Slide 1

Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust

Appreciation Strategy Humility
Commitment Responsibility Listening
Leadership
Honest Communication
Values Purpose Determination Principles
Passion

Managing the School Year

Slide 2

	COURSE OUTLINE		
	Module	Charter Element	Interview Competency
Night 1	Leadership/ Management/Motivation	Inspiring Transformational Leadership	Self Awareness and Self Management
Night 2	Managing the School Year	Promoting Partnership	Management & Administration including Managing the Organisation
Night 3	Leading Learning	Excellence in Teaching and Learning	Strategic Management including school development Promotion of a holistic development culture including Leading Teaching and Learning
Night 4	Promoting a Caring School	Creating a Caring School Community	Interpersonal Relationships including Developing Leadership Capacity
Night 5	Leading School Ethos	Nurturing Faith and Gospel based Values	Leadership in a Faith school

Slide 3

In this session we will explore:

- Returns to DES / Trustees
- Timetabling
- Recruitment and Selection
- Financial Management
- Admissions policy
- Charter Element: Promoting Partnership
- Interview Competency: Organisation and Administration

What are the main Organisation and Administrative Tasks?

Ensuring efficient and effectives systems are in place

The Timetable

Ensuring adequate supervision and substitution

Returns (DES / ERST)

Employment Contracts

Financial Management

Reporting to the Board of Management

Reporting to Parents

4

4

Organisation and Administrative Tasks contd

Health & Safety policy and procedures

GDPR Compliance

Child Protection Policy and procedures

Implementation of all DES Circulars

5

5

What are the main Strategic Tasks?

Ensuring quality Learning and Teaching

Curriculum Development

Recruitment and Selection of Teachers

Middle Leadership & Management Review, every 2 years

Staff Development - CPD

Policy Development and Review

School Planning / SSE – required by Education Act 1998

Transitions

WSE Inspection Reports and implications
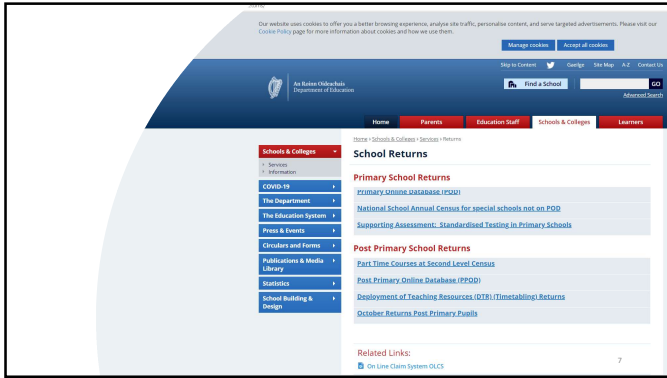
Building / Finance Developments

6

6

7

www.esinet.ie
(DES Portal
for Returns &
Info)
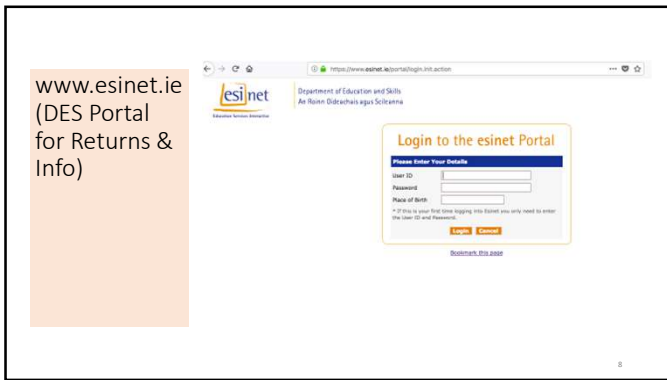
8

TUSLA Returns

TESS = Tusla Education Support Service

- **School Returns**: Schools report all student who have been absent 20 days or more by submitting Student Absence Reports (SAR) twice each year.
- **Annual Attendance Report (AAR).** Schools report the total number of days lost through absence by submitting an Annual Attendance Report (AAR) at the end of the academic year.
- **Educational Welfare Referrals.** Where a school principal has a concern in relation to the school attendance of a pupil and having exhausted in-school interventions an Educational Welfare Referral can be made to TESS in relation to these individual pupils.
- **Reduced School Day Notifications.** Since January 1st, 2022, all students who are on a reduced school day must be notified to TESS.
- **Expulsions and suspensions.** Schools are obliged to notify TESS where there is an intention to expel a pupil and also must notify TESS where the expulsion has been confirmed. Where a student has been suspended for a period of six consecutive days or a cumulative total of 20 school days a notification must be sent to TESS. These notifications are currently paper based and will be added to the portal in the autumn.

9

Returns to ERST

- Promotional material for E-Síol magazine
- Minutes of Board of Management meetings
- Annual Budget
- Financial Reports
- Requests for property changes or building plans
- Admission Policy
- Annual Data Returns

10

Timetabling

Primary / Post-Primary

Pre-planning & Constructing the Timetable

11

Primary

12

13

14

Teacher Allocations

Schedule of Department-Supported posts – teacher allocation
- **Over-quota / Vacancies**
- **Redeployment**
- **Curricular Concessions**
- **SEN Allocation – general allocation model based on school profile**
- **Projected Enrolment – do not confirm until new school year**

15

Curriculum – Timetable Pre-Planning for Primary

In line with Whole School Plan

Consultation with staff – Preferences for SEN, Mainstream, Special Class, HSCL

Policies

School Placements

Decision rests with Principal

Supervision Rota

Supply Panels

CPD responding to needs of school. Use of Croke Park Hours

16

16

Curriculum – Timetable Pre-Planning for Secondary

Curriculum Audit (Advisory Board of Studies)

Curricular Programmes - TY, LCA, LCVP, JCSP

Option Bands

1st Year Subject Sampling

Arrangements for Learning Support –L1LPs / L2LPs

Arrangements for Wellbeing (400 hours)

Short Courses

17

17

Transitions

How?

When?

Who is involved?

Teacher roles

Enrolment challenges

18

18

Chat!

You have been appointed to a school which has falling enrolment.

How could you address this?

19

ADMISSIONS POLICY   ADMISSIONS NOTICE
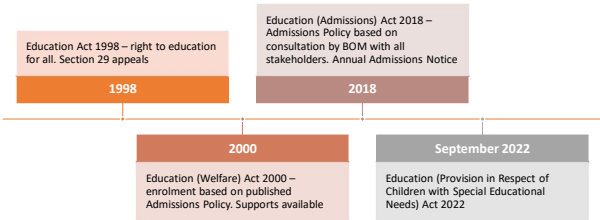
20

Legislation around Admissions to School

Education Act 1998 – right to education for all. Section 29 appeals

1998

Education (Admissions) Act 2018 – Admissions Policy based on consultation by BOM with all stakeholders. Annual Admissions Notice

2018

2000

Education (Welfare) Act 2000 – enrolment based on published Admissions Policy. Supports available

September 2022

Education (Provision in Respect of Children with Special Educational Needs) Act 2022

21

22

Circular Number: 0075/2022

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

Commencement of the Education (Provision in respect of Children with Special Educational Needs) Act 2022 and Commencement of remaining sections of the Education (Admission to Schools) Act 2018

New legislation relating to the provision of education to children with special educational needs and designation of school places

Purpose of Circular
The Department of Education wishes to bring to the attention of school authorities the introduction of and commencement of the Education (Provision in Respect of Children with Special Educational Needs) Act 2022 and the commencement of the remaining sections of the Education Act 1998 as introduced by the Education (Admission to Schools) Act 2018. These are sections 67 to 70.

These new arrangements apply with immediate effect.

Recruitment and Selection of Teachers

- **Identify Vacancy, subject area (panel cleared)**
- **Advertising**
- **Job Application Form**
- **Vetting**
- **Shortlisting**
- **The Interview**
- **Interview Assessment**
- **Reference Checks**
- **Medical Examination -**
  https://www.medmark.ie/teachersna/
- **Offer of Employment**

23

The Board as Employer

- **1998 Employment Equality Act identifies 9 grounds for discrimination**

  Gender-Religion-Race-Age-Family Status-Marital Status-Sexual Orientation-Disability-Member of Traveller Community

- **The Employment Equality Act entitles a Selection Committee to give more favourable consideration to a candidate whom they believe will support the school's religious ethos.**

- **Appointments / Interviewing / Contracts/Redeployment**

- **Complaints and Grievance**

24

24

Contracts

- **Permanent Contract**

- **Contract of Indefinite Duration**

- **Fixed Term / Fixed Purpose Contract – Ordinary enrolment, approved leave, curricular concession**

- **Written Statement – statement of the terms of employment**

- **Letter of Termination / Renewal**

Have a file for each teacher with letter, statement and contract in each file.

25

Preparing for a Board of Management Meeting

Agree Agenda with Chairperson
Circulate Agenda and minutes of previous meeting (How?)
Include relevant correspondence
Meeting of Finance sub committee
Child Protection Oversight Report *
Anti Bullying Report *
OLCS*   *Mandatory
Report suspensions *
Prepare Principal's Report

26

Sample Agenda

- **Opening Prayer/Reflection**
- **Welcome /Apologies**
- **Minutes**
- **Matters arising**
- **Correspondence**
- **Financial Report**
- **Child Protection Oversight Report**
- **Pastoral and Discipline Issues**
- **Anti Bullying Report**

- **Curricular**
- **Teaching & Learning**
- **Ongoing Development/Maintenance**
- **School Planning**
- **Health and Safety**
- **Report from Sub Committees**
- **Principal's Report**
- **Agreed Report**
- **Date of next meeting**

Make sure T&L appears on every agenda

Which of these items are on agenda of all BOM meetings?

27

Slide 28

Minutes

Confidentiality

Conflict of Interest

A.O.B.??

28

Slide 29

Agreed Report

- Same agreed report sent to teachers, students and parents
- Should not include names of people (unless complimentary and with permission)
- Should be agreed as part of the agenda and made available as soon as possible, preferably the day after the meeting

29

Slide 30

Annual Report

- Routine information on operational aspects of the school
- Account of development planning
- Description of how resources have been deployed
- Areas of concern to be raised with Trustees or DES
- Policy development / review

30

Financial Reporting

The financial administration of the school is under the control of the BOM subject to the general supervision and control of the Trustees.

The financial responsibilities of BOM

a) **Proper Books of Account and School Bank Account**
b) **Licence fee to Trustees**
c) **Day to day expenditure; expenditure must not exceed income; annual budget**
d) **Sub-Committee on Finance**
e) **Cheque signatories/ Online Banking**
f) **Use of school facilities**
g) **Insurance**
Follow FSSU Guidelines

31

Child Protection - Oversight Role of BOM

Every Board meeting, Child Protection Oversight Report (CPOR)

1. **If School personnel involved – take legal advice**

2. Concerns in respect of **pupils in the school**

3. Child protection concerns arising from **alleged bullying behaviour**

4. **Summary data** in respect of reporting

32

Quality Control

- Whole School Evaluation
- WSE – MLL
- Subject Inspections
- Incidental Inspections
- Child protection Inspections
- Supporting the Safe Provision of Schooling

33

How would you prepare for a WSE?

34

34

Questions asked of Boards during Inspection visit

1. Has every member of the board undergone training?
2. Have you had any opportunity to meet other Boards?
3. How often do you meet?
4. How did the Board initiate New Members when the current Board was formed?
5. As a board, how would you describe your role?
6. As a Board, have you received child protection training? Are you satisfied with child protection arrangements? Do new staff receive child protection training?
7. Are you, as a Board, aware of the new SEN Guidelines?
8. Which BOM members are new and how many terms have each of the others served? Your views on the value of gradual introduction of new members v completely new members.
9. What level of contact has taken place between new and previous chairperson? What info was shared?
.

35

35

TEACHING AND LEARNING

1. As a Board how can you ensure a high quality of teaching and learning in your school?
2. What are your priorities in recruiting teaching staff?
3. Describe your role in terms of teaching and learning.
4. How do you monitor student attainment?
5. Is a budget given to each subject department?
6. How did you identify SEN as the schools third SIP?
7. Are you, as a Board, aware of the new SEN Guidelines?
8. What level of analysis of state exams is done and by whom?
9. What level of discussion takes place at BOM level in relation to T&L? How does the board lead T&L?
10. What good practices in T&L do you expect us to see in our classroom visits?
11. Is the BOM satisfied with the T&L and other necessary qualifications of all staff? Any concerns?
12. In your presentation, you concentrated on all the efforts made in relation to facilities and infrastructure rather than T&L. Why? Should more of the board's time be spent on T&L?

36

36

Also …

Student Voice
Consent from students and parents
Communications
Recommendations from previous Inspections
Ethos
Curriculum
Finance
Child Protection
Policies

37

APPENDIX 1: CHILD PROTECTION AND SAFEGUARDING INSPECTION FRAMEWORK

The inspection framework for Child Protection and Safeguarding Inspections derives from the *Child Protection Procedures for Primary and Post-Primary Schools 2017*. It consists of ten overarching checks based on the 2017 Procedures. The overarching checks relate to requirements around the preparation of a Child Safeguarding Statement and communicating with members of the school community about child protection matters in general and about the Child Safeguarding Statement in particular. They also include checks on the provision of information and relevant training to school personnel and board members in respect of child protection; the board's awareness of its Garda vetting obligations; reporting about child protection to the board of management; and fulfilling certain reporting and record keeping obligations in relation to child protection matters. The mandatory aspects of the curriculum that are designed to develop students' knowledge, skills, attitudes and behaviours through Social Personal and Health Education (SPHE), Relationship and Sexuality Education (RSE) in post-primary schools and through SPHE and the *Stay Safe* programme in primary schools are also included in the checks. The ten overarching checks are as follows:

1	The school has communicated the required aspects of the *Child Protection Procedures for Primary and Post-Primary Schools 2017* to relevant stakeholders.	6	The minutes of the board meetings that were checked contained a record of a child protection oversight report being provided in line with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools 2017.*
2	A Designated Liaison Person (DLP) and a deputy DLP have been appointed in line with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools 2017.*	7	Correct record keeping procedures were found in the child protection cases examined.
3	The board of management reports that it is aware of and discharges its responsibilities to provide information to all school personnel relevant to child protection and to ensure that available training is undertaken by all or some members of staff as required.	8	The procedures to report child protection concerns were implemented in the records examined.
4	The board of management reports that it is aware of its responsibilities in relation to vetting of all school personnel and report that they discharge these responsibilities	9	The procedures to report allegations or suspicions of abuse against school personnel were implemented in the records examined.
5	A child safeguarding statement and risk assessment have been prepared in line with the template and requirements of the *Child Protection Procedures for Primary and Post-Primary Schools 2017.*	10	The quality of planning for and implementation of the SPHE curriculum and the *Stay Safe* programme in primary schools and of the SPHE curriculum and the Relationship and Sexuality Education (RSE) programme in post-primary schools, as evident during the inspection.

See appendix 1 for clarification in relation to the provision of a Child Protection Oversight Report in centres for education (Youthreach centres)
In schools under the ETB the CEO of the ETB reports that he/she is aware of his/her responsibilities in relation to vetting of all school employees and reports that he/she discharges these responsibilities.
In the *Child Protection Procedures for Primary and Post-Primary Schools 2019*, the term 'school personnel' is used as a generic term to encompass all adults who are involved in the operation of the school. It covers employees and voluntary workers, and includes parent association members when they are working in the school.

Page **10** of **21**

38

Policies and Planning
Mandatory Policies

School Plan
SSE
Admissions
Code of Behaviour
Child Protection
Additional Educational Needs
Anti Bullying
Dignity in the Workplace

Health and Safety
RSE
Substance Use
Attendance and Participation
Critical Incident
Data Protection
Protected Disclosures
Internet Acceptable Use
Guidance Plan

All Policies must be approved by the BoM and regularly reviewed.

39

Recommended Policies

Student Leadership / Student Council

Complaints / Grievance / Disciplinary

Digital Learning

Religious Education

Pastoral Care

Career and other Breaks

Secondment of Teachers

40

40

Role of Principal

Education Act 1998 Section 22

22.—(1) The Principal of a recognised school and the teachers in a recognised school, under the direction of the Principal, shall have responsibility, in accordance with this Act, for the instruction provided to students in the school and shall contribute, generally, to the education and personal development of students in that school.

(2) Without prejudice to subsection (1), the Principal and teachers 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—

        (i) in the case of teachers, are assigned to them by or at the direction of the Principal, and

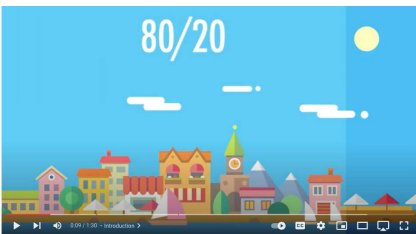   (ii) in the case of the Principal, are assigned to him or her by the board

41

41

Improve Your Productivity With the 80/20 Rule

Samson
7.69K subscribers   Subscribe

👍 3.4K   👎   ↪ Share   ≡+ Save   •••

228K views 8 years ago   https://youtu.be/zPoA6dzKmtg?si=Wr1eIMsH91L2xfTd
The Pareto Principle is one of the most simple yet useful concepts I've learned so far.

42

42

Promoting Partnership in the School Community

- Recognises the value of Partnership

- Works with parents and guardians

- Seeks to build community

- Embodies the principles of inclusiveness

- Respects the Earth

43

43

Embodies the Principles of Inclusiveness

"The partnership that characterises the Edmund Rice School promotes inclusiveness, mutual respect, and a sense of interdependence for the development of the school as a community where personal growth is facilitated. It fosters a wide network of relationships and is deeply Christian."

The ERST Charter

44

44

Meaningful Involvement of the Partners

List all the ways that students are involved in your school as partners. How can Student Voice be captured more effectively?

How are parents involved as partners? Is there room for improvement?

Are all staff meaningfully involved in the operation of your school? How could staff involvement be improved?

45

45

Promoting Partnership

1. ERST Network Groups - Is there one for you?

2. Who are the people on the periphery in your school today? How does your school look out for these? *School of Sanctuary etc.*

3. To what extent is your school a "community" in which all partners play a meaningful role?

46

Interconnectedness

- Earth propagates and sustains life

- We are connected to earth and to the cosmos

"Celebrating the gifts of God in creation and giving thanks for them in prayer and liturgy are valued in the Edmund Rice school."

The Charter

47

47

Management & Administration including Managing the Organisation

Definition: 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 equality, 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.

See question with sample answer on website www.erst.ie

48

48