



Powerstown Educate Together National School

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In School Management Policy

This policy has been formulated by Powerstown ETNS to ensure the school community are aware of the ISM team structure and functions of the ISM.

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Introduction

This policy was drafted by the teaching staff and Board of Management. In-School Management has been operational in the school since 2012 and the duties are reviewed annually. The last review was completed in August 2015 and duties were taken up on 26/8/2015.

Rationale

As the school expands new areas requiring development need to be addressed. The urgency associated with duties and other responsibilities diminishes with time when management structures are put in place and procedures become established.

Leadership of a school must be distributed, the workload shared and all post-holders given experience of a variety of duties and responsibilities. In this way, they will, over time, develop an understanding of and expertise in all delegated duties and responsibilities.

Staff input is essential to the review process to ensure that current needs of the school are being met.

Relationship to School Ethos

Powerstown ETNS strives to promote the individual and collective personal and professional development of staff and this policy supports those aims and ideals.

All members of the in-school management team should provide leadership throughout the school community. There will be awareness amongst all members of the school community of their important managerial role. The members of the in-school management team will ensure that the highest calibre communicative systems are all in place, in line with overall school aims. Post of responsibility holders will endeavour to lead on best practice from experience and continuous professional development. Post holders will provide the necessary support for the principal in carrying out his/her role.

Aims/Objectives

- That principal can be supported in her role as instructional leader by ISMT
- To ensure efficiency and further facilitate the smooth day-to-day running of the school
- To foster collegiality
- To improve teaching and learning
- To provide opportunities for post holders to assume leadership roles
- To clarify roles and responsibilities of ISMT, so that each post holder feels valued and contributes positively to organisational and curricular and pastoral areas.
- That there is awareness of these amongst the whole school community
- To harness the unique talents of individual teachers towards providing a happy, efficient and child-friendly school environment
- To enhance existing communication systems.
- as per Circular 07/03 the in-school management structure is designed to match the responsibilities of the post more closely to the central tasks of the school and clearly specify responsibilities for the various posts.

- Focus on the provision of opportunities for teachers to assume responsibility in the school for Instructional Leadership, Curriculum Development, The Management of Staff and the Academic and Pastoral work of the school.
- Enable all staff to contribute to the development of curricular and pastoral areas in the school.

As needs and priorities vary, it is expected that post holders should accordingly be responsive to the flexibility and change that may be required from time to time. The board of management envisage that post holders, as part of the in school management team, adopt a leadership role, vis a vis the daily organisation of the schools activities

Procedures and Content

The tasks are listed and prioritised through whole staff consultation and presented to the Board of Management before they are assigned. The In-School Management team then meet and tasks are assigned, keeping in mind that there should be an even distribution of organisational, curricular and pastoral duties assigned to each post holder.

The duties of all post holders are outlined in the In-School Management folder.

Roles and Responsibilities

Both staff and BOM have a crucial role to play in selection and assignation of duties in our school. Duties are agreed following consultation. Benefit to the school always takes precedence in this process. The Principal, Deputy Principal and the Chairperson of the BOM oversee the review process with assistance from all post-holders.

Principal	Helena Trench
Deputy Principal	Cróna Glynn
Special Duties B Post 1	Aoife McGonigle
Special Duties B Post 2	Maeve Collopy
Special Duties B Post 3	Ann Marie Kelleher

Delegation

The delegation of duties and areas of responsibility to the deputy principal, and the special duties teachers is central to the effective functioning of the school and to provide the necessary support for the principal in carrying out the role of the instructional leader.

There is a communication system in place to enable the management team to function effectively. Daily check ins, principal/deputy principal weekly meetings, ISM team monthly meetings and electronic communication support this.

It is incumbent on the principal, in leading the school community, to be an effective manager. (S)He must organise and create structures and procedures and delegate tasks and responsibilities. The principal should provide for the development of curriculum leaders or co-ordinators.

Curricular leaders/co-ordinators will not take responsibility for other's teaching but will act as co-ordinator and support.

This involves:

- Collating materials and resources
- Having discussion and dialogue with staff on subject areas
- Preparing materials for staff meetings
- Making presentations to other staff members
- Attending courses and seminars.

Time

As per the in school management elements of the PCW agreement, all post holders are aware that time outside school hours has to be given to carry out their duties.

Accountability

Post holders are accountable for their particular area of duties. This accountability will include a monthly report to staff and a bi-annual report shared with the board of management. The format of this report will be reviewed.

Professional Development

Continuous professional development is seen as an integral part of the in-school management structure. This will be supported in the area of course fees by board of management, where this is financially possible. Records of courses attended by individual post holders are included in the POR end of year review and retained by board of management.

Review

- A review of specified duties, will be carried out annually or when additional POR may be warranted.
- The procedure for review is laid out as per DES Circular
- This policy was formulated in reference to the current agreed documentation.

Success Criteria

1. Discussion/Evaluation at Staff Meetings
2. Positive feedback
3. Teacher Observation
4. Efficient routines and well organised procedures.

The effectiveness of this policy will be determined at the time of review in reference to the specific aims for the school and learning community.

Ratification

This policy was ratified by the board of management in May 2015