



St Colman's College, Claremorris

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Ph: 094-9371442

Email: office@stcolmans.ie

RE-ADVERTISEMENT

PRINCIPAL

St Colman's College
Claremorris, Co. Mayo

The Board of Management of St Colman's College invites applications from suitably qualified persons for the post of Principal to take effect from **1 September 2026**. The school is a Catholic Voluntary Secondary School Category **XIII** under the patronage/trusteeship of the **Archbishop of Tuam**. The school is an all-boys school with an enrolment of **398**.

Application forms may be obtained by applying in writing to:

The Chairperson, Board of Management,
St Colman's College,
Claremorris, Co. Mayo.

Application forms may also be obtained **by email** from
danielhyland@stcolmans.ie

Completed application forms should be emailed to
danielhyland@stcolmans.ie no later than **1.00 p.m. on Friday, 31 July 2026**.

Shortlisting may apply.

The school is an equal opportunities employer.



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Role Profile for the Position of Principal

Statutory Requirements

Section 22 of the Education Act 1998 sets out the functions of the Principal. These functions specify that the Principal shall:

- (a) encourage and foster learning in students
- (b) regularly evaluate students and periodically report the results of the evaluation to the students and their parents
- (c) collectively promote co-operation between the school and the community which it serves, and
- (d) subject to the terms of any applicable collective agreement and their contract of employment, carry out those duties that are assigned to him or her by the Board.

Section 23 of the Act specifies that, in addition to the above functions, the Principal shall:

- (a) be responsible for the day-to-day management of the school, including guidance and the direction of teachers and other staff of the school, and be accountable to the Board for that management,
- (b) provide leadership to the teachers and other staff and the students of the school,
- (c) be responsible for the creation, together with the Board, parents of students and the teachers, of a school environment which is supportive of learning among the students and which promotes the professional development of the teachers,
- (d) under the direction of the Board and, in consultation with the teachers, the parents and, to the extent appropriate to their age and experience, the students, set objectives for the school and monitor the achievement of those objectives, and,
- (e) encourage the involvement of parents of students in the education of those students and in the achievement of the objectives of the school.

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Deputy Principal: Suzanne Lohan

Patron: Archbishop of Tuam



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Articles of Management

The Principal has overall authority under the authority of the Board of Management / Manager for the day to day management of the school as provided for under Article 22 of the Articles of Management, which states:

Subject to such direction as may be given from time to time by the Board, the Principal shall control the internal organisation, management and discipline of the School, including the assignment of duties to members of the teaching and non-teaching staff. The Principal shall submit, in writing, to the Board all such statements and reports affecting the conduct of the School as the Board shall require.

Attendance of the Principal

1. The Principal will be required to be in attendance for days during the school year when the Board of Management / Manager of the school determines that the school should be open for pupils and in accordance with Department of Education and Skills regulations.
2. The Principal will be required by the Board of Management / Manager to be present in the school for periods during the State Examinations and for other reasonable periods outside of the normal opening hours and days of the school such as may be necessary from time to time. The Principal shall enter into an agreement with the Board of Management in respect of arrangements for such attendances.
3. Before the beginning of the school year the Principal shall be available as reasonably required to ensure that all necessary preparations are carried out for the re-opening of the school and shall inform the Chairperson of the Board of Management of the preparations involved.
4. The Principal shall ensure that appropriate arrangements are in place for the reception and distribution of Leaving Certificate examination results and for consultation with students and parents.



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Day-to-Day Duties

In addition to the above, the obligations of the Principal in general terms are as follows:

1. The Principal controls the internal organisation, management and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff.
2. The Principal ensures that the Board of Management's policies, procedures, guidelines and requirements are adhered to.
3. The Principal submits to the Board all such statements and reports affecting the conduct of the school as the Board requires.
4. The Principal is responsible for day-to-day financial administration and reporting as provided for in the Financial Support Services Unit Guidelines.
5. The Principal is required to be fully familiar with the Child Protection Guidelines and it is normal for the Principal to be the Designated Liaison Person (DLP). The Principal shall uphold and be responsible for upholding the characteristic spirit of the school as determined by the Patron/Trustees of the school.
6. The Principal of a recognised school and the teachers in a recognised school, under the direction of the Principal, shall have responsibility for the instruction provided to the students in the school and shall contribute, generally, to the education and personal development of students in that school.

This list of duties is not intended to be exhaustive and is subject to change.

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Competencies Summary

A review of the JMB framework of competencies for Principal and for Deputy Principals was commenced in November 2018 in the light of feedback from members of selection committees, Principals, Chairpersons of Boards of Management, Trustees representatives and the Department of Education & Skills.

During this review it was decided to redefine four of the six competencies to more explicitly include the four domains identified in the Department of Education published document, *LOOKING AT OUR SCHOOL 2022: A Quality Framework for Post-Primary Schools (LAOS)*. This document identified two key areas or dimensions of the work of a school, namely, Teaching and Learning, and Leadership and Management. Within the dimension, Leadership and Management, which is the dimension most relevant to the recruitment of Principals and Deputy Principals, four domains are identified:

- **Domain 1:** Leading Learning and Teaching
- **Domain 2:** Managing the Organisation
- **Domain 3:** Leading School Development
- **Domain 4:** Developing Leadership Capacity

The document goes on to identify *standards* under each domain, each with a set of *statements of effective practice* and *statements of highly effective practice*.

The JMB review group drew on three strands: the previous collaborative work with Principals, Deputy Principals, Chairpersons of Boards of Management and representatives of Trustees that identified the original framework; the aforementioned feedback from selection committees; and, the DE publication *LOOKING AT OUR SCHOOL 2022: A Quality Framework for Post-Primary Schools (LAOS)*.

The review group identified the following key competencies, which include the domains from LAOS, as being essential for the effective performance of the role and function of a Principal in a faith school:



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- A. Leadership in a Faith School
- B. Promotion of a Holistic Development Culture including Leading Learning and Teaching
- C. Interpersonal Relationships including Developing Leadership Capacity
- D. Management & Administration including Managing the Organisation
- E. Strategic Management including Leading School Development
- F. Self-awareness & Self-management Skills

While there is not congruence between the six competency areas and the four DE identified domains, all of the domains and their respective standards are included in the revised competency framework.

Each of these competencies is defined in a school context below, with sample behavioural indicators included.

Leadership in a Faith School: The Principal promotes the building of a school community in its religious tradition and in accordance with the values of the school's mission statement and expressed philosophy. As a significant occupational requirement of Principalship the successful candidate will be called upon to understand, protect and promote the stated characteristic spirit of the school. He/she will be committed to the demands implied in such protection and promotion. He/she will operate in accordance with the quality of action, function and presence laid down by the Board of Management on behalf of the Trustees, as necessary for the carrying out of this role.

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.

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

- Be a reflective practitioner in regard to faith development and show commitment to the integration and transmission of Gospel values through the curriculum;



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- Demonstrate the capacity to be a motivational leader of staff in relation to characteristic spirit and to commit to reflective practice, the ongoing professional development of staff and the leadership role of others in this regard.
- Demonstrate an ability to foster a commitment to inclusion, equality of opportunity and the holistic development of each student.
- Contribute to the shaping and implementation of a vision based on high expectations, for the all-round development, including appropriate academic success, for each student who is seen as a unique child of God.
- Demonstrate an ability to clearly communicate the guiding vision for the school to all key partners and lead its realisation.
- Demonstrate a resolve that is tempered with moderation, flexibility and compassion around the issues and conflicts that faith gives rise to in an increasingly diverse and secular society.

Promotion of a Holistic Development Culture including Leading Learning and Teaching: The Principal creates and promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing the planning and implementation of the school curriculum. He/she fosters a commitment to inclusion, equality of opportunity and the holistic development of each student 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. He/she fosters teacher professional development that enriches teachers' and students' learning, promoting the achievement of high educational outcomes.

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

- Promote and support a culture of continuous professional development for staff in a range of areas to support high-quality teaching and/or to address the identified needs of the school
- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment

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- Show commitment to on-going evidence-based school self-evaluation for the achievement of high educational standards and demonstrate capacity in implementing strategic improvement planning in teaching and learning
- 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, empowering staff to take on and carry out leadership roles
- Be personally familiar with what is required to improve the quality of learning and teaching.
- Promote and facilitate the development of student voice, student participation and student leadership

Interpersonal Relationships including Developing Leadership Capacity: The Principal critiques his/her practice as leader and develops his/her understanding of effective and sustainable leadership. He/she collaboratively builds and maintains professional and respectful relationships with staff, students, parents and other support agencies, including building professional networks with other school leaders. The Principal establishes, builds and leads staff teams in all areas of school life. He/she promotes and facilitates the development of student voice, student participation, and student leadership. The Principal uses appropriate communication skills to empower staff to take on and carry out leadership roles. He/She appropriately anticipates, addresses and manages the conflictual challenges that inevitably accompany this role. The 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:

- Demonstrate an active involvement in professional networks with other school leaders and demonstrate a willingness to contribute to and learn from such networks.
- Build and maintain relationships with parents, with other schools, and the wider community
- Set up teams and empower staff to take on and carry out leadership roles, thus building leadership capacity within the school

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- Develop and implement a system to promote professional responsibility and accountability
- Have the ability to manage challenging and complex situations in a manner that demonstrates equity, fairness and justice
- Promote a clear understanding of change processes and manages this change in a collaborative, flexible and sensitive manner.

Management & Administration including Managing the Organisation: The Principal manages the school's human, physical and financial resources so as to create and maintain a learning organisation, managing challenging and complex situations in a manner that demonstrates equity, fairness and justice. The Principal leads the school in on-going evaluation of the school's activities and relationships in the light of its goals as established by the Board of Management and as identified as part of School Self-Evaluation (SSE). He/she uses a range of relevant planning and organisational techniques and systems to set priorities, goals and timetables that ensure effective use of time and resources. He/she establishes an orderly, secure and healthy learning environment, and maintains it through effective communication. He/she develops and implements a system to promote professional responsibility and accountability.

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

- Display the capacity and or/experience to manage the design, planning and implementation of the school curriculum (programmes, subjects and activities) which support the achievement of the school's goals and objectives, in line with DE requirements and arising out of School Self Evaluation
- Demonstrate an understanding of the relevant systems and policies to foster a safe place of learning and teaching for the whole school community e.g. Health & Safety; Child Protection; Pastoral Care; Code of Behaviour etc. These systems and policies will be reflective of the Characteristic Spirit of the school and will be in keeping with legislation
- Demonstrate evidence of engagement with the whole school community in the development and review of school policies as appropriate

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- Provide evidence of managing school's human, physical and financial resources in an effective and efficient manner to create and maintain a learning environment.

Strategic Management including Leading School Development: The Principal demonstrates the ability to manage, lead and mediate change to respond to the evolving needs of the school and to changes in education including the legislative framework in which schools operate. This involves working with all stakeholders to communicate the characteristic spirit and guiding vision for the school and lead its realisation. The Principal leads the school's engagement in a continuous process of self-evaluation and strategic planning. He/she builds and maintains relationships with parents, with other schools, and with the wider community.

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

- Lead the school's engagement in a continuous process of self-evaluation
- Have an understanding of the detail of relevant legislation
- Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
- Understand the long term needs of the school and demonstrate a vision for working towards meeting those needs.
- Demonstrate a willingness and capacity to develop strategies for the future and think through the consequences of actions taken.
- Have the ability to reflect on and analyse how the school might best serve the educational needs of the local community

Self-awareness and Self-management Skills: The Principal demonstrates an awareness of his/her strengths and areas for improvement and has the capacity to manage them appropriately. The Principal receives and gives feedback; he/she models and promotes a culture of self-reflection. He/she attends to his/her own wellbeing as well as assisting others to attend to their own wellbeing. The Principal demonstrates the capacity to manage his/her own difficult emotions and is self-aware enough to know when to seek support particularly



when dealing with challenging situations. He/she is able to motivate himself/herself and attend to developing his/her self-awareness and self-management skills.

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

- Have a clear knowledge of his/her personal strengths and challenges and the ability to understand their impact on others
- Recognise the importance, and display a willingness, to regularly critique his/her professional practice with the leadership team and develop his/her understanding of effective and sustainable leadership
- Recognise the role that emotions can play in thinking and cognitive activity
- Demonstrate a caring outlook and express concern in a positive and healthy way.
- Look to their own wellbeing

Specific Context of St Colman's College

The person appointed to the position of Principal of St Colman's College will be expected to provide strong, visible and values-led leadership in a period of significant educational, organisational and societal change.

The Principal will actively support the Catholic ethos and educational vision of the school and will work in partnership with the Patron, Board of Management, staff, students, parents, past pupils and the wider community to develop St Colman's College as a highly effective, inclusive and future-focused school.

The Principal will prioritise school improvement, school development and future provision through a structured, evidence-informed school plan. This plan will include short-term, medium-term and long-term priorities and will be developed in consultation with the Patron, Board of Management, teaching and support staff, students and parents. It will be regularly reviewed through appropriate school planning and School Self-Evaluation processes and supported by the Patron and Board of Management.

The Principal of St Colman's College shall demonstrate the capacity to:



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1. Lead the Catholic Ethos, Identity and Tradition of the School

- Build on the long history, tradition and ethos of St Colman's College while ensuring that the school continues to respond to the changing needs of students, families and the local community.
- Promote a school culture rooted in respect, care, service, inclusion, high expectations and the holistic development of each student.
- Act as a visible and positive ambassador for the school, strengthening the standing of St Colman's College within the local community and among past pupils.

2. Build a Positive, Respectful and Trusting School Culture

- Develop a culture of positive and respectful engagement between all members of the school community.
- Promote healthy professional relationships, staff morale, confidence and trust through clear communication, fairness, empathy and consistent follow-through.
- Establish and sustain agreed approaches to positive student behaviour, ensuring that expectations, policies and procedures are implemented fairly, consistently and transparently across the school.
- Demonstrate highly developed problem-solving, conflict resolution and interpersonal skills in order to support respectful relationships and a positive climate for learning and working.

3. Lead Teaching, Learning, Curriculum and Student Achievement

- Provide strong pedagogical leadership and promote a culture of excellence in teaching, learning, assessment and student achievement.
- Encourage professional reflection, collaboration and evidence-informed practice among staff.
- Support the continued development of a broad, balanced and holistic curriculum that meets the needs, interests and aptitudes of all students.

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- Recognise the importance of subject choice, co-curricular and extra-curricular provision, and the development of student talents across academic, cultural, sporting, creative, spiritual and social domains.

4. Promote Student Welfare, Wellbeing, Inclusion and Additional Educational Needs

- Treat student welfare, wellbeing and inclusion as central priorities.
- Lead the development of a caring, safe and inclusive school environment in which every student is known, supported and enabled to reach his full potential.
- Ensure that the needs of students with additional educational needs are identified, planned for and supported effectively.
- Work constructively with parents, staff and external agencies for the benefit of all students, particularly vulnerable students and those requiring additional support.
- Promote age-appropriate student voice and respectful engagement with students as active members of the school community.

5. Develop Staff Capacity and Distributed Leadership

- Harness the skill, commitment and goodwill of teaching and non-teaching staff.
- Build staff capacity by encouraging professional growth, initiative-taking, collaboration and leadership at all levels.
- Support and nurture potential school leaders of the future.
- Promote staff wellbeing by creating a professional culture in which staff feel listened to, valued, supported and appropriately involved in decision-making.
- Be approachable, supportive, empathetic, organised and clear in leading people and managing change.

6. Communicate Effectively and Strengthen Partnership

- Demonstrate the highest standards of listening, speaking, writing and general communication.
- Establish clear, structured and meaningful communication with staff, students, parents, the Board of Management, the Patron and the wider community.
- Engage positively, fairly and empathetically with parents and guardians.

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- Strengthen partnership with parents, past pupils, local organisations and the wider community in support of the school's mission and future development.

7. Lead Strategic Development, Change and Future Provision

- Lead strategic planning for the short, medium and long-term development of the school, in cooperation with the Patron, Board of Management, staff, parent(s)/ guardian(s), students and, where appropriate, external professional expertise.
- Have particular regard to the current and future educational needs of the local community.
- In consultation and cooperation with the Patron and Board of Management, lead the development and implementation of plans for future provision as agreed by the Patron and the Department of Education and Youth.
- Support the school community in negotiating significant educational, demographic, infrastructural and societal change while protecting the best of the school's tradition and identity.
- Contribute to planning for the physical and infrastructural development of the school building, grounds and facilities.

8. Lead Digital, Organisational and System Development

- Demonstrate a high level of digital literacy and the capacity to lead the school in responding to rapid change in educational pedagogy, digital learning and education support systems.
- Bring a broad understanding of the wider education system and the capacity to work effectively with the Patron, Board of Management, Department of Education and Youth, trustees, support services and relevant external agencies.
- Be highly organised, reliable, reflective, flexible, committed and capable of managing the operational, strategic and relational demands of the role.

Summary

- The successful candidate will be a visible, values-led and collaborative school leader who can build trust, lead learning, support staff, promote student wellbeing and

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inclusion, strengthen community partnership and guide St Colman's College through a period of important change.

- The role requires a Principal who can honour the school's Catholic ethos, history and tradition while leading the school confidently and sensitively towards its next stage of development.

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20. If the trustees of the Religious Order(s) or of the Diocesan College concerned wish to nominate a cleric/member of the Order(s) to the post of Principal, the Board of Management shall, subject to the prior approval of the Trustees, appoint the person proposed by these authorities, provided that person is qualified for the post in question. The terms of appointment, the duration of which shall be determined by the Trustees shall provide that should such aforementioned member cease to be a cleric/member of the said Order(s) his or her contract shall thereupon terminate.

21. (a) Post of Principal

Where the authorities of the Religious Order(s)/Diocesan College do not wish to appoint a cleric/member of the Order(s) to the post of Principal in the manner proposed in (20) above the appointment shall be made as follows:

The Board of Management shall publicly advertise the post and set up a Selection Committee consisting of two nominees of the Trustees, two nominees of the Board of Management and an independent external assessor to be agreed on by the Board. The Committee shall select its own Chairperson from among its members. The Board of Management shall have due regard to gender balance in the setting up of the Selection Committee.

(b) Post of Deputy Principal

In the case of the post of Deputy Principal the appointment shall be made as follows:

The Board of Management shall publicly advertise the post (except in schools of less than 17 teachers when the post shall be advertised in the school) and set up a Selection Committee consisting of two nominees of the Trustees, two nominees of the Board of Management (one of whom may be the Principal of the school) and an independent external assessor to be agreed by the Board. The Committee shall select its own Chairperson from among its members. The Board of Management shall have due regard to gender balance in the setting up of the Selection Committee.

(c) Selection Committee: Disclosure of Interest

A member of a Selection Committee who stands in a relationship to a person who is a candidate shall disclose to the Board of Management the fact of the relationship and the nature thereof. In this context the Selection Committee members are required to make a disclosure not only in the case of a family relationship but in respect of any personal, business or other relationship which could be regarded as prejudicial to ensuring absolute impartiality in the selection process.

Unless the Board is fully satisfied that the participation of the Selection Committee member during the Selection process would not be prejudicial, the Board of Management shall direct

that the Selection Committee member withdraw and another person shall be nominated in the appropriate manner to replace that person.

(d) Selection Committee: Procedure

(i) The Selection Committee shall draw up a short list from the applications received and shall interview the candidates on that list.

(ii) Having interviewed such candidates as present themselves, the Selection Committee shall submit a written report to the Board of Management. In the report the Selection Committee shall nominate the candidate whom it considers most suitable for appointment unless it deems no candidate to be suitable for appointment to the particular post; in which case it shall include a statement to that effect in its report. A list of candidates in order of merit who are deemed suitable may be retained by the Selection Committee. In the event of the post not being filled by the first nominee the Selection Committee shall nominate the next candidate in order of merit for the post.

(iii) The Board of Management shall appoint the person so nominated save where in any particular instance the Board shall consider that there is good and sufficient reason for not making the appointment, in which event the Board shall submit the matter to the Trustees for determination.

Dept. of Education & Science
Post Primary Teachers Section
Cornamaddy,
Athlone,
Co. Westmeath.



An Roinn Oideachais & Eolaíochta
Rannóg Múinteoirí Iarbhunoideachais
Cor na Madadh,
Baile Átha Luain,
Co. na hIarmhí

Circular 04/98

To the Authorities of Secondary Schools

Revised in-school management structures in secondary schools.

Further to [Circular 3/98](#), the Minister for Education and Science hereby authorises the implementation of the revised in-school management structures and procedures in relation to posts of Principal and Deputy Principal in secondary schools in accordance with the detailed terms set out in this circular as negotiated between the ASTI, the JMB and the Department of Education and Science.

It will be noted that in schools of 17 or more teachers, the appointment of Deputy Principals will be on the basis of open competition. This figure relates to the number as determined by reference to the calculation of wholetime teacher equivalents referred to in Circular 6/98.

DISSEMINATION OF CIRCULAR

You are requested to ensure that copies of this circular are provided to the appropriate representatives of parents and teachers for transmission to individual parents and teachers.

APPOINTMENT OF PRINCIPALS AND DEPUTY PRINCIPALS IN VOLUNTARY SECONDARY SCHOOLS

Introduction:

The Principal, Deputy Principal and holders of posts of responsibility together form the in-school management team for the school.

The Principal has overall authority under the authority of the Board of Management/Manager for the day to day management of the school. The Principal controls the internal organisation, management and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff. The Principal submits to the Board all such statements and reports affecting the conduct of the school as the Board requires.

The Deputy Principal acts as the Principal in the absences of the Principal, and assists the Principals in the fulfilment of the Principal's role. This does not confer automatic right of succession to the Principalship or to any 'Acting' Principalship arising.

1. The appointment of Principals will be on the basis outlined in Articles 20 and 21 of the *Articles of Management for Catholic Secondary Schools. In the case of schools not governed by the *Articles of Management, the existing practices in relation to such

appointments will continue to apply. The selection process must be in accord with the principles enshrined in Articles 20 and 21 of the *Articles of Management.

2. The appointment of Deputy Principals will be on the basis of open competition except that in schools of less than 17 teachers the competition for appointment will be confined to the teachers in the school. The appointment procedures for Deputy Principals will be the same as those provided for Principals in the particular category of school identified in 1 above.
3. Candidates for appointment to the post of Principal or Deputy Principal will be required to have a minimum of five years wholetime teaching service.
4. On appointment, all Principals and Deputy Principals will be required to enter into appropriate contracts.
5. Principals' contracts are governed by the principles set out in the Introduction above. The Principals are accountable to their Boards of Management/Managers for the execution of their duties.
6. Existing Principals shall have their allowances enhanced as provided for in the PCW Agreement provided that they enter into an agreement to undertake the duties and responsibilities attached to their posts as outlined in their contracts.
7. Existing Vice-Principals shall be appointed to the post of Deputy Principal and have their allowances enhanced as provided for in the PCW Agreement provided that they enter into the agreements and new contracts to undertake the duties and responsibilities attached to the post. A specimen contract for Deputy Principals is set out in Appendix A.
8. In recognition of the important position which the Deputy Principal occupies in the administration and development of the school, the maximum teaching hours which may be assigned to a Deputy Principal should be in accordance with the following scale:

Number of teachers n the school	Teaching Hours
30 and over	8 hours
17 – 29	10 hours
<17	15 hours

9. The Principal and Deputy Principal are accountable to the Board of Management/Manager.
10. The work of individual Principals and Deputy Principals will be monitored in accordance with the provisions of their contracts.
11. These revised arrangements will be reviewed regularly by the Department of Education and Science, the ASTI and JMB.

John Dennehy,
Secretary General.

February, 1998

APPENDIX A

SPECIMEN CONTRACT

FOR DEPUTY PRINCIPAL TEACHERS IN SECONDARY SCHOOLS

1. Contract of Employment made this day [Date] between [name of employer and address] (hereinafter referred to as the School) and [name of Deputy Principal and address] (hereinafter referred to as the Deputy Principal).

The Board of Management / Manager of [school name] agrees to employ [name] as Deputy Principal teacher of the above named school with effect from [date]

2. **NATURE OF CONTRACT**

The contract is a contract of continuous employment whereby the school employs the teacher to undertake the teaching duties and the duties of Deputy Principal as described hereunder.

3. **SALARY AND PENSION**

In consideration of the Teacher undertaking the duties assigned, the School shall authorise the Department of Education and Science to pay the appropriate salary and allowance for the appropriate grade of Deputy Principal post from the schedule of salaries and allowances for teachers at the rates 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. The appropriate rate of Deputy Principal's allowance which will be paid to the Deputy Principal in addition to scale salary will be determined by reference to the criteria agreed nationally from time to time and published in Department of Education and Science Circulars.

Pension arrangements will be in accordance with the standard arrangements provided under the Secondary Teachers' Superannuation Scheme.

4. **EXPENSES**

Expenses necessarily incurred by the Deputy Principal in fulfilling the duties of Deputy Principal will be reimbursed at the rates applying to Principals.

5. **ENTITLEMENT TO LEAVE**

Entitlement to personal leave, sick leave and other general terms and conditions of employment will be in accordance with agreements negotiated from time to time and published in circulars by the Department of Education and Science.

6. HOURS OF WORK

The Deputy Principal will be required to be in attendance for days during the school year when the Board of Management/Manager of the school determines that the school should be open for pupils and in accordance with Department of Education and Science regulations.

The Deputy Principal may also be required by the Board of Management/Manager to be present in the school for periods during the State Examinations and for other reasonable periods outside of the normal opening hours and days of the school such as may be necessary from time to time. The Deputy Principal shall enter into an agreement with the Principal in respect of arrangements for such attendances. This agreement shall be subject to endorsement by the Board of Management/Manager.

The Deputy Principal's maximum teaching hours shall be as follows-

Number of teachers in the school	Teaching Hours
30 and over	8 hours
17 – 29	10 hours
<17	15 hours

Notwithstanding the maximum number of teaching hours stated above, the Deputy Principal will normally be required to be in attendance in the school throughout the school day.

7. TEACHING DUTIES

Subject to the provisions of Section 5 above, the Deputy Principal will teach the following subjects

.....
.....
..... as assigned in the school timetable.

8. OTHER DUTIES

- (i) The Deputy Principal occupies a position of vital importance in the administration and development of the school. The Deputy Principal shall undertake responsibility under the direction of the Principal for the internal organisation, administration and discipline of the school.
- (ii) The Deputy Principal shall enter into an agreement with the Principal on the discharge of duties which arise outside of normal school hours or during school vacation periods.
- (iii) The Deputy Principal shall assist the Principal through the carrying out of the specific professional duties for which responsibility is delegated (cf. Schedule One).
- (iv) The Deputy Principal shall also enter into an agreement with the Principal to undertake other specific administrative duties from time to time, and commensurate with the responsibilities of the position.
- (v) The Deputy Principal shall act as Principal when the Principal is absent, assuming the responsibilities and authority of the Principal's role in accordance with the provisions of the *Articles of Management. In schools not governed by the *Articles of Management existing practices in relation to

this arrangement will continue to apply. Such practices must be in accord with the principles enshrined in the Articles of Management. The Deputy Principal shall not, however, have automatic right of succession to the post of Principal or Acting Principal.

- (vi) The Deputy Principal shall be consulted by the Principal about the implementation of policy in the school and shall assist the Principal with the day-to-day running of the school.
- (vii) The Deputy Principal shall be kept informed, as appropriate, by the Principal about the decisions of the Board of Management/Manager. In schools which have a Board of Management established under the *Articles of Management, the Deputy Principal shall be kept informed about the decisions of the Board in accordance with the terms of the *Articles of Management.

9. REVIEW

- (i) The duties of the Deputy Principal will be reviewed periodically by the Principal and Deputy Principal or a review will be undertaken at the request of either party. Such a review will take account of the workload and responsibilities of the post, the changing needs of the school and the level of performance of the duties.
- (ii) In the event of a dispute arising between the Principal and Deputy Principal about any aspect of the duties of the post of Deputy Principal and, if the matter cannot be resolved through discussions between the parties, the matter will be referred to the Board of Management/Manager for resolution. As an alternative, the Deputy Principal may process any grievance concerning the level of duties or the implementation of the duties and responsibilities attached to the post of Deputy Principal through a Grievance Procedure where such has been agreed.

10. NOTICE

- (i) Three months notice in writing shall be given by either side to determine the contract.
- (ii) Subject to (iii) below the management authority shall have the power to determine the contract at any time, without notice, for serious misconduct or other sufficient reason.
- (iii) (a) The procedure for dismissal and appeal in schools operating under Catholic religious authority will be that obtaining in the General Agreement Section E made on 11th May, 1957 between the Catholic Headmasters' Association and the Association of Secondary Teachers Ireland and further adopted by the Conference of Convent Secondary Schools.

(b) In Secondary Schools other than those governed by the General Agreement the procedure for dismissal and appeal will be as agreed from time to time. Such procedures shall be implemented in the case of a dismissal.

- 11. Nothing in this contract shall operate to prejudice the rights of the Deputy Principal under Statute, Common Law or EU Laws pertaining to employment, whereby such rights are hereby confirmed.
-

The Articles of Management for Catholic Secondary Schools are based on an agreement between the Association of Secondary Teachers, Ireland, and the Association of Management of Catholic Secondary Schools and govern the establishment and operation of boards of management in AMCSS affiliated schools.

SCHEDULE ONE

OUTLINE OF SPECIFIC PROFESSIONAL DUTIES, RESPONSIBILITY FOR WHICH MAY BE DELEGATED, IN WHOLE OR IN PART, TO DEPUTY PRINCIPALS

- Developing the education aims and objectives of the school and devising strategies to achieve them.
- Developing the school curriculum and assessment policies.
- Preparing the school plan for approval by the Board of Management
- Promoting an appropriate curriculum and methods of instruction which recognises the diverse aptitudes and needs of students.
- Promoting ongoing staff development and inservice.
- Developing effective communication systems with pupils, staff, parents and the wider community.
- Advising the Board of Management on staff requirements.
- Advising the Board of Management as to a probationary teacher's suitability for appointment to a permanent post.
- Monitoring and evaluating the professional performance of the school.
- Dealing with disciplinary problems both for teaching and non-teaching staff.
- Liaising with the school union representative on matters relating to the school.
- Conducting the ordinary activities of correspondence, making reports and returns of information as required by the Department of Education and Science and the Board of Management and ensuring that arrangements are made for dealing with such administrative matters during vacation periods.
- Student discipline in the school.
- Ensuring that parents are informed regularly of the progress of their children at the school.

This list is not exhaustive.



Revised Circular Letter 0062/2021

**To: The Managerial Authorities
of
Recognised Secondary, Community and Comprehensive Schools
and
The Chief Executives of Education and Training Boards**

Appeal System for Permanent Principal and Deputy Principal Appointments

The Minister for Education, pursuant to the power contained in Section 24 of the Education Act (as amended), directs employers to implement the procedures as set out in this circular. This circular will apply to all permanent Principal and Deputy Principal appointments in recognised Post Primary schools that have not yet reached the advertisement stage in the appointment process by the date of publication of this circular i.e. the 2nd December 2021.

The circular sets out the Appeal System for the appointment of permanent Principal and Deputy Principal in recognised Post Primary schools. A list of Adjudicators has been agreed by the Management Bodies and Unions and was approved by the Department of Education.

Please ensure that the contents of this circular are brought to the attention of all members of the Board of Management/Education and Training Board (ETB) and all teachers in your employment including those on approved paid or unpaid leave of absence or on secondment.

All parties agree that consistency, fairness and probity are essential in any appointment process, and this is to be reflected in the arrangements for appeals set out in this Circular.

This Circular can be accessed on the Department's website under www.gov.ie/education

All queries should initially be brought to the attention of school management who may wish to consult with their representative organisation.

The earlier version of Circular 0062/2021 has been replaced and updated with effect from publication of this revised version.

Clare Butler
Principal Officer
Teacher/SNA Terms and Conditions

9 February 2022



Definitions

For the purposes of this system the following terms shall have the meanings assigned to them here:

Days: Means calendar days, unless otherwise stated.

Department: Means the Department of Education.

ETB: Refers to an Education and Training Board.



1. Appeal System for Permanent Appointments to Principal/Deputy Principal Posts in Post Primary Schools

- 1.1 Circular 0042/2010 Appendix 1, item 5 confirms *“agreement in principle to the introduction of an appeal system in the case of appointments to the posts of Principal and Deputy Principal”*.
- 1.2 The following system shall be used in circumstances where a candidate appeals against a decision to appoint a Principal or Deputy Principal in a Voluntary Secondary School or in a Community and Comprehensive School or in a post-primary school under the patronage of an ETB.

2. General Principles

The following general principles will apply:

- 2.1 The appeal process will respect the principles of fair procedure, due process and natural justice in the procedural operation of the appointment process.
- 2.2 Where legal proceedings are invoked this procedure shall not be used.
- 2.3 All appeals under this procedure will be considered by an independent third party, hereinafter referred to as the “Adjudicator”, agreed by the parties¹ to this appeal system. The Adjudicator’s determination will be issued to the Chairperson/Secretary of the Board of Management/Manager in the Voluntary Secondary/Community and Comprehensive school or, the Chief Executive (CE) of the ETB in the case of an ETB school and to the appellant.
- 2.4 An appeal may only be lodged on one or more of the stated grounds of appeal in paragraph 3 below.
- 2.5 The appeal will not be a re-run of the interview or any part of the interview.
- 2.6 Any failure to co-operate or frustrate the process by any party concerned will not prevent a determination being reached by the Adjudicator.
- 2.7 All matters relating to the discharge of this procedure are strictly confidential to the parties to the appeal concerned.
- 2.8 The appointment of the recommended candidate will be postponed pending the outcome of an appeal.

¹ Parties to this agreement i.e. ACCS, ASTI, ETBI, JMB, TUI



- 2.9 Access to personal information pertinent to the appointment process held by the school/ETB in relation to the appellant will be provided to the Adjudicator in accordance with the principles set out in the school/ETB's data protection policy and in accordance with the legislative requirements set down in Data Protection legislation.
- 2.10 A fee of €100 per appeal lodged to the relevant school/ETB will apply. This is refundable where the appeal is successful.
- 2.11 Submission of appeals and the management responses plus supporting documentation shall only be made by electronic means (including via email) using the appeal form (Appendix A) and management response form (Appendix B) available on the relevant union or management body website. Boards of Management/Manager/ETBs will not accept any responsibility for expenses incurred by the appellant.

3. Grounds for appeal

- 3.1 An appeal may only be lodged on one or more of the following grounds in relation to an alleged breach of the procedure:

For applicants who applied:

- (i) Non-placement of the advertisement on the websites as comprehended by [Circular 20/2012](#) (www.publicjobs.ie) or other as agreed by Management Bodies for the advertising of Principal and Deputy Principal.
- (ii) The recommended candidate does not have the required qualified service to be appointed in accordance with the relevant Department circulars.

For candidates interviewed:

- (iii) Composition of the Interview Board².
- (iv) A computational error in the Interview Board's summary marking sheet of the appellant and this error makes a material difference to the outcome.
- (v) A departure from the selection criteria as specified in the application form.
- (vi) A departure from the marking scheme as notified to interviewees prior to the interview

² Please note that this ground includes non-disclosure of a conflict of interest by a member of the interview board.



4. Panel of Adjudicators

- 4.1 A Panel of Adjudicators has been agreed by the unions and management bodies and approved by the Department of Education for adjudicating on appeals submitted by the Appeal Date.
- 4.2 Adjudicators will be appointed in order of rotation and will be contacted by Teacher/SNA Terms and Conditions Section of the Department of Education.

5. Operation of the Appeal System

- 5.1 In the notification of the outcome of the appointment process, the Chairperson/Secretary of the Board of Management/Manager/CE of the ETB will supply each candidate interviewed with his/her marks under each selection criterion. At this point in the appointment process, candidates who were not interviewed should also be notified of the appeals process and the Appeal Date.
- 5.2 The final date and time for notification of appeals to the Chairperson/Secretary of the Board of Management/Manager/CE shall be stated in the letter outlining the outcome of the appointment process. This date will become known as the **Appeal Date** and will be **4.00pm on the seventh calendar day**, with day one commencing on the day after the outcome of the appointment process is issued.
- 5.3 An appeal should be lodged, with the fee outlined in Section 2.10, by the Appeal Date.
- 5.4 The appeal shall comprise a statement of the grounds under which the appeal is sought (see Section 3 above) and a rationale for each of the ground/s stated. In circumstances where an appeal is lodged without a statement of the ground/s and supporting rationale under which the appeal is sought, the Adjudicator will not consider the appeal further.
- 5.5 The appeal should **not exceed 1,000 words** and should reference items in the supporting documentation, if any. Extraneous material not related to the ground/s of appeal (see Section 3 above) will be inadmissible.
- 5.6 Appeal forms should be acknowledged upon receipt by the Chairperson/Secretary of the Board of Management/Manager in the Voluntary Secondary/Community and Comprehensive school or, the Chief Executive (CE) of the ETB. Appeal forms received after the **Appeal Date** shall be deemed invalid.
- 5.7 Upon receipt of an appeal and not later than the following working day (Monday to Friday, excluding bank holidays) the Chairperson/Secretary of the Board of Management/Manager/CE should contact Teacher/SNA Terms and Conditions Section via email to porqueries@education.gov.ie requesting an Adjudicator for an appeal.



- 5.8 The recommended candidate for the post of Principal/Deputy Principal will be advised by the Chairperson/Secretary of the Board of Management/Manager/CE that an appeal(s) has been lodged and that the appointment process has been postponed pending the outcome of the appeal(s).
- 5.9 Teacher/SNA Terms and Conditions Section of the Department of Education will provide the Chairperson/Secretary of the Board of Management/Manager/CE with the Adjudicator's name and email address within 2 working days.
- 5.10 The Chairperson/Secretary of the Board of Management/Manager/CE will inform the appellant of the name of the Adjudicator.
- 5.11 The Chairperson/Secretary of the Board of Management/Manager/CE will prepare a response to the appeal of **no more than 1,000 words** (known as the management response, see Appendix B). A copy of this response will be forwarded to the appellant by the Chairperson/Secretary of the Board of Management/Manager/CE.
- 5.12 The appeal, the management response and each respective party's relevant supporting documentation, if any, shall be submitted by email to the Adjudicator by the Chairperson/Secretary of the Board of Management/Manager/CE no later than **7 calendar** days after receiving the name and email address of the Adjudicator from the Department of Education.
- 5.13 On completion of an adjudication, the appeal documentation will be forwarded by the Adjudicator to the relevant school/ETB and retained by the school/ETB in accordance with their Data Protection policy.

6. Outcome of Appeal Procedure

- 6.1 The Adjudicator will consider the appeal, the school management response and the supporting documentation supplied.
- 6.2 The Adjudicator shall deliver his/her determination in writing, within 10 calendar days of receipt of the appeal documentation using the template decision form provided for such purposes (Appendix C). This will be emailed to the Chairperson/Secretary of the Board of Management/Manager/CE and the appellant.
- 6.3 Where an appeal is upheld, other than in the case as described in 6.4, the Adjudicator will advise the Chairperson/Secretary of the Board of Management/Manager/CE to recommence the appointment process at the appropriate stage e.g. re-advertise the post or re-interview candidates called for interview.



- 6.4 In circumstances where the Adjudicator determines that an error was made in the computation of marks awarded that materially changes the outcome, the Adjudicator will specify the fact and advise the Chairperson/Secretary of the Board of Management/Manager/CE that the highest ranked candidate by reference to the correct application of the marking scheme should be recommended for appointment in such circumstances.
- 6.5 This concludes the provision for external review provided under the appeal procedure.
- 6.6 In all cases, the Chairperson/Secretary of the Board of Management/Manager/CE of the ETB will consider the determination received from the Adjudicator and convey the decision of the Adjudicator to the appellant, the recommended candidate and other applicants, if necessary.
- 6.7 This procedure is without prejudice to one's statutory rights under the Employment Equality Act 1998 as amended.

7. Review

- 7.1 The operation of the Appeal System will be reviewed in September 2023.



Appendix A

Appeal Form for Appointment to Permanent Post-Primary Principal and Deputy Principal Appointments

SECTION A – Personal Details

Name: _____

Home Address: _____

Contact Telephone Number: _____

Email Address: _____

SECTION B – School/ETB Details

School/ETB: _____

School/ETB Email Address: _____

School/ETB Roll Number: _____

SECTION C – Notice of Appeal

I hereby give notice of an appeal against the decision regarding the permanent appointment to the post
of _____

Note: A separate appeal form should be used in the event of more than one competition.



SECTION D – Grounds for Appeal

Tick the relevant ground(s) for appeal and enter information to be considered in the text box below.
The total number of words allowed across the entire appeal is 1,000.

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

- (i) Non-placement of the advertisement on the national website as comprehended by Circular 20/2012 for the advertising of Principal and Deputy Principal positions
- (ii) The recommended candidate does not have the required qualified service to be appointed in accordance with the relevant Department circulars
- (iii) Composition of the Interview Board
- (iv) A computational error in the Interview Board's summary marking sheet of the appellant and this error makes a material difference to the outcome
- (v) A departure from the selection criteria as specified in the application form
- (vi) A departure from the marking scheme as notified to the interviewees prior to the interview

Information to be considered (max 1,000 words):



SECTION E – Supporting Documentation

Supporting documentation must be forwarded in a separate email to the School/ETB. All supporting documentation must be sent to the relevant School/ETB email address prior to the closing date.

List the supporting documentation you are sending:-

1. _____
2. _____
3. _____

SECTION F – Confirmation of Payment of Appeal Fee

I confirm that I have paid the Appeal Fee (€100 per appeal lodged) prior to the Appeal Date

Please enter the Transaction Number provided to you for the payment of the Appeal Fee, if relevant: _____

Note: Non-payment of Appeal Fee prior to Appeal Date will result in the Appeal not being processed.

SECTION G - Confirmation of Receipt of Appeal

You will receive a confirmation email when your Appeal Form has been received by the school.



Appendix B

Management Response Form to an Appeal regarding an Appointment to a Permanent Post-Primary Principal/Deputy Principal Position

SECTION A – Personal Details of Appellant

Name: _____

Home Address: _____

Contact Telephone Number: _____

Email Address: _____

SECTION B – School/ETB Details

School: _____

School/ETB Email Address: _____

School/ETB Roll Number: _____

SECTION C – Grounds for Appeal

Tick the ground(s) for appeal the appellant has selected:

- (i) Non-placement of the advertisement on the national website as comprehended by Circular 20/2012 for the advertising of Principal and Deputy Principal positions
- (ii) The recommended candidate does not have the required qualified service to be appointed in accordance with the relevant Department circulars
- (iii) Composition of the Interview Board
- (iv) A computational error in the Interview Board's summary marking sheet of the appellant and this error makes a material difference to the outcome
- (v) A departure from the selection criteria as specified in the application form
- (vi) A departure from the marking scheme as notified to the interviewees prior to the interview



SECTION D – Management Response to Appeal

Enter the management response to the appeal lodged in the text box below.

Note: The total number of words allowed is 1,000.

SECTION E – Supporting Documentation

List the supporting documentation you are sending:-

1. _____
2. _____
3. _____

Please note: Supporting documentation received from the appellant and from the school as part of the management response must be forwarded by the School/ETB to the Adjudicator.



Template Adjudicator Report Form

SECTION A – Personal Details of Appellant

Name _____

Home Address _____

Contact Telephone Number _____

Email Address _____

SECTION B – School/ETB Details

School _____

School/ETB Email Address _____

School/ETB Roll Number _____

SECTION C – Grounds for Appeal

Tick the ground(s) for appeal the appellant has selected:

- (i) Non-placement of the advertisement on the national website as comprehended by Circular 20/2012 for the advertising of Principal and Deputy Principal positions
- (ii) The recommended candidate does not have the required qualified service to be appointed in accordance with the relevant Department circulars
- (iii) Composition of the Interview Board
- (iv) A computational error in the Interview Board's summary marking sheet of the appellant and this error makes a material difference to the outcome
- (v) A departure from the selection criteria as specified in the application form
- (vi) A departure from the marking scheme as notified to the interviewees prior to the interview



SECTION D – Adjudicator’s Decision on Appeal

Summary of findings

A large rectangular box with a black border, currently empty, intended for the summary of findings.

Name of Adjudicator: _____

Date: _____