



# gretb

Bord Oideachais agus Oiliúna  
na Gaillimhe agus Ros Comáin  
*Galway and Roscommon  
Education and Training Board*

## Information Booklet

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### Deputy Principal Clarín College

Closing date: 12 noon Monday 6<sup>th</sup> July 2026



**DEPUTY PRINCIPAL****CLARIN COLLEGE****Athenry****Co. Galway****H65 KC65****CATEGORY ALLOWANCE: XVII****OPEN COMPETITION****CAMPAIGN REFERENCE GR26-0532****CLOSING DATE: 12NOON MONDAY 6<sup>th</sup> July 2026****JOB DESCRIPTION AND PERSON SPECIFICATION****Post Summary**

The overall responsibility of the Deputy Principal is to assist the Principal in the management of the school.

Besides the discharge of specific administrative and management duties, the Deputy Principal also exercises a leadership and motivational role in the direction of the school enterprise. Together the Principal and Deputy Principal form the senior management team of the school, he/she must work in tandem to fulfil the aims and objectives of the school. That teamwork is also broadened to include the post holders to form part of the management team and the staff whose co-operation and commitment are also vital to the achievement of the goals of the school.

The Deputy Principal is required to deputise for the Principal in his/her absence in all matters organisational/administrative and in relation to discipline within the school.

The Deputy Principal must be willing to work in conjunction with/under the direction of the Principal.

The Deputy Principal shall teach a maximum of 8 hours per week. This may vary in accordance with the relevant DEY Circular Letter.

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

The Deputy Principal may also be required by the Board of Management to be present in the school for periods during the State Examinations and for other periods outside the normal opening hours and days of the school such as may be necessary from time to time. The Deputy Principal must be at the school throughout the school day and to supervise pupils before and after each school day.



## **Reporting/Accountability Relationship**

The Deputy Principal shall report to the Principal/Chief Executive GRETb.

## **Key Areas of Responsibility**

The Deputy Principal, in collaboration with the Principal, shall have responsibility for the following key areas:

### **1. Leading Learning and Teaching**

- Assist the Principal in developing a school environment which is supportive of learning and high achievement among the students.
- Develop and provide appropriate learning and curriculum programmes and methods of instruction that meet the needs of all students in the school and timetabling to support them.
- Promote effective teaching and learning practices across the school.
- Assist in the development of the school curriculum and assessment policies.
- Develop and implement systems for recording individual pupils' progress and ensure that parents are informed regularly of the progress of their children at the school.
- Assist the Principal in supporting the monitoring and evaluation of teaching and learning across the school and contribute to school self-evaluation and the development of improvement plans.

### **2. Leading School Development**

- Assist the Principal in the re-evaluation of the purpose, objectives and activities of the school in line with School Self-Evaluation Guidelines from the Department of Education and Skills Inspectorate.
- Assist the Principal in developing the education aims and objectives of the school and devising strategies to achieve them.
- Assist the Principal in co-ordinating the school plan and policies for approval by the Board of Management.

### **3. Developing Leadership Capacity**

- Develop a good working relationship with the Principal, teaching staff and ancillary staff.
- Treat all staff with respect and develop positive relationships.
- Assist the Principal in promoting ongoing staff development and in-service and in the identification of the staffing needs of the school – i.e. teaching and support staff.
- Co-ordinate Staff Development and organise Staff Days.
- Assist the Principal in advising the Board of Management as to a probationary teacher's suitability for continued employment in the school.

### **4. Communication**

- Develop effective communication systems with pupils, staff, parents and the wider community.
- Maintain effective relationships with the stakeholders involved (GRETb, CE, BOM, staff, students, parents, Parents Association, Student Council and the wider school community).
- Communicate with students, staff and parents in a positive, friendly and professional manner.
- Implement the Code of Behaviour and all school policies with an understanding of their rationale.
- Liaising with the school union representatives on matters relating to the school.



## 5. Managing the Organisation

- Assist the Principal in the day to day management of the school, including the planning and overseeing of the daily time tabling of classes.
- Assist the Principal in matters of student discipline, in the promotion of good order and general supervision between classes.
- Be responsible for the roster of absent teachers and the implementation of and monitoring of the Supervision and Substitution Scheme.
- Establish and maintain effective data management systems such as student records, teacher records, attendance, purchasing procedures and timetables.
- Assist the Principal with break time and lunch time supervision.
- Assist the Principal with morning supervision prior to school opening.
- Assist the Principal at and being available for the duration of the State examinations in June.
- Prepare a summary of results of the State Exams for the Board of Management.
- Assist at open days and nights and award nights.
- Assist with the enrolment/assessment of the First Year Cohort.
- Assist in ensuring the security of the school building and safe keeping of property.
- Conduct the ordinary activities of correspondence, making reports and returns of information as required by the Department of Education and the Board of Management and ensuring that arrangements are made for dealing with such administrative matters during vacation periods.
- Comply with the lawful orders of the GRET/CE/BOM and with the rules and requirements of the Minister for Education & Skills.

## 6. Self-Awareness and Self-Management

- Appreciate the importance of the Principal/Deputy Principal relationship, the relationship with other members of the school community and the importance and overall impact of effective working relationships.
- Set a good standard of professional interactions and ensure professional relationship boundaries are in place.
- Be aware of his/her skill set and be willing to seek help and advice when required.
- Uphold professional integrity at all times, e.g. discretion, confidentiality, loyalty and trust.

**Note:** In accordance with the DEY Circulars the Deputy Principal shall enter into an agreement with the Principal to undertake certain administrative duties from time to time, commensurate with the responsibilities of the position.

## PERSON SPECIFICATION

### Essential Criteria:

To qualify for appointment candidates must:

- Have Post-Primary Teaching Qualifications recognised by the Department of Education & Youth for the purpose of teaching in a second level school as defined by Department of Education & Youth.
- Have a minimum of five years' whole time satisfactory teaching service or its equivalent.
- Be registered with the Teaching Council.



**Core Competencies Required:**

- **Leading Learning and Teaching**  
Understands that high quality teaching and learning is the core business of a school and demonstrates the skills to act as the instructional leader.
- **Leading School Development**  
Demonstrates the ability to take a broad and long-term view of the needs of the school's purpose and objectives.
- **Developing Leadership Capacity**  
Demonstrates the willingness and ability to develop individuals and teams throughout the school community and delegate leadership within those teams and individuals.
- **Communication**  
The capacity to clearly articulate views, opinions and attitudes through effective and appropriate and empathic interaction with all stakeholders in a variety of situations and contexts.
- **Managing the Organisation**  
Uses a range of resources, supports and processes to ensure the effective and efficient running of the school.
- **Self-Awareness and Self-Management**
- Is self-aware and has the capacity to self-manage and develop personally and professionally.

**The successful candidate will:**

- Be a leader, committed to the highest standards of education provision, administration and governance
- Have a passion for education
- Have strong people management and organisation skills
- Be a visionary and have experience in delivering projects through teamwork
- Be community minded and conscious of the role the school plays in the local community

**How to Apply**

**Completed application forms must be submitted Via the Hirelabs system only. For queries pertaining to the recruitment process please contact [recruitment@gretb.ie](mailto:recruitment@gretb.ie).**

**Please note: COMPLETING A COMPETENCY BASED APPLICATION FORM**

A Competency Based Application Form requires you, the candidate, to describe some of your personal achievements to-date that demonstrate certain competencies (necessary skills and qualities) required for the position you are applying for (e.g. Leader of Teaching and Learning, Leader of School Development, Communication Skills etc.). All question areas must be completed.

A definition of a skill or quality is given for each competency. You are then asked to describe a situation, from your own experience, which you think is the best example of what YOU have done which demonstrates this skill or quality. It is essential that you describe how you demonstrated the skill or quality in question.



You are advised to structure what you write so that you give specific information about what you have done - for example, do not simply say that “X was successful”, describe exactly what you did and how you demonstrated the skill or quality in question.

For each example please include the following:

- (a) the nature of the task, problem or objective;
- (b) what you actually did and how you demonstrated the skill or quality (and, where appropriate, the date you demonstrated it)
- (c) the outcome or result of the situation and your estimate of the proportion of credit you can claim for the outcome.

Please do not use the same example to illustrate your answer to more than two skill areas.

Please note that, should you be called to interview, the Board may look for additional examples of where you demonstrated the skills required for this post so you should think of a number of examples of where you demonstrated each of the skills.

The selection criteria and marking scheme for the position are as follows:

Competency	Weighting	Rating (1-5)	Highest Possible Score (Weighting x Rating)
Leading Learning & Teaching	20		
Leading School Development	20		
Developing Leadership Capacity	15		
Communication	15		
Managing the Organisation	15		
Self-awareness and Self-management	15		
<b>Highest possible score is 500</b>			

**Please note the following:**

- Late applications will not be accepted. Canvassing will disqualify.
- Shortlisting of candidates will apply.
- Galway & Roscommon Education & Training Board is an equal opportunities employer.
- Galway & Roscommon Education & Training Board is registered as a Data Controller.