

# Administration and Organisation

*Our school plan is a working document which both informs and reflects current practice in Douglas Rochestown Educate Together National School. It chronicles our administration, organisation, our policies and our curricular areas and is thus constantly evolving. Our goals throughout are achievable, not aspirational as the needs of the pupils in our care must act as the principal stimulus for all school planning.*

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## School Details:

Name: Douglas Rochestown Educate Together National School  
Address: Carr's Hill, Douglas, Cork

Telephone: 021 489 0122 / 085 2428753  
Email: info@dretns.ie  
Roll Number: 20413N  
Principal: Dr. Alan Sheehan

The school premises consist of the area within the school boundaries/fence at Carr's Hill. School start/end times are as follows:

Start Time:	End Time:
8.30 am	1.10 pm/2.10 pm

The school doors open at 8.20am. The school provides supervision of pupils within the school grounds only from 8.20am – 1.20pm for Junior and Senior Infants and from 8.20am – 2.20 pm for all other Classes. Please note that no responsibility is accepted for anyone in the areas outside the school fencing. Please also note that no responsibility is accepted for pupils arriving before 8.20am or for supervising pupils after 1.20pm/2.20pm.

## General Information:

Douglas Rochestown ETNS is under the patronage of Educate Together. It is based on four key principles: Child-centered, Co-educational, Democratic and Equality-based.

The school caters for children from Junior Infants to Sixth Class. It is a developing school and is co-educational and equality-based. Douglas Rochestown ETNS is a national school and as such operates in accordance within the Rules for National Schools and is dependent on such grants and teachers' resources as are provided by the Department of Education (DE). All school policies must have regard to the resources and funding provided.

Douglas Rochestown ETNS follows the curricular programmes prescribed by the Department of Education and Science, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

## Aims:

Douglas Rochestown ETNS is under the patronage of Educate Together. This policy aims to:

- outline the meeting process of the Board of Management
- explain home/school links
- provide information about the Parent Association and clarity about fund raising
- list the staff and provide information about their roles and duties
- outline the operation of a school day

## **Board of Management:**

The Board of Management meets at least once a term and usually twice a term. The Chairperson consults with the Principal who also acts as the Secretary. The Chairperson or Secretary then sends a notification in writing to the members giving at least a weeks' notice. The names and contact email address of the Board of Management is published on the school website.

The current Board of Management consists of:

Chairperson:	Maria McGrath	(Patron Nominee)
Secretary:	Dr. Alan Sheehan	(Principal)
	Tom Connolly	(Community Nominee)
Treasurer:	Karen Dukelow-O'Neill	(Parent Nominee)
	Marisa Geary	(Patron Nominee)
	Martina Luttrell	(Community Nominee)
	Erica Murphy	(Teacher Nominee)
	Joe O'Driscoll	(Parent Nominee)

## **Meetings of the Board of Management:**

The Chairperson and Principal draw up the agenda for meetings and all members have the opportunity to discuss issues arising from the minutes and the agenda.

- There are eight members of the Board of Management (BOM) – two patron nominees, the Principal and one staff nominee, two parent nominees and two community nominees. The patron, Educate Together nominates two members, one of whom serves as chairperson.
- The Teacher member of the BOM is elected from the body of teachers on the staff. Proposals are taken from the staff meeting and a vote takes place to elect a successful member.
- The parent nominees are elected from the parent body. One male and one female parent are nominated. The two parents' nominees also bring various issues to the attention of the Board.
- The community nominees are selected from the local community.
- The teacher and Principal inform the staff about the outcomes of Board meetings in line with the agreed report. This usually happens through an internal email after Board meetings have taken place. There is also an opportunity to inform staff about the outcomes of Board meetings at the next staff meeting. If the teachers have any issue, which they feel needs to be discussed, they can ask the teacher nominee to bring it up.
- The Secretary of the Board emails the parent body with an agreed report after every meeting.

## **Home/School Liaison:**

There are very good links established between Douglas Rochestown ETNS and parents. Parents are encouraged to meet teachers at formal parent/teacher meetings, which usually take place in the second term. There are also occasions to speak to teachers informally before or after school. Parents are also encouraged to meet teachers if they so wish to discuss any concern they might have about their child's education. An appointment is made with the secretary and the teacher will meet the parent.

The Principal meets parents on an on-going basis also and promotes the school and its pupils when and where possible. Parents are encouraged by the Principal and Staff to be involved in their child's education. We do this in many ways in Douglas Rochestown ETNS. Parents are encouraged to supervise and check homework assignments. Teachers in the Infant classes invite parents into school

to give tips about assisting their children with their homework. The school also benefits from parental assistance through a number of organised activities such as:

- Aistear
- School Gardening Project
- Guest Speakers
- Shared Reading programme

## **Parents' Association:**

The Parents' Association Douglas Rochestown ETNS was established in October 2014. It holds an AGM in September or October where a committee is elected. The committee provides support to the school in the following area:

- Developing a positive atmosphere at the school
- Promoting awareness about the school in the local community
- Book fairs
- Some fund raising events for school
- Coffee Mornings
- Welcoming parents of new pupils

The school formally liaise with the Parents' Association through parent representatives on an on-going basis throughout the year. School policy and issues relating to school are discussed and listened to.

The Parents' Association shall:

- Represent the parents of our school
- Plan activities for parents
- Support the principal and staff in the pursuance of school aims and objectives
- Encourage parents to be active partners in the education of their children
- Help communication between parents and school.

## **Determining Parents' Association Fundraising Goals**

The Principal is best-placed to know what equipment, service, capital improvement, etc. would most benefit the school and students.

The Parents' Association expects to be given direction from the Principal, who is a member of the Board of Management, with regard to fundraising objectives, while at the same time having a voice in that decision-making process.

The Principal may draw up a wish-list from which the Parent Association Committee can choose.

While it is to be hoped that the Parents' Association and Principal will be able to reach agreement on fundraising objectives, should there be difficulty in this regard the Principal will have final say in the matter.

Once the Parents' Association and the Principal have agreed on which fundraising objectives to pursue for the year, these objectives are proposed to the Board of Management for discussion at the Joint Annual Financial Planning Meeting.

## **Parents' Association Fundraising Activities**

All fundraising activities undertaken by the Parents' Association will have prior approval from the Board of Management.

In all fundraising activities the Parents' Association will endeavour to reflect the ethos of Educate Together and project a positive image of the school in our community.

## **Seed Money for Fundraising Activities**

If money is required up front for the development of agree-upon fundraising projects, the Board of Management will provide necessary funds to the Parents' Association for that purpose.

## **Parents' Association Running Costs**

The Parents' Association will start each school year with a nominal amount of up to €500 retained from the previous year's fundraising activities.

This money will cover the Parents' Association administration, activities and incidental expenditures during the year.

If further funds are required for running costs during the course of the year the Parents' Association will apply to the Board of Management for same.

If in future the Parents' Association finds that the amount is inadequate to cover the cost of its administration, activities and other expenses, that figure can be renegotiated with the Board of Management.

## **Procedures for Transfer of Funds between Parents' Association and Board of Management**

Following a successful fundraising project, the remaining net income, after expenses and Parents' Association running costs have been covered, will be transferred to the Board of Management bank account.

The purpose for the funds transferred will be clearly marked on the cheque and in Parents' Association accounts.

Once the target amount for a particular objective has been raised, this will be clearly noted in Parents' Association accounts.

In the unlikely event that there is no stated purpose for the transferred funds, the Board of Management will endeavour to rectify that situation as soon as possible and decide with the Parents' Association on a specified purpose for those funds.

## **Dispute Resolution**

It is to be hoped that adherence to agreed-upon procedures will prevent conflict over matters of finance from arising between the Parents' Association and Principal or Board of Management.

In the event of a financial disagreement between the Parents' Association and Principal or Board of Management, the parties will attempt to resolve their differences by means of discussion and commitment to the agreed procedures and ethos as outlined in this document.

In the unlikely event that agreement cannot be reached, the parties will seek help to resolve the conflict from appropriate external sources, e.g. Educate Together, National Parents' Council, etc.

### Parents' Association Officers:

Chairperson: Consiglia Sorge

Treasurer: Marjo Curran

Committee: Benvon Ryan

Anna Truman

### Meetings:

- AGM – held at the beginning of school year
  - To include minutes and statement of account.
- Monthly Meetings
- Meet with principal once-a-month on an ongoing basis

## Staff:

Name	Position	Class	Location
1. Dr. Alan Sheehan	Principal Teacher	Administration	Principal's Office
2. Erica Murphy	Teacher Deputy Principal	Support	SET 6
3. Clare Lucey	Teacher	Second Class	Room 8
4. Chloe Sheehan	Teacher	Sixth Class	Room 24
5. Emer Dowling	Teacher	Support	SET 4
6. Pamela Morrison	Teacher	Leave	
7. Yvonne Larkin	Teacher Assistant Principal II	Fifth Class (Leave)	Room 19
8. Yvonne Cregan	Teacher	First Class (Job Share)	Room 10
9. Clive Murphy	Teacher	Leave	
10. Ann Marie Kelleher	Teacher	Third Class	Room 14
11. Rachael O'Sullivan	Teacher	Fifth Class Acting APII	Room 20
12. Gavin Shanahan	Teacher Assistant Principal II	Leave	
13. Julie Field	Teacher Assistant Principal I	Multi-Class	Class Base 1
14. Niamh Padden	Teacher	Senior Infants	Room 6
15. Fiona Higgins	Teacher	First Class (Job Share)	Room 10
16. Clodagh Cavanagh	Teacher	Support	SET 7
17. Niamh O'Donovan	Teacher	Junior Infants	Room 2
18. Ciara Lynch	Teacher Assistant Principal II	Senior Infants	Room 4
19. Ellen Martin	Teacher	Leave	
20. Karen O'Driscoll	Teacher	Support (Leave)	SET 1
21. Kevin Higgins	Teacher Assistant Principal I	Fourth Class	Room 16
22. Chantelle Thomas	Teacher	Multi-Class	Class Base 2
23. Adam Barrett	Teacher	Junior Infants	Room 1
24. Madeline Hurley	Teacher	Third Class (Leave)	Room 15
25. Sara Turnbull	Teacher	Sixth Class	Room 23
26. Emma Murphy	Teacher	Second Class	Room 7
27. Colette Desmond	Teacher	Support	SET 5 (Leave)

28. Alan Sexton	Teacher	First Class	Room 11
29. Dónal O'Shea	Teacher	Second Class	Room 9
30. David Lynch	Teacher	Multi-Class	Class Base 2
31. Áine Fitzpatrick	Teacher	Fourth Class	Room 17
32. Cillian O'Sullivan	Teacher	Senior Infants	Room 5
33. Emer Healy	Teacher	Junior Infants	Room 3
34. Aoife Kelleher	Teacher	Support	SET 2
35. Mairéad Maye	Teacher	First Class	Room 12
36. Siobhán Nyhan	Teacher	Support	SET 3
37. Ciarán O'Mahony	Teacher	Third Class	Room 15
38. Danielle O'Connor	Teacher	Support	SET 5
39. Holly Dwyer	Teacher	Fifth Class	Room 19
SPECIAL NEEDS ASSISTANT			
1. Rebecca O'Leary	SNA	Multi-Class	Class Base 1
2. Terri O'Sullivan	SNA	2 x Third Classes	Room 14 & 15
3. Ann Coakley	SNA	2 x Sixth Classes	Room 23 & 24
4. Cathy Barron	SNA (Job Share)	2 x First Classes	Room 11 & 12
5. Christine Kavanagh	SNA (Job Share)	2 x First Classes	Room 11 & 12
6. Lia Harrington	SNA	2 x Second Class	Room 7 & 9
7. Angela Mulcahy	SNA	First Class Second Class	Room 8 & 10
8. Sheelagh Casey	SNA	2 x Fourth Classes	Room 16 & 17
9. Ann-Marie Kelly	SNA	Multi-Class	Class Base 2



10. Moya Moran	SNA	2 x Fifth Classes	Room 19 & 20
11. Lisa Hanna	SNA	Junior Infants	Room 2 & 1
12. Walter Lorusso	SNA	Multi-Class	Class Base 1
13. Sonia Diez	SNA	Multi-Class	Class Base 3
14. Monika Swidron	SNA	Junior Infants	Room 3 & 1
15. Lorraine O'Sullivan	SNA	3 x Senior Infants	Room 4, 5 & 6
16. Orla Jestin Clark	SNA	Multi-Class	Class Base 3
17. Cathy Thépaut	SNA	Multi-Class	Class Base 2
ANCILLARY STAFF			
Dolores Heaphy	Secretary		Administration Office
John Milner	Caretaker		

## **Principal Teacher (Dr. Alan Sheehan):**

The role of the Principal is defined by many sectors of the Educational Act.

- Board of Management – he/she devolves power from the Board
- Department of Education Circulars
- Rules for National Schools
- INTO Handbook – Definition of Duties

The role of the Principal is also influenced by the consultative process with parents, outside agencies and the school community.

The duties cover many areas of school such as:

- Planning
- Discipline
- Organisation
- Development

The middle management structure within the school provides the Principal with the opportunity to delegate and share duties with post holders and staff etc. The importance of delegation cannot be underestimated and provides staff etc. with the opportunities to develop school structures and school life.

### **Principal's duties for the Board of Management:**

- Act as member of Board
- Report on school matter at Board meetings
- Present relevant documents to Chairperson and keep Chairperson informed of school matters
- Provide substitute teachers where appropriate and possible
- Interview and appoint new staff as part of the Selection Board
- Maintain health and safety standards within the school and inform the Board of hazards/dangers
- Provide fire drill once a term

### **Administrative duties of the Principal:**

- Liaise with post-holders and oversee assigned duties
- Promote pupils in curricular and extra-curricular areas
- Provide timetable
- Collect and keep records of teachers work in classroom – Cúntas Míosúil
- Complete Departmental statistics and forms.

### **Professional duties of the Principal:**

- Organise and facilitate staff meetings
- Meet staff and discuss all school issues on an ongoing basis
- Provide leadership and impetus for the revised curriculum
- Monitor development of school plan
- Induct new staff members
- Promote extra-curricular activities and support teachers who undertake them
- Review booklists and textbooks
- Ensure a positive and pleasant atmosphere exists in school
- Arrange for staff in-service
- Promote the moral development of all pupils
- Developing posts of responsibility in our school

# Deputy Principal Post (Erica Murphy):

## Guiding Principles

Duties and responsibilities will be carried out:

- in partnership with the Principal
- in co-operation with the Principal
- with full involvement in school
- with flexibility to meet the daily needs of the school.
- It is expected that these duties should be carried out by the post-holder without prejudice to their normal teaching responsibilities.
- It is envisaged that the post-holder will share plans, issues and concerns with the Board of Management at regular intervals.
- So that the changing needs of the school are met and to ensure that there is accountability at all levels within the management structure, a review and evaluation of these duties will take place after one calendar year and on a regular basis thereafter.

## Duties attaching to the post

### Daily Duties and Co-Responsibilities

- Morning meeting in relation to the planned day ahead
- Management and organisation of unplanned situations, including teachers' absences
- Preparing school for next day
- Opening and closing the school.

### The primary duties and responsibilities of the Deputy Principal are:

- to deputise for the Principal in his/her absence or unavailability, at school or at other school related meetings and events. The DP will be able to carry out all the duties and responsibilities of the Principal when so required.
- to assist the Principal in the daily organisation and supervision of the school's activities

- to manage the organisational, curricular and pastoral activities set out below, under the guidance of the Principal
- to assist the Principal with office administration
- to assist with Learning Support and Special Needs Education.

### **Organisational**

- Attendance at school events/functions/meetings
- Input to research and formulation of school policies and plans
- Shared preparation for:
  - Staff meetings
  - Staff & school planning days
  - Parent/Teacher meeting Schedules
  - Whole School Evaluations
  - School Calendar
  - School events.
- Strongly support the work of the Principal and teachers in the moral, physical, intellectual and artistic development of every pupil
- Assume overall responsibility during the Principal's absence from the school and to deputise on occasions when the need arises in out of school activities
- Meet with the Principal each week - to plan, review and work as team
- Monitoring the cleaning in the school and meet with the caretaker/cleaner on a regular basis to ensure a good standard of cleaning is maintained in the school
- Take minutes at staff meetings and school development planning meetings, and distribute such minutes to staff members in a timely fashion
- Ensure that the school's Code of Behaviour is implemented and reviewed annually
- Organise rota for teacher absences
- Support the Principal in the carrying out of any other duties appropriate to the role of Deputy Principal, as the need arises and as jointly agreed.

- Supervise the daily assembly of pupils from 8.20am to 8.30am

### **Pastoral**

- Support teachers who have students with behavioural difficulties and to assist in the implementation and review of the school's Code of Behaviour
- Monitor and review the school's policy on school tours/excursions and evaluate on an annual basis in consultation with the staff.
- Formal Mentoring of Newly Qualified Teachers (NQTs) and leading the Droichead process, liaison with National Mentoring Project, Professional Development of whole staff through modelling/shared practice, Professional Development of Whole Staff through deployment of Professional Development Service for Teachers (PDST) personnel, action research and evaluative reflection on induction and professional development issues in the school, initiation and sustenance of reflective practice across the whole staff

### **Special Educational Needs:**

- *Leading Teaching and Learning*
  - i. Co-ordinate the teaching of special education as outlined under *Learning Support & Special Needs Education*
  - ii. Advise teachers on appropriate screening and assessment.
  - iii. Liaise with previous primary schools or post primary schools regarding the educational needs of children with learning difficulties
- *Managing the organisation:*
  - i. Manage the selection of pupils for supplementary teaching under the general allocation model.
  - ii. Liaise with the NEPS psychologist around support for the school and the provision of assessments.

- iii. Oversee the documentation with regard to special needs education to ensure that they are kept up-to-date, filed safely and correctly and made available to those who need them
- iv. Administer or oversee the annual screening tests and collate the results so as to identify children in need of Learning Support.
- v. Support the process for applications for resources from the NCSE

- *Leading school development:*

- i. Support the professional development of teachers in using preventative strategies.
- ii. Conduct an annual review of the school's Teaching and Learning Policy
- iii. Assist with the development of school policies and plans

- *Developing leadership capacity:*

- i. Monitor and support the implementation of the Teaching and Learning policy and the Assessment and Recording policy.
- ii. Advise and support teachers in implementing the Staged Model of Intervention as laid down by National Educational Psychological Service (NEPS).

Assist with the development of school policies and plans

The Duties are open to review by the Board of Management in consultation with the Post Holder.  
The Post Holder will submit a written report to the Board annually

**Assistant Principal I (API) – ICT (Information Communication Technology) and STEM (Science, Technology, Engineering and Mathematics) Co-ordinator**

**Kevin Higgins**

A. The duties and responsibilities of the API Post are:

- *Leading Teaching and Learning*
  - i. Lead the teaching and learning of Mathematics and facilitate the implementation of the School Maths Plan in our school
  - ii. Encourage staff in the use of ICT & STEM equipment
  - iii. Advise on new methodologies in teaching and assessment of Mathematics
  - iv. Advise on new methodologies in using ICT & STEM as a teaching, learning and assessment tool
  - v. Arranging for training appropriate school personnel in the use of ICT & STEM equipment
  - vi. Encourage the embedding of coding throughout the school at age-appropriate levels
  - vii. Lead the organisation of Maths, Science and Engineering Weeks
  
- *Managing the organisation:*
  - i. Supervise the daily assembly of pupils from 8.20am to 8.30am
  - ii. Create an inventory of ICT & STEM equipment and arranging its safe storage
  - iii. Arranging for equipment to be serviced, repaired, updated or scrapped, as necessary
  - iv. Researching the availability for further training delivered by external agencies, as necessary, and informing the staff about those opportunities

- v. Support new members of staff in the curricular areas
- vi. Organise placement where necessary for student teachers, SNAs and TY students as per the school policy
- vii. Act as liaison for licencing agreements for extra-curricular activities, subject to BOM approval and organise location of activities in our school

- *Leading school development:*

- i. Review the School ICT Policy on a regular basis
- ii. Review the School Maths Plan on a regular basis
- iii. Review the School Science Plan on a regular basis
- iv. Facilitate the implementation of the ICT Policy and the Digital Framework Plan
- v. Input into book lists from all classes in the subject areas
- vi. Update the school website at least once a month
- vii. Assist with the development of school policies and plans

- *Developing leadership capacity:*

- i. Lead the ICT/STEM committee and encourage its members to carry out leadership roles in examining and supporting our school's use of ICT & STEM
- ii. Encourage staff members to share their ICT & STEM skills through formal and informal staff meetings
- iii. Build professional networks with other schools in their use of ICT & STEM



## **Assistant Principal II – School Ethos and Community Involvement (Ciara Lynch):**

### **A. The duties and responsibilities of the APII Post are:**

- *Leading Teaching and Learning*
  - i. Support staff in the implementation of the four pillars of our ethos throughout our school: Child-centred, co-educational, democratic and equality-based
  - ii. Support the staff in the teaching of the Learn Together programme
  - iii. Advise on new methodologies in ethical education
  - iv. Arrange for training appropriate school personnel in ethical education
  
- *Managing the organisation:*
  - i. Deputise for the principal, deputy principal and assistant principal I in their absence
  - ii. Supervise the daily assembly of pupils from 8.20am to 8.30am
  - iii. Create an inventory of ethical education resources and arrange its safe storage
  - iv. Arrange the annual Student Council elections
  - v. Facilitate regular meetings of the Student Council and bring the pupils' ideas/concerns to the Leadership and Management Team
  
- *Leading school development:*
  - i. Review the Learn Together Plan annually
  - ii. Encourage participation of the wider school community (parents/guardians, community groups)
  - iii. Assist with the development of school policies and plans
  
- *Developing leadership capacity:*

- i. Lead the Ethos committee and encourage its members to carry out leadership roles in examining and supporting our school's ethos
- ii. Encourage staff members to share their experiences in teaching ethical education through formal and informal staff meetings
- iii. Build professional networks with other schools in their implementation of the Educate Together ethos

**B. Guiding Principles:**

- Duties and responsibilities will be carried out:
  - i. In partnership with the Principal;
  - ii. In co-operation with the Principal;
  - iii. With full involvement in school;
  - iv. With flexibility to meet the daily needs of the school

The APII post holder will meet with the Principal on an informal basis before or after school as necessary and will meet formally with the Principal once a month as part of the Leadership and Management Team to discuss matters relating to the school.

The Duties will be carried out in pupil non-contact time and are open to review by the Board of Management in consultation with the Post Holder. The Post Holder will submit a written report to the Board annually.

## **Assistant Principal II – School Improvement (Yvonne Larkin):**

### **A. A. The duties and responsibilities of the APII Post are:**

- *Leading Teaching and Learning*
  - i. Support staff in identifying areas for School Improvement
  - ii. Support the staff in the School Self Evaluation Process
  - iii. Advise on new methodologies in relation to the active School Improvement Plan
  - iv. Arrange for training appropriate school personnel in relation to the active School Improvement Plan
  
- *Managing the organisation:*
  - i. Deputise for the principal, deputy principal and assistant principal I in their absence
  - ii. Supervise the daily assembly of pupils from 8.20am to 8.30am
  - iii. Create an inventory of resources/equipment relevant to the active School Improvement Plan and arrange its safe storage
  - iv. Arrange for the ordering of new equipment/resources in relation to the active School Improvement Plan
  - v. Facilitate regular meetings of the School Improvement Committee and bring the suggestions to the staff and the Leadership and Management Team
  
- *Leading school development:*

- i. Review the active School Improvement Plan annually
- ii. Facilitate the School Self Evaluation Process annually
- iii. Facilitate the development of new School Improvement Plans
- iv. Assist with the development of school policies and plans

· *Developing leadership capacity:*

- i. Lead the School Improvement committee and encourage its members to carry out leadership roles in examining and supporting our school's development
- ii. Encourage staff members to share their experiences in teaching the area under school improvement through formal and informal staff meetings
- iii. Build professional networks with other schools in their implementation of the School Self Evaluation and School Improvement Plans

## **Assistant Principal II (APII) – Safety Officer**

### **Gavin Shanahan**

#### **A. The duties and responsibilities of the APII Post are:**

- *Leading Teaching and Learning*
  - i. Support the staff in the teaching of the Social, Personal, Health Education (SPHE) programme
  - ii. Advise on new methodologies in SPHE
  - iii. Arrange for training appropriate school personnel in SPHE, restorative practice and safety
  
- *Managing the organisation:*
  - i. Deputise for the principal, deputy principal and assistant principal I in their absence
  - ii. Supervise the daily assembly of pupils from 8.20am to 8.30am
  - iii. Support teachers who have students with behavioural difficulties and to assist in the implementation and review of the school's Code of Behaviour
  - iv. Develop an inventory of safety equipment and arrange its safe storage
  - v. Develop an inventory of staff safety training
  - vi. Ensure a supply of first aid equipment in the store room
  - vii. Organise the yard rota at the start of each year
  - viii. Organise and review one fire drill once a term
  - ix. Organise teachers to conduct a risk assessment of their rooms
  
- *Leading school development:*
  - i. Review the SPHE plan annually

- ii. Ensure that our school's Code of Behaviour is implemented and reviewed annually
- iii. Facilitate the implementation of Restorative Practice throughout our school
- iv. Assist with the development of school policies and plans

· *Developing leadership capacity:*

- i. Lead the Safety committee and encourage its members to carry out leadership roles in examining and supporting our school's safety and SPHE implementation
- ii. Encourage staff members to share their experiences in teaching SPHE and implementing restorative practice through formal and informal staff meetings
- iii. Build professional networks with other schools in their implementation of SPHE and restorative practice

## **Assistant Principal II (APII) – Leading and Managing our Multi Classes for Children with Autism Julie Field**

### **A. The duties and responsibilities of the API Post are:**

- *Leading Teaching and Learning*
  - i. Lead the implementation of good practice in our multi classes
  - ii. Facilitate the appropriate inclusion of children from the multi classes in our mainstream classes
  - iii. Assist the teaching and SNA staff in the development of Support Plans and Personal Pupil Plans for the children attending the multi classes
  - iv. Arrange for training appropriate to our multi class team based on the needs of the pupils
  
- *Managing the organisation:*
  - i. Supervise the daily assembly of pupils from 8.20am to 8.30am
  - ii. Arrange regular meetings of the multi classes team and bring their concerns/ideas to the Leadership and Management Team where appropriate
  - iii. Organise the purchase of equipment and resources for the multi classes
  - iv. Create an inventory of resources that are used by our multi classes and arrange its safe storage
  - v. Liaise with our school Special Educational Needs Organiser (SENO) in relation to the multi classes
  - vi. Liaise with external professionals (SLTs, OTs, educational psychologists) in relation to the multi classes
  - vii. Be a member of the admissions committee for our multi classes

- *Leading school development:*
  - i. Review the Multi Classes for Children with Autism policy annually with the staff
  - ii. Develop the vision of the multi classes as being at the heart of our school community
  - iii. Assist with the development of school policies and plans
  
- *Developing leadership capacity:*
  - i. Encourage the multi class team to carry out leadership roles in supporting each other with shared ideas and resources
  - ii. Encourage the multi class team to share their experiences and ideas through formal and informal teaching and SNA team meetings
  - iii. Build professional networks with other schools to develop our management and organisation of our multi classes



## **Special Needs Assistant:**

Special Needs Assistants are recruited specifically to assist schools in providing the necessary non-teaching services to pupils with assessed educational needs. Their duties are assigned by the Principal acting on behalf of the Board of Management. Their work is supervised either by the Principal or another teacher as determined by the Principal. Those duties involve tasks of a non-teaching nature such as:

1. Preparation and tidying up of classrooms.
2. Assisting school children to board and alight from school buses. Where necessary travel as escort during school hours on school buses may be required.
3. Special assistance as necessary for children with particular difficulties e.g. helping pupils with special educational needs with typing or writing or computers or other use of equipment.
4. Assistance with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the pupil.
5. Assisting on out-of-school visits, walks, examinations and similar activities.
6. Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom for one reason or another.
7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
8. General assistance to the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Special Needs Assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class or group of children).
9. Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
10. Engagement with parents of pupils with special educational needs in both formal and informal structures as required and directed by school management.
11. Other duties appropriate to the grade as may be determined by the needs of the pupils and the school from time to time. Special Needs Assistants may be re-assigned to other work appropriate to the grade when special needs pupils are absent or when particular urgent work demands arise.

## **Secretary:**

### **JOB SUMMARY**

The School Secretary is responsible for general office and administrative duties and will assist in the successful administration of the school. The secretary will be the main contact person for all parents and visitors to the school, and this will be carried out in line with the Educate Together Ethos. The secretary, as an employee of the school, will be responsible for promoting and safeguarding the welfare of the children and to ensure compliance with the school's Child Protection Policy. As the front face of the school, and as secretary to the Principal, all communications will be undertaken in a tactful, sensitive and confidential manner.

### **KEY DUTIES & RESPONSIBILITIES**

- **Reception:**

To provide a reception service including the efficient and courteous management of incoming telephone calls and visitors.

- Front line greeting and management of all queries of all visitors to the school.  
Control access to the school.
- To be the primary telephone operator and relay messages throughout the school.

- **Secretarial:**

To provide secretarial services to the Principal and to the Teaching Staff.

- Opening and distribution of Post.
- Provision of administrative staff to the teaching staff, e.g. Notice of Meetings, Class Events, signs and notices for around the school, etc.
- Updating of School documentation, e.g. the Welcome Booklet, Induction booklets.
- Ensuring that staff library records are maintained.
- Managing and updating all school databases and online records.
- Responsible for downloading, printing, distribution and updating of circulars.
- Setup and use Text-A-Parent system for contact with parents.
- Photocopying and daily maintenance of photocopier.
- General filing.

- **Administration:**

- Operate the day-to-day accounts in conjunction with the Principal.
- Preparation of cheque requisitions, invoices, cheques, compliment slips and labelled envelopes.
- Maintain and ensure adequate stocks of all stationery for office, Art and classroom materials and refreshments for the staff room.
- Accounts work and cash handling.
- Updating and maintaining spreadsheets re Grant spends, book bill income.
- Process Book and Materials Bill money for each class, issue receipts, prepare and distribute reminder letters.
- Liaising with parents for school books lists/any fees that have to be paid to the school.

- Recording, filing and maintaining inventory of school property and ongoing updating of filing system.
  - Responsible for preparation and distribution of weekly planner for staff, including playground duty rotas, expected visitors, scheduled meetings etc.
  - Ordering buses, coaches etc. for tours.
  - Attending to deliveries.
  - Use and maintenance of Text-A-Sub service.
  - Weekly entry of leave and claims of teachers, SNAs etc. on DES on-line claims system.
  - Daily use of the Aladdin School Attendance software programme.
  - Produce accurate and up-to-date records and reports as required.
- Enrolment:
    - Preparing all the paperwork required for the annual enrolment week.
    - Prepare the office for enrolment week.
    - Responsible for photocopying of documentation associated with enrolment, e.g. birth certs etc.
    - Initial processing of applications according to the Admissions and Participation Policy.
    - Preparation of correspondence to parents informing them of the outcome.

- Other Duties:

In addition to the listed duties the Secretary will undertake other duties pertaining to the role as may be decided/directed by the School Principal and/or the Board of Management. It is expected that the Secretary will, on his/her own initiative, identify tasks/duties that need to be carried out as part of the role subject to the authorisation of the School Principal/Board of Management as appropriate.

## **Caretaker:**

### **JOB DESCRIPTION OF CARETAKER**

In addition to the listed duties the Caretaker will undertake other duties pertaining to the role as may be decided by the Principal and/or the Board of Management and/or as may be dictated by the needs of the school.

The duties listed are not intended to be exhaustive or exclusive

#### **1.0 Daily**

**1.01** Place the traffic cones outside the school each morning and remove them after the traffic management system is over (when required)

**1.02** Walk around the school each morning and check for the following and make a list of any items needing attention.

- Broken glass /windows which must be repaired immediately.
- Graffiti must be removed immediately.
- Remove litter of any kind especially in doorways and at corners
- Ensure that manhole covers are in place
- Ensure that cover/holders on sports courts are secure and safe- i.e. that no one can trip over them
- Check that the boiler house is free of litter and combustible material
- Check that the fuse room is free of litter and combustible material
- Remove all chairs from the G.P. hall after previous night's use
- Dispose of any broken furniture
- Check with the principal regarding urgent repairs as requested by teachers
- Check the list kept in the office of additional jobs that must be attended to and mark off the list as the jobs are completed by 6pm daily
- Monitoring water meter/usage and checking for leaks/wasteful usage

## **2.0 Regularly**

- 2.01** Check all the electrical equipment for loose fittings, frayed cables etc.
- 2.02** Check the P.E. equipment.
- 2.03** Check the fire-fighting equipment.
- 2.04** Repair and report anything that could be a hazard to the health, safety and welfare of employees and students
- 2.05** Ensure that tools, implements etc are in a safe and secure place and that they are inaccessible to children
- 2.06** Cut the grass ensuring that the lawnmower is not used if there are children in the vicinity.
- 2.07** Identify shrubs that are growing over pathways and trim them
- 2.08** Weed the beds and pathways
- 2.09** Clean all glass in windows & doors internally and externally and clean all window frames, doors and surrounding areas internally and externally
- 2.10** Cleaning the sunken mats by hosing, scrubbing and drying before replacing

## **3.0 During Cold Weather**

- 3.01** Salt the path in front of the school by the roadway, from the top of the ramp to the front door
- 3.02** Ensure that there are latches in place to hold the doors open
- 3.03** Ensure that all external lights are in working order
- 3.04** Ensure that there are no roof leaks - check internally.
- 3.05** Ensure that the roof tiles in the hall are intact
- 3.06** Ensure that the floor tiles in the hall are secure
- 3.07** On wet/damp mornings ensure that the floors are dried after the children have come in (use a dry mop)

- 3.08** Ensuring that the heating system is in working order and that the temperature is at the required level.

#### **4.0 General duties**

- 4.01** To take care of the school's premises, furniture and fittings and ensure that they are kept to an agreed standard and condition.
- 4.02** To take care of the school, premises and contents and to prevent as far as possible, any damage to the structure, furniture, fittings and equipment.
- 4.03** To keep in a clean condition all glass in doors, windows, etc.
- 4.04** To carry out painting, distempering, and renovation work in the school
- 4.05** To see to the heating of the building during the cold periods of the year
- 4.06** To exercise economy in the use of fuel and light throughout the building and prevent all unauthorised use of same
- 4.07** To keep in safe custody the keys of all rooms in the building and to ensure that no unauthorised person has any access to any part of the building
- 4.08** To be responsible for the supervision and maintenance of fire fighting apparatus and for putting into effect the fire regulations as instructed
- 4.09** To maintain a register of gymnasium, lecture theatre and playing pitch bookings as allocated by the responsible officer
- 4.10** Not to lend school property or borrow any property without permission of Principal or Deputy Principal
- 4.11** To keep the school grounds generally in good order
- 4.12** To open and close the school as directed by the Principal
- 4.13** To have all classrooms ready for classes
- 4.14** To note and arrange for the receipt of stores, oil, turf, coal, timber, iron, parcels of glass and other materials for general use, and for the transfer of stores, equipment and similar materials
- 4.15** To perform such other similar duties as may be required and generally to carry out such duties as may be required from time to time by the School, Principal or other identified person

**4.16** Where a member of staff other than the Principal requests the Caretaker to carry out a reasonable duty, such duty will be carried out subject to the authorisation and prioritisation of the Principal.

## **School Day:**

Daily routines:

- ✓ Collect classes promptly in the morning and after all breaks.
- ✓ At lunch breaks class to be brought to their "line" by class teacher and transferred to the teacher on duty. Pupils should not be left in the yard unattended.
- ✓ Pupils will be brought to yard at 10.10/10.40am for first break. These pupils will be collected at 10.30/11am.
- ✓ Pupils will be brought to yard at 12.00/12.30pm by the supervising teacher for second break. The pupils will be collected at 12.20/12.50pm.
- ✓ Before class is dismissed please ensure all loose rubbish is removed from the floor and all chairs are placed on top of the desks. Each pupil is responsible for his/her own patch.
- ✓ Classes must not be released from the classroom before 1.10pm for Junior and Senior Infants and 2.10pm for all other Classes.

Pupils should not be put outside classroom door for any reason.

All rubbish disposed of and brought home as School Information Booklet.

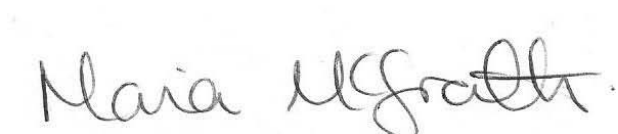
On wet days the classes will be supervised by the relevant teacher and SNAs on yard duty.

## **Ratification and Review:**

The policy was reviewed by the Board of Management on 14<sup>th</sup> October 2015.  
The policy was reviewed by the Board of Management on 7<sup>th</sup> June 2016.  
The policy was reviewed by the Board of Management on 20<sup>th</sup> September 2017.  
The policy was reviewed by the Board of Management on 29<sup>th</sup> August 2018.  
The policy was reviewed by the Board of Management on 21<sup>st</sup> November 2018.  
The policy was reviewed by the Board of Management on 28<sup>th</sup> September 2021.  
The policy was reviewed by the Board of Management on 14<sup>th</sup> September 2022.  
The policy was reviewed by the Board of Management on 27<sup>th</sup> September 2023.

## **Communication:**

The policy has been made available to school personnel via the school website ([www.dretns.ie](http://www.dretns.ie)). A copy of this policy will be made available to the Department of Education and Skills and the patron (Educate Together) if requested.



Maria McGrath  
Chairperson of the Board of Management