

JOB DESCRIPTION

MINISTRY:	Education, Human Resource Planning, Vocational Training and National Excellence
DIVISION:	EDUCATION
POSITION TITLE:	DEPUTY PRINCIPAL
SUPERVISOR'S TITLE:	Principal
SUPERVISION GIVEN:	Head of Department
CLASSIFICATION LEVEL:	XII
PAY SCALE:	1
EFFECTIVE DATE:	September 1, 2021

SUMMARY

Under the supervision of the Principal, the Deputy Principal assists with planning, organizing and managing the school to ensure the efficient operation of the school; provides support and supervision in the management of the school's environment, and financial and human resources to effectively and efficiently achieve the school's educational goals and priorities; provides assistance and support to staff in Classroom Management and Instructional Teaching; creates a safe and enabling work and school environment in order to foster staff development and team work and executes performance management function for the school; designs and reviews school curriculum for effective implementation; teaches subject areas as required and provides general support to the Principal.

- 1. Assists with planning, organizing and managing the school to ensure the efficient operation of the school, by:**
 - (a) assisting the deputy principal in managing the school or such part of it as may be determined by the principal;
 - (b) undertaking any professional duty of the principal which may be delegated by the principal;

- (c) ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all;
- (d) working effectively within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement;
- (e) demonstrating the vision and values of the school in everyday work and practice;
- (f) motivating staff and students and working with others to create a shared culture and positive climate;
- (g) ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence;
- (h) ensuring that strategic planning takes account of the diversity, values and experience of the school and community at large;
- (i) creating an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements;
- (j) Producing and implementing clear evidence-based improvement plans and policies for the development of the school and its facilities.

2. Provides support and supervision in the management of the school's environment and financial and human resources to effectively and efficiently achieve the school's educational goals and priorities, by:

- (a) serving on recruitment panel interviews and assisting staff to manage their workload to achieve the vision and goals of the school;
- (b) implementing successful performance management processes in collaboration with nominated staff;
- (c) conducting classroom observations and supervision of designated members of staff;
- (d) managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;

- (e) ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money;
- (f) implementing and integrating a range of technologies effectively and efficiently;
- (g) developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including government officials, parents and caregivers.

3. Provides assistance and support to staff in Classroom Management and Instructional Teaching, by:

- (a) undertaking an appropriate programme of teaching in accordance with the duties of the relevant staff;
- (b) ensuring a consistent and continuous school wide focus on students achievement, using data and benchmarks to monitor progress in children's learning;
- (c) ensuring that learning is at the centre of strategic planning and resource management;
- (d) establishing creative, responsive and effective approaches to learning and teaching;
- (e) ensuring a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning;
- (f) demonstrating and articulating high expectations and setting stretching targets for the whole community;
- (g) implementing strategies which secure high standards of behaviour and attendance;
- (h) determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework;
- (i) executing a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students;
- (j) monitoring, evaluating and reviewing classroom practice and promoting improvement strategies;

- (k) challenging underperformance at all levels and ensuring corrective action and follow up.

4. Creates a safe and enabling work and school environment in order to foster staff development and team work, by:

- (a) treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture;
- (b) building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities;
- (c) developing and maintaining effective strategies and procedures for staff induction, professional development and performance review;
- (d) ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- (e) acknowledging the responsibilities and celebrating the achievements of individuals and teams;
- (f) developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory;
- (g) regularly reviewing own practice, setting personal targets and taking responsibility for own personal development;
- (h) managing workloads to allow for appropriate work/life balance;
- (i) promoting satisfactory relationships with parents and the community served by the school.

5. Effectively executes the performance management function for the school, by:

- (a) participating in planning discussions of School;
- (b) preparing departmental plans for inclusion in the School's work plan;
- (c) directing and coordinating the work plans of the department;
- (d) providing guidance and support to subordinate staff;
- (e) developing staff work plans;
- (f) conducting employee midterm reviews;

- (g) conducting appraisal interview and preparing appraisal report on subordinate staff on an annual basis;
- (h) completing and submitting to the relevant officer employees' appraisal reports on a yearly basis;
- (i) monitoring and reviewing the submission of appraisal reports from supervisors.
- (j) Resolving conflicts, maintaining discipline and good order among staff.

6. Designing and reviewing school curriculum for effective implementation, by:

- (a) determining strategies for effective implementation of the curriculum such as teaching learning strategies, use of educational resources, selection of textbooks together with the Senior Management Team and the Teaching Team as appropriate;
- (b) promoting the enrichment of the curriculum through activities organized within and outside the school;
- (c) implementing quality assurance mechanisms that maintain high standards of teaching and learning;
- (d) motivating and supporting all categories of staff with the objective of pursuing lifelong learning opportunities.

7. Teaches subject areas as required by:

- (a) imparting knowledge, skills and attitudes to students both as a class and individually;
- (b) using teaching material, subject matter, prior training and experience to facilitate learning;
- (c) ensuring classroom management and control.

8. Provides general support to the Principal, by:

- (a) facilitating the provision of effective psycho-social services and effectively delivery of pastoral care services for students;
- (b) implementing effective referral policy and procedures for students requiring specialized services;

- (c) developing and sustaining procedures to facilitate transition of students coming in and leaving school;
- (d) promoting inclusive school policy;
- (e) facilitating and nurturing a safe school environment;
- (f) promoting an effective school participation policy.
- (g) nurturing the development and maintenance of the professional school team;
- (h) leading active participation in school decision making and taking timely follow-up action and facilitating self-evaluation exercise.
- (i) exposing Assistant Deputy Principal(s) to various roles and tasks of headship;
- (j) directing induction of new staff;
- (k) managing and mentoring other personnel attached to the school on a permanent or temporary basis; and
- (l) creating and promoting home school links with the local community and its organization.

N.B. THE OFFICER MAY BE CALLED UPON BY THE PRINCIPAL FROM TIME TO TIME TO PERFORM ANY OTHER DUTIES IN KEEPING WITH THIS POSITION NOT IDENTIFIED IN THE JOB DESCRIPTION.

JOB SPECIFICATION

Qualification: Bachelor's Degree in Education Management or related field such as Educational Leadership

Certificate in Teacher Education

Experience: At least three (3) years in Management and a Teaching Certificate and at least three (3) years teaching experience

Competencies: **Action Oriented:** Targets and achieves results, overcomes obstacles, accepts responsibility, establishes standards and responsibilities, creates a result-oriented environment and follows through on actions. **Level 3**

Communications: Communicates well, both verbally and in writing. Effectively conveys and shares information and ideas with others. Listens carefully and understands various viewpoints. Presents ideas clearly and concisely and understands relevant detail in presented information. **Level 4**

Creativity/Innovation: Generates novel ideas and develops or improves existing and new systems that challenge the status quo, takes risks, and encourages innovation. **Level 2**

Critical Judgement: Possesses the ability to define issues and focus on achieving workable solutions. Consistently does the right thing by performing with reliability. **Level 3**

Customer Orientation: Listens to customers, builds customer confidence, increases customer satisfaction, ensures commitments are met, sets appropriate customer expectations and responds to customer needs. **Level 3**

Interpersonal Skills: Effectively and productively engages with others and establishes trust, credibility and confidence with others. **Level 3**

Leadership: Motivates, empowers, inspires. Collaborates with and encourages others. Develops a culture where employees feel ownership in what they do and continually improve the business. Builds consensus when appropriate. Focuses team members on common goals. **Level 3**

Teamwork: Knows when and how to attract, develop, reward and utilise teams to optimise results. Acts to build trust, inspire enthusiasm, encourage others and help resolve conflicts and develops consensus in creating high performance teams. **Level 3**

Technical/Functional Expertise: Demonstrates strong technical/ functional proficiencies and knowledge in areas of expertise. Shows knowledge of organisational business and demonstrates proficiency in the strategic and financial processes. **Level 4**

Knowledge:

Knowledge of Public Service Act;

Knowledge of Public Service Rules and Regulations; Knowledge of Financial Rules and Regulations;

Knowledge of Education Act and Regulations

Knowledge of factors influencing learning and teaching;

Knowledge of the performance management system as it relates to the Public Service;

Skills: Skilled in training and development;
Coaching skills;
Report writing skills;
Research skills;
Coordinating and organizing skills;
Planning skills;
Supervision skills;
Records management skills;
Accounting skills.

Contacts: Principal and other members of staff, Ministry of Education officials, Senior Education Officer, students, parents and the general public.

Working Conditions: Work is performed in a school.

N.B.: THE OFFICER IS EXPECTED TO MAINTAIN HIGH LEVELS OF CONFIDENTIALITY.

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SUPERVISOR

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DATE

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EMPLOYEE

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DATE