#### 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 Cl 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 2022 – 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 2022** 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

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| * 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… |

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