

Competencies for Deputy Principal

The following key competencies have been identified as being essential for the effective performance of the role and function of Deputy Principal in a CEIST faith school:

- A. Leadership of a Faith School**
- B. Leadership of Learning & Teaching**
- C. Organisational Management & Administration**
- D. Strategic Planning**
- E. Self-Awareness & Self-Management Skills.**
- F. Relationship Management & Interpersonal Skills**

Each of these competencies is defined in a school context below, where the all-round development of the student is the key focus.

A. Leadership of a Faith School
<p>Definition: Promotes educational leadership that reaches for the highest academic standards and achievement while at the same time building the school community in a culture and religious tradition that is in accordance with the school’s founding intention, the values of its mission statement and its expressed philosophy. It focuses on improving instruction to enable teachers to teach at their best and students to learn at their utmost. It fosters a climate of trust that motivates and inspires others to commit to ongoing development that will support the educational and spiritual goals/objectives of the school. It ensures that results are achieved in a caring and compassionate environment.</p> <p>This competency will include the ability to articulate clear objectives for faith development in the school, placing faith development appropriately within the whole school planning and review process.</p> <p>Included within this competency is the expectation that the successful candidate would:</p> <ul style="list-style-type: none"> • Be a reflective practitioner in regard to faith development and to show commitment to the integration and transmission of Gospel values through the curriculum; • Be able to establish a schoolwide vision of commitment to high standards and the success of all students, based on clear articulated standards; • Be able to focus on building a sense of school community encouraging teacher collaboration and self-evaluation; • Be personally familiar with what is required to improve the quality of teaching and learning.

B. Leadership of Learning and Teaching (Domain 1)

Definition: The Deputy Principal nurtures a culture of learning and teaching that promotes the highest educational outcomes for students. This is achieved through the formal Curriculum together with Co-Curricular and Extra Curricular subjects and activities, all of which are informed by and contribute to the school's characteristic spirit. The Deputy Principal also encourages and fosters the building of leadership capacity among staff in all areas of school life that support the achievement of the school's mission and vision as articulated by the Board of Management.

Included within this competency is the expectation that the successful candidate would:

- Be understanding and supportive of the achievement of high educational standards through an on-going evaluation of the school's curriculum, formal and informal (Domain 1)
- Be able to promote and support a culture of continuous professional development for staff in a range of areas to support high-quality teaching (Domain 1)
- Be able to promote and support continuous professional development for all staff that is relevant to the identified needs of the school (Domain 1)
- Be able to establish and support the development of 'staff teams' in all areas of school life in support of the achievement of the school's aims and objectives (Domain 4)

C. Organisational Management and Administrative

Definition: Uses a range of system supports and processes to establish a systematic course of action for self and/or others to ensure accomplishment of objectives. Sets priorities, goals and timetables to ensure effective use of time and all resources.

Included within this competency is the expectation that the successful candidate would:

- Manage people, data and processes to foster school improvement;
- Manage the allocation of finances and maintain accurate records for all financial information;
- Prioritise issues and activities according to importance and urgency;
- Create action plans for achieving performance expectations.

D. Strategic Planning

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

Included within this competency is the expectation that the successful candidate would:

- Demonstrate an understanding of how to develop and lead a strategic plan for the school, with the Board of Management and the Patron/Trustees;
- Demonstrate personal pedagogical excellence and apply these personal standards in creating a community of learning;
- Know how to develop a culture of self-evaluation in the school;
- Develop strategies for the future and thinks through the consequences of actions taken.

E. Self-awareness & Self-Management Skills

Definition: These refer to the ability to be aware of and to understand one's own emotions and to manage them in one's dealings with others. It includes the ability to receive and act on feedback.

Included within this competency is the expectation that the successful candidate would:

- Demonstrate an ability to perceive emotions e.g. recognise non-verbal signals;
- Demonstrate a high degree of self-awareness e.g. being able to read one's emotions and recognise their impact on others;
- Show both confidence and humility where/when appropriate.

F .Relationship Management & Interpersonal Skills

Definition: Involve using a range of communication skills to build and sustain constructive and supportive relationships with all key partners.

Included within this competency is the expectation that the successful candidate would:

- Demonstrate an understanding of the key relationship that exists between the Principal, the Board of Management and the Patron/Trustees;
- Builds and maintains strong relations with staff, students, parents and others by using a range of communication skills to influence and persuade them;
- Demonstrate the ability to continue with a course of action despite setbacks; maintains an optimistic approach;
- Manage conflict situations effectively.