#### 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)
	+ Act as an energy/sustainable role model supporting the school’s commitment to environmental sustainability and helping it achieve its sustainability goals. (D3)

**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)
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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)

Act as an energy/sustainable role model supporting the school’s commitment to environmental sustainability and helping it achieve its sustainability goals. (D3)

###### 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 theholistic 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)
	+ Act as an energy/sustainable role model supporting the school’s commitment to environmental sustainability and helping it achieve its sustainability goals. (D3)

###### 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)
	+ Act as an energy/sustainable role model supporting the school’s commitment to environmental sustainability and helping it achieve its sustainability goals. (D3)
1. 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.
2. 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: ...............................