name>*,

I wish to confirm that ***<insert name of school>*** is in receipt of your appeal with respect to the post of Assistant Principal I/Assistant Principal II/Programme Co-ordinator in ***<insert name of school>***. This appeal was received on ***<insert date>***.

Yours sincerely,

Secretary, Board of Management <ANYWHERE> Community/Comprehensive School

Appendix 18: Notice to Recommended Candidate Advising Receipt of Appeal

[For issue on receipt of an appeal]

Logo of School
Address of School

<insert date>

<Insert Addressee>

<insert correspondence address>

Re: Notice to recommended candidate advising receipt of an appeal(s) in respect of the Assistant Principal I/Assistant Principal II/Programme Co-ordinator) *delete as appropriate*> competition in <Insert Name of School>

Dear <Insert Name>,

I wish to confirm that <Insert name of school> is in receipt of an appeal(s) with respect to the above-named post. As the recommended candidate, I am advising you that your appointment to this post is postponed pending the outcome of the appeal(s) lodged.

You will be notified of the outcome in due course.

Yours sincerely,

Secretary, Board of Management <ANYWHERE> Community/Comprehensive School

Appendix 19: Letter to Recommended Candidate Confirming Appointment

School headed paper

<Insert date>

<Insert addressee>

<Insert correspondence address>

RE: Notice to recommended candidate confirming appointment (following the conclusion of an appeal process or expiration of the appeal date where no appeal is lodged)

Dear <Insert Name>,

I am pleased to inform you that <named school> confirms your appointment as Assistant Principal I/Assistant Principal II/Programme Co-ordinator <insert tenure of post if applicable> with effect from <insert date>. <If appointee is contracted on a temporary basis, insert statement that the appointment to the post ceases at the end date of the temporary contract>.

I wish you well in your role as <post>.

Yours sincerely,

Secretary, Board of Management <ANYWHERE> Community/Comprehensive School

Appendix 20: Protocol for the Conduct of the Hearing (extract from circular 0003/2018)

Purpose of the hearing:

- a) To allow the parties to the appeal to present their respective positions on the appeal
- b) To allow each party to respond to the other party's position
- c) To allow the Appeal Board the opportunity to seek clarifications on various relevant matters.

19.2 Where additional documentation is sought prior to an appeal hearing by the Appeal Board, the parties shall co-operate in furnishing same as soon as possible to the Appeal Board to facilitate the exchange of such documentation to the other party not later than 3 school days prior to the hearing. No documentation shall be admissible at the hearing which has not been supplied in accordance with this timeline. The Appeal Board may draw any inference/conclusion it desires in respect of the failure of either party to provide documentation requested by the Appeal Board.

19.3 The parties are bound by the terms of reference and protocol for the conduct of oral hearings. The parties are required to maintain confidentiality throughout this process and subsequent to the process.

19.4 The Appeal Board will base the hearing on the following documents: the appeal form, the management response form, accompanying documentation, relevant Department of Education and Skills circular letters and any documentation requested by the Appeal Board.

19.5 The appellant may be accompanied by a work colleague or friend. The nature of appeal hearing is such that legal representation is not appropriate.

19.6 The Board of Management/Manager/CE may be represented by the Principal or a member of the Board and this person may be accompanied by a management colleague.

19.7 Protocol for the Conduct of a Hearing

- (i) The Chairperson of the Appeal Board will clarify at the outset the process to be followed in accordance with this protocol. The appeal hearing will **not** constitute a re-run of the competition interview process, but will confine itself to an exploration of the ground/s of appeal and response to appeal ground/s.
- (ii) Proceedings before the Appeal Board shall be informal. It is not a legal process.
- (iii) The normal rules of due process and fair procedures apply.
- (iv) The hearing will be conducted in plenary session with both parties and those accompanying them present. Side bar meetings and/or adjournments are facilitated at the discretion of the Appeal Board. The hearing will be conducted in a reasonable, calm and professional manner.
- (v) Discourse will be conducted through the Appeal Chairperson.
- (vi) The appellant is provided with an opportunity to speak to his/her appeal submission. Matters of clarification can be sought by the Appeal Board.
- (vii) The school/ETB is provided with an opportunity to speak to its appeal response submission. Clarification can be sought by the Appeal Board.

(viii) Both parties are provided with an opportunity to comment on, ask questions on, address or rebut statements or commentary made or submitted by the other party to the appeal.

(ix) Members of the Appeal Board may ask questions of one or both parties.

(x) Prior to the conclusion of the hearing, each party will be invited to provide concluding remarks.

(xi) The Appeal Chairperson will then close the hearing and remind the parties of their obligations under confidentiality.

Appendix 21: Circular Letter 0003/2018: Appeal Procedure in the Appointment to Assistant Principal I, Assistant Principal II and Programme Co-ordinator Posts

This Appeal Procedure has been established to ensure that the correct procedures are followed in the appointment of Assistant Principal I, Assistant Principal II and Programme Co-ordinator posts. The appeal will not be a re-examination of the interview itself.

All application forms for posts of responsibility shall include reference to a candidate being able to access, **upon written request** all items listed (i) to (iii) below after s/he is notified of the outcome of the post of responsibility appointment process:

- (i) His/her marks under each selection criterion
- (ii) The notes of the interview board pertaining specifically to the candidate alone
- (iii) The marks of the recommended candidate(s) under each criterion

16. Grounds for Appeal

16.1 Initiating the Process of Appeal

An applicant may appeal on one or more of the following grounds in relation to an alleged breach of procedure:

(a) Pre-interview:

- 1. Failure to consult staff on the roles and responsibilities as set out in 4.1
- 2. Breach of the advertising rules
- 3. Non-notification about the vacancy to teachers on leave of absence/secondment

(b) Composition of the Interview Board:

- 4. Lack of gender mix on Interview Board
- 5. Incorrect/ incomplete composition of the Interview Board

(c) Marking/Selection Criteria:

- 6. A computational error in the Interview Board marking sheets which makes a material difference to the outcome
- 7. A departure from the agreed selection criteria or marking scheme.

16.2 Supporting evidence² must be supplied in respect of the grounds for appeal.

17. Appeal Board

17.1 The Appeal Board will consist of a nominee of the relevant union, a nominee of the relevant management body and an independent chairperson from a panel agreed by the unions and management bodies.

17.2 No member shall be appointed to the Appeal Board to consider a case referred to it who has had prior interest in or dealings with that particular case. However, in circumstances where there is more than one appeal lodged in relation to the appointment process to the same post, an Appeal Board member may hear more than one appeal.

18. Process of Appeal

18.1 Appeals in respect of competitions for posts of Assistant Principals I, Assistant Principal II and Programme Co-ordinator posts shall be completed electronically on the agreed PDF appeal form. Only appeals completed and submitted using the electronic form will be processed. Appeals submitted after the *Appeal Date* will not be processed.

18.2 Both appeals and response to appeals are each limited to a total submission of 1,000 words.

2 Section 18 refers

18.3 Any costs incurred by appellants or the school/ ETB as the management respondent shall be their respective responsibility as a party to the appeal.

18.4 A candidate who wishes to appeal must lodge a completed PDF appeal form using the notified email address with the Secretary to the Board of Management/Manager/CE3 within 7 school days of issue of the notification of the outcome of the post of responsibility appointment process4.

18.5 The final date and time (4.00 p.m.) for notification of appeals to the Secretary to the Board of Management/Manager/CE shall be stated in the letter outlining the outcome of the appointment process. The date will become known as the **Appeal Date** and will be at 4.00 p.m. on the seventh school day, with day one commencing on the day after the outcome of the process is issued. If no appeal is received within this timeframe, the Board of Management/Manger/CE shall proceed with the appointment of the recommended candidate.

18.6 Documentation (if any) which is relied on to support an appeal and referenced in the appeal form must be submitted by email or in hard copy to the Secretary to the Board of Management/Manager/CE by 4.00 p.m. on the *Appeal Date*. Any such documentation received after this time will not be processed and will be returned to the appellant.

18.7 School days are defined as days in which the school is in operation for students. Where the outcome of the competition is notified to applicants in the week immediately prior to the June State examinations, the *Appeal Date* shall occur within the first 12 official examination days of the State examination period. If an appeal is received by this *Appeal Date*, no appeal hearing shall be convened before the next school year.

18.8 The Secretary to the Board of Management/Manager/CE will issue an acknowledgement of receipt of the appeal within 3 school days of the *Appeal Date*.

18.9 The recommended candidate for the post will be advised by the Secretary to the Board of Management/Manager/CE that an appeal(s) has been lodged and that the appointment process is postponed pending the outcome of the appeal(s).

18.10 On receipt of an appeal, the Secretary to the Board of Management/Manager/CE will also notify the Appeal Board Secretariat by email of the *Appeal Date*. The Appeal Board Secretariat will request nominees from the General Secretary of the relevant teachers' union and the General Secretary of the relevant management body and will identify the independent chairperson from the agreed national panel having regard to the agreement reached with respect to the selection of such chairpersons.

18.11 The Secretary to the Board of Management/Manager/CE will forward the completed PDF management response form and supporting documentation to the Appeal Board Secretariat within 5 school days of the *Appeal Date* and will simultaneously send a copy of the management response to the appellant.

3 CE or designated officer

4 When sent by email, the completed PDF appeal form attached will automatically be forwarded to the Appeal

Board Secretariat for the relevant sector also.

18.12 The Secretary to the Board of Management/Manager/CE and the appellant will be notified by the Appeal Board Secretariat as to the composition of the Appeal Board within 7 school days of the *Appeal Date*.

18.13 The Appeal Board will undertake a preliminary review of each appeal submitted, the corresponding management response submitted, supporting documentation and relevant Department of Education circulars/forms appropriate to such competitions.

18.14 Only documents specifically referenced in the statement of appeal or management response to the appeal are admissible. Any additional and/or unsolicited documentation will not be considered by the Appeal Board and will be returned to sender. The Appeal Board may seek copies of certain documents relevant to its consideration of the appeal from either party to appeal. (See 19.2 below)

18.15 Appellants are required to substantiate **each** appeal ground selected on the online appeal form with a supporting rationale/defence. The supporting rationale must be **relevant** to the specific appeal ground selected. Where nothing is provided by way of a rationale/defence of the appeal ground selected, the appeal ground will be discounted by the Appeal Board and reference to this effect will be included in the Appeal Board determination.

18.16 The Appeal Board will examine each appeal ground selected and supporting rationale/defence. The Appeal Board will examine the management response to the appeal ground selected and management's rationale/defence. Each appeal ground will be considered and adjudicated upon.

18.17 Appeals shall not include observations or disparaging remarks of a personal nature including personalised comments about individuals. Where this transpires, it may lead to an appeal being disqualified by the Appeal Board or an oral hearing being terminated by the Appeal Board.

18.18 Where the Appeal Board, having considered the appeal and response, deems it unnecessary to conduct a hearing, it shall notify the appellant and the Secretary to the Board of Management/Manager/CE of the outcome of the appeal within 15 school days of the *Appeal Date*.

18.19 Where the Appeal Board, having considered the appeal and management response, decides that a hearing is necessary, it shall set a date for a hearing within fifteen school days of the *Appeal Date*.

18.20 During the course of an appeal, no communication may be made with the Appeal Board or any member thereof except in accordance with the Appeal Procedure or at the request of the Board.

20. Outcome of Appeal Procedure

20.1 The Appeal Board determination will issue to the parties to the appeal and a copy simultaneously provided to the Appeal Board Secretariat **within 5 school days** of the hearing. The Appeal Board determination will conclude all matters with respect to the appeal.

20.2 If an appeal is rejected, the Board of Management/Manager/CE shall proceed with the appointment of the original recommended candidate in the post.

20.3 Where an appeal is upheld, the Appeal Board will advise the Board of Management/Manager/CE to recommence the appointment process **at the appropriate stage**, e.g. re-advertise the post **or** re-interview all the applicants.

20.4 In circumstances where the Appeal Board determines that an error was made in the computation of marks awarded that **materially changes the outcome**, the Appeal Board will specify the fact and advise the Secretary to the Board of Management/Manager/CE that the highest ranked candidate by reference to the correct application of the marks should be recommended for appointment in such circumstances.

20.5 As a matter of best practice, where recommencement of the selection process is required following an appeal, membership of the selection board **should change except** where there is a specific requirement in the current arrangements for the participation of a specific office holder.

20.6 Following the conclusion of the appeal, no communication may be made with the Appeal Board or any member thereof except in accordance with the Appeal Procedure or at the request of the Appeal Board.

20.7 However, in the event that the Appeal Board reviews an appeal or management response and a matter emerges which materially affects the outcome of the competition which was not cited in the appeal, the Appeal Board will adjudicate in respect of this particular matter and provide a comment on the matter in its determination. In such circumstances, schools/ETBs can seek the permission of the Appeal Board to recommence the competition at a previous stage to that of re-interviewing.

20.8 All matters relating to the appeal are **strictly confidential** to the parties to the appeal, the Appeal Board Secretariat and the Appeal Board. This includes all aspects of the appeal process (including documentation that arises thereto).

21. Data Protection, Administrative Matters and Review

21.1 All documentation held by the Appeal Board members will be returned by the Appeal Board Chairperson to the Appeal Board Secretariat. The documentation will be retained on file for a period of eighteen months following the appeal determination. Thereafter, the Appeal Board Secretariat will be responsible for confidential document destruction.

21.2 In circumstances where issues of clarification may arise, Appeal Boards have recourse to the relevant parties to this appeal procedure through the Appeal Board Secretariat.

21.3 Nothing shall preclude the parties at national level, being management bodies and unions post-primary, from collectively seeking feedback at intervals from the Appeal Board Chairpersons to inform continuing best practice and assist in seeking to clarify issues which may fall for review from time to time.

21.4 The operation of the Appeal Procedure will be subject to review as agreed at the

Teachers' Conciliation Council.

22. Forms and Letters

The following are to be used for the purposes of this appeal procedure:

- Post of Responsibility Teacher Appeal Form (available in PDF format from the school/ETB).
- Management Response to Appeal Form (available in PDF format from post primary management bodies' websites).
- Appendix 4: Notice to unsuccessful candidate/s re outcome of competition
- Appendix 5: Acknowledgement of receipt of an appeal
- Appendix 6: Notice to recommended candidate advising receipt of appeal