

Guidance for Candidates:

Competencies for Leadership and Management posts of Assistant Principal I and Assistant Principal II, Programme Coordinator (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 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 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 2022 – A Quality Framework for Post-Primary Schools’ – refer to page 35. The competencies are:

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

Domain One: Leading Learning and Teaching

School leaders:

- promote a culture of reflection, 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 learning that enriches teachers’ practice and students’ learning

Domain Two: Managing the organisation

School leaders:

- create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain 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
- 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 participation, student leadership and parent participation
- build professional networks with other school leaders

The competencies are mapped onto these domains.