

This document provides a detailed picture of the Principal’s leadership role. It lists activities and responsibilities necessary for functionality and compliance, and provides guidance on broader aspects of leadership that increase school effectiveness.

**FIVE DOMAINS OF PRINCIPALS’ RESPONSIBIITIES**

(Some will be delegated – the principal is advised to monitor implementation as accountability still rests with him/her)

| **LEADERSHIP/ MANAGEMENT**  **(LM)** | **TEACHING AND LEARNING**  **(TL)** | **CULTURE AND CLIMATE**  **(CC)** | **STAKEHOLDERS AND COMMUNICATION**  **(SC)** | **PRINCIPAL’S PERSONAL REFLECTIONS**  **(PR)** |
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| **Leadership:**   1. Establish/review the vision, mission and values for self, school, teaching and learning, ensuring that they are adapted to meet changing demands. 2. Obtain stakeholder alignment with the vision etc. 3. Identify priority school development and professional needs (SDP). 4. Seek collaborative opportunities for the school.   **Communication:**   1. Communicate relentlessly (listen and speak/write) – see under *Stakeholders and Community*. 2. Ask questions and seek answers by consulting widely.   **Planning:**   1. Develop and monitor School Development Plan/strategic plan (3-5 year plan) (SDP) 2. Conduct internal whole school evaluation (IWSE) and develop a School Improvement Plan (SIP). 3. Develop School Year Plan (YP) – including determining school hours, timetable structure and all major school events including examination and test times. 4. Allocate teachers’ teaching responsibilities in conjunction with relevant HODs. 5. Allocate teachers to teaching venues. 6. Allocate learners to subjects. 7. Allocate learners to classes. 8. Allocate teachers to classes. 9. Develop the school timetable for the year. 10. Develop the School Assessment Schedule for the year in conjunction with subject heads. 11. Allocate teachers’ co-curricular responsibilities. 12. Develop the extra-mural timetable in conjunction with the Extra-murals Committee. 13. Allocate teachers’ extra-mural duties. 14. Develop and monitor the Professional Development Plan (PDP), including Induction Programme and other PD opportunities. 15. Conduct Termly Review (TR) with SMT (evaluation of previous term and planning for following term). 16. Monitor implementation of decisions and recommendations of weekly management committees (e.g. School Leadership Team (team comprising Principal and deputies), School Assessment Team (SAT), School-based Support Team (SBST), ICT Committee, Extra-murals Committee, SDP Committee, SDT.   **Organisation:**   1. Develop a Grade 8 Orientation booklet. 2. Develop a Beginning-of-year Procedures booklet, including the plans for LTSM distribution. 3. Develop an examinations management booklet. 4. Develop an End-of-year Procedures booklet, including plans for retrieval of LTSM. 5. Develop a Grade 12 year/exams booklet. 6. Develop a Grade 9 subject choice booklet.   **Policies and procedures:**   1. In consultation with stakeholders develop/review a General School Information booklet. 2. In consultation with stakeholders develop/review the School Code of Conduct, including uniform rules and disciplinary code and procedures. 3. In consultation with the SMT develop/review the Staff Information booklet. 4. Prepare the annual School Administration Information booklet. 5. Develop and maintain a register of all school policies. 6. Develop/review policies required in terms of legislation. 7. Develop/review policies required by the school – policies/procedures for each area of school organisation and all activities. Provide a template to assist/facilitate the process. 8. Establish a Disciplinary Committee. Arrange training on conducting disciplinary hearings. 9. Prepare a uniform requirements form. 10. In consultation with stakeholders develop/review Crisis Management policies and procedures (e.g. communication/press/action) for:  * Death (drowning/ suicide/ accident) * Violence (fights/ attacks) * Accident (transport/sport/fire) * Rape * Kidnapping * Neglect * Missing child/staff member * Theft * Strike action   **Systems:**  Data management:   1. Develop and manage a computerised system for data collection and retrieval. 2. Establish a policy and procedures for collecting, managing and analysing data. 3. Enter and maintain up-to-date learner/parent information on the computerised system. 4. Submit required 10th day Statistics. 5. Complete and submit Annual Survey. 6. Submit learner performance data as required (usually termly). 7. Submit subject teachers’ SBA working marksheets as required. 8. Submit Grade 12 final SBA marksheets. 9. Report to parents on learner performance at least once a quarter. 10. Use data to determine improvement needs and to make year-on-year comparisons. 11. Set up and maintain a filing system (paper-based and electronic). 12. Manage learner profiles. 13. Manage learner attendance information. 14. Manage staff attendance and leave procedures, including submitting leave forms as required. 15. Submit statistics on learner and staff attendance as required. 16. Manage a system to track alumnae progress at tertiary institutions and beyond.   Admissions:   1. With the SGB develop/review a school Admissions Policy that complies with the relevant provincial policy. 2. Prepare the application form for admission in compliance with relevant provincial policy. 3. Design and implement a system for handling applications in compliance with relevant provincial policy. 4. Maintain the A and B waiting lists where relevant. 5. Submit application number statistics weekly as required. 6. Prepare the School Agreement form and stationery/textbook requirement list. 7. Manage the Admissions Register.   Resource management:   1. Prepare proposed budget with Finance Committee after consultation with the staff in control of subjects and activity codes. 2. Draw up the school budget/financial plan in conjunction with the SGB and approved by parents at the annual budget meeting for parents (usually at the AGM). 3. Prepare reports for and attend SGB Finance Committee meetings. 4. Monitor school expenditure in terms of the budget/financial plan. 5. Authorise/obtain authorisation for disbursement of money. 6. Organise for the annual audit of the school’s financial affairs by a registered auditor. 7. Submit the audited accounts to the provincial department of education not later than 30 June annually. 8. With the relevant structure, if required, review salaries of SGB /privately paid employees. 9. Order stationery for learners and staff and allocate these and other resources, e.g. computers. 10. Develop a maintenance schedule for all equipment and monitor its implementation, including planning for replacement of old equipment. 11. Set up and monitor an assets/stock/LTSM register. 12. Update honours boards annually.   **Affiliations/subscriptions:**   1. Subscribe to relevant bodies that will assist the school and the SGB, e.g. an SGB Association, a Principals’ Association, a sport and cultural codes organisation/ journal, a leadership organisation/ journal, subject organisations/ journals. | **Leadership:**   1. Establish a vision for teaching and learning that is bigger than merely delivering the prescribed (CAPS) curriculum, e.g. including 21st century skills, values. 2. Ensure each subject has an inspiring vision for the subject and a policy that takes note of the latest research on knowledge/skills and teaching in that subject. 3. Obtain staff alignment with this vision, in particular an emphasis on teaching for learning. 4. Establish teachers’ accountability for their learners’ performance. 5. Convey high performance expectations for all stakeholders. 6. Ensure differentiated teaching takes place and diversity is catered for. 7. Accountable for the quality of staff and learner performance. 8. Conduct PD sessions to develop subject leadership knowledge and skills to ensure subject heads can carry out their responsibilities. 9. Increase the use of various types of data to improve learner achievement.   **Organisation:**   1. Appoint a subject head for each subject (even a post level 1 person if there is no official HOD – only one subject per person, the PL1 teacher may report to the official HOD for the subject). 2. Appoint Phase or Grade Heads to monitor performance of learners in each grade/phase and who liaise with subject teachers, parents and other professionals to assist learners who are not achieving. 3. Allocate appropriately qualified teachers to subjects/grades. 4. Develop the school timetable ensuring adherence to time requirements specified in the CAPs. 5. Ensure teaching time is protected. 6. Timetable an annual planning day for each subject. 7. Establish school-based subject professional learning communities (PLCs) or arrange for participation in networked PLCs. 8. Establish team/grade meetings. 9. Encourage peer observation of lessons with descriptive feedback.   **Curriculum and assessment management:**   1. Develop subject policies that align with CAPS and the school vision. 2. Develop a Maths/Maths Literacy policy 3. Develop all subject heads in their responsibilities related to curriculum management. 4. Ensure all teachers have a copy of the curriculum (entire CAPS document) for the phase/s they teach and preferably for the preceding and following phase (or at least access to it) – reliance on a provided work schedule is not acceptable. 5. Ensure that all teachers have an annual teaching plan (ATP) for all the subjects and grades they teach. 6. Ensure that all teachers record their teaching progress against the ATP. 7. Ensure that all teachers have a subject assessment plan which aligns to the School Assessment Schedule. 8. Monitor tests, tasks, projects and examinations to ensure they are well-constructed and assess learning at a range of cognitive demand and levels. 9. Monitor that HODs/subject heads complete all stages of the moderation process. 10. Ensure that tests, tasks, projects and examinations are of the appropriate standard and quality. 11. Monitor that all teachers record their assessment progress against the subject assessment plan. 12. Obtain a subject report from each subject after their annual planning day and obtain a supplementary report, where relevant, after the release of the Grade 12 results. 13. Read the reports and take appropriate action, including monitoring the achievement of the goals that the subject teams set for themselves. 14. In collaboration with HODs/subject heads monitor HODs’/subject heads’ and teachers’ implementation of the curriculum and the quality of their teaching and learning. 15. Monitor the quality of learner performance recording.   **Curriculum delivery / Teaching and learning:**   1. Conduct PD sessions on topics related to improving teaching and learning strategies, modern technologies and lesson planning, or source outside providers to do so. 2. Monitor teachers’ implementation of new learning. 3. Monitor that teachers plan and prepare thoroughly for lessons including conducting checks of lesson plans from time-to-time. 4. Emphasise the importance of formative assessment for learner engagement as well as tracking learners’ learning. 5. Emphasise the importance of feedback timeously given and monitor implementation. 6. Monitor that tests, tasks, assignments and examinations are returned to learners within the timeframes specified in the School Assessment Policy.   **Academic support:**   1. Monitor that teachers provide extra support classes outside school hours. 2. Set up an extra-lesson timetable and inform parents of this. 3. Where possible, provide extension and enrichment opportunities for academically able learners. 4. Provide learners with study skills knowledge and monitor that teachers include a component on how to study a topic in their lesson plans. 5. Clarify expectations regarding contact time and desired outcomes. 6. Implement targeted interventions and monitor progress. 7. Monitor intervention programme and track success.   **Resource management:**   1. Order LTSM. 2. Monitor subject heads’ control of the distribution and retrieval of LTSM so that there are no unacceptable losses. 3. Monitor subject heads’ control of textbook and equipment care and maintenance. 4. Where possible, make available to teachers the necessary ICT for 21st century teaching and administration.   **Systems:**   1. Set up a computerised system for recording and reporting on learner performance. 2. Set achievement goals. 3. Record learner performance. 4. Report on learner performance.   **Career guidance:**   1. Arrange for this area to be developed. Arrange exposure to diverse career options. 2. Ensure each Matriculant receives a testimonial.   **Tertiary applications:**   1. Arrange assistance, e.g. access to forms, guidance on completion, supporting documents. | **Vision, values, customs:**   1. Establish a vision of the desired culture and climate. 2. Identify the school values and beliefs, paying attention to issues of caring, inclusivity, diversity, anti-racism, mutual respect and collaboration yet providing for recognition of individual identity. 3. Include having high expectations of everyone and valuing academic achievement as part of the culture. 4. Evaluate the current evident and hidden culture and climate and identify the gaps between the existing and the desired, then draw up a change plan. 5. Develop policies and procedures in support of the desired culture and climate. 6. Involve all stakeholders to obtain alignment with the vision for the school culture and climate. 7. Identify school traditions and traditional activities that add value in modern times and draw up a year plan to monitor that they are observed. 8. If a new school, initiate worthwhile events/practices that can in time become valued traditions. 9. Identify school symbols that add value and draw up a year plan to monitor that they are understood, e.g. school badge, school motto, other badges and awards such as colours, trophies. 10. Identify national holidays, historical events and other dates which observe aspects that fit the school’s vision and values, e.g. World AIDs Day, Arbour Day, World Teachers’ Day, World Book Day and draw up a year plan to monitor that they are observed. 11. Use assemblies to promote the desired school culture and climate – draw up a roster to involve senior staff, subject teams, RCL and alumnae and invited guests in assemblies. 12. Establish procedures for visitors to the school to ensure they feel welcome. 13. Establish a policy regarding payment or gifts to invited speakers and monitor its implementation. 14. Monitor staff members’ role modelling of school values.   **Relationships:**   1. Establish rules/protocol to ensure appropriate and productive relationships amongst all stakeholders. 2. Develop policies and procedures to manage branding and school’s image. 3. Develop front-line staff to manage relationships (receptions/ school secretary/bursar)   **Discipline:**   1. Determine the school discipline philosophy and develop a code of conduct, policies and other related documents that recognise the chosen approach. 2. Obtain staff support for the discipline approach and monitor school-wide implementation. 3. Substance abuse – police and procedures for searching and testing of learners. Rehabilitation and counselling for individuals and family.   **Safety:**   1. Develop and monitor policies and procedures to ensure that the school is a safe place physically, mentally and emotionally.   **Cleanliness and maintenance:**   1. Develop and monitor policies and procedures to ensure that the school is clean and consistently maintained.   **Bereavement:**   1. Develop policies and procedures to manage response to bereavement in the community. Include collections, visitations and counselling.   **Awards:**   1. Establish awards committee (Academic/ Cultural/ Sport). 2. Develop an awards policy and criteria for each code. 3. Plan and organise awards ceremonies e.g., prize giving.   **School magazine or newsletter:**   1. Establish a committee and staff responsible for content.   **Environmental issues:**   1. Develop policies and procedures for environmental issues. 2. Establish committees to raise awareness/ educate/ implement programmes relating to environmental issues. | **General:**  Relationships:   1. Invest time and energy in establishing and maintaining very good relationships with all stakeholders and the community.   Communication:   1. Set up communication systems which could include:  * Intranet for in-school communication * Website * D6 communicator * SMS system * Social media * Tailor-made communication applications for phone and computer * Paper-based newsletters, information letters * Quarterly learner progress reports * Parent meetings for specific grades * AGM and other whole-school parent meetings * Social gatherings * Sport and cultural events * Fund-raising events * Staff meetings of various types.   **Teaching staff:**  Provisioning and recruitment:   1. Develop a policy for staff recruitment and retention, including criteria for appointment and standards of professionalism.   Workload:   1. Consult teachers on their preferences for teaching subjects and grades and co- and extra-curricular responsibilities. 2. Meet staff individually to discuss responsibilities for the following year and to agree on the details of their job descriptions. 3. Obtain a signed annually revised Duty Sheet from each teacher. 4. Agree to additional duties, obtain education department approval for additional payments (Sect 38A SASA claims), scrutinise claims and authorise payment with SGB executive approval.   Professional development and appraisal:   1. Monitor the smooth implementation of the IQMS (staff appraisal) process – quarterly DSG support and annual summative scoring (also baseline scoring for new teachers). 2. Submit the IQMS score sheets for each teacher and the summary as required annually. 3. Produce a Professional Development Plan for the school (PDP) based on the SDT co-ordinator’s summary of staff needs as indicated in individual Professional Growth Plans (PGPs). 4. Design and implement an Induction Programme (IP) for teachers new to the school and new to teaching. 5. Provide professional development opportunities for teachers. 6. Monitor subject heads’ subject leadership, including mentoring of subject/phase team members. 7. Sign off staff SACE CPTD records (June and December).   Support:   1. Inform staff of agencies available to provide support for teachers with issues not related to their work, such as the Employee Assistance Programme, a school psychologist or social worker. 2. Set up structures such as a Staff Wellness Team and Staff Entertainment Committee to provide morale boosting activities and to recognise birthdays, condolences, and to organise practical support when a teacher is ill. 3. Provide information of a practical nature, e.g. tax submission, union membership, pension, medical aid, housing scheme, grievances. 4. Implement a system that thanks and recognises a staff member’s good work (not necessarily a monetary reward or incentive programme). 5. Be the chief motivator/inspirer of all stakeholders.   **Support staff:**  Workload:   1. Conduct and submit quarterly appraisals and annual summative score in terms of the PMDS. 2. Meet staff individually to discuss responsibilities for the following year and to agree on the details of their job descriptions. 3. Obtain a signed annually revised Duty Sheet from each member of staff.   Professional development and appraisal:   1. Draw up a skills development programme for each component of the support staff based on the annual summative appraisal and the staff member’s responsibilities as agreed in the Duty Sheet discussion.   Support:   1. As for teaching staff (see above)   **Learners:**  Pastoral care:   1. Ensure all relevant policies and procedures are in place, e.g. learner pregnancy, anti-bullying. 2. Set up and monitor the School-based Support Team. 3. Appoint Pastoral Care Heads for each grade/phase to attend to the well-being of learners as well as to monitor attendance, punctuality and discipline and any other special needs. 4. Institute a programme of formative education that addresses health, safety, environmental, career and other well-being issues. 5. Implement an induction programme for new learners.   Extra-murals:   1. Appoint appropriate teachers and/or coaches for all activities. 2. Monitor the implementation of the extra-mural timetable. 3. Monitor that all learners participate in extra-murals (set a school standard and procedures for checking up on this). 4. Hold high expectations for achievement.   Leadership/talent development:   1. Ensure that the school has a legitimate RCL. 2. Conduct leadership development sessions for the RCL and other identified learners with talent and interest in serving the school.   **Parents:**   1. Establish a Parent Association (sub-committee of the SGB/chaired by an SGB member) to organise parents’ involvement in fundraising events and other services to the school – not a governance body or complaints forum. 2. Provide opportunities for parents to meet teachers. 3. Communicate with parents in various ways including those listed under general above and the following:  * Quarterly learner progress reports * Parent meetings for specific grades * AGM and other whole-school parent meetings * Social gatherings * Sport and cultural events * Fund-raising events.  1. Conduct parent information/education sessions on relevant/ current topics. 2. Guide parents regarding ways to support their child. 3. Set up extra-mural parent committees.   **SGB:**   1. Schedule SGB meetings (at least once per quarter, more frequently is preferable) as well as SGB Executive meetings (if that structure is used). 2. Ensure that that the SGB has functioning relevant sub-committees to assist with governance, including the maintenance of school resources, e.g. finance, maintenance, discipline, SDP. 3. If required, assist the SGB Chairperson and Secretary with drawing up agendas and ensuring accurate minutes of meetings. 4. Participate in all SGB meetings. 5. Report to the SGB on the professional management of the school and the execution of tasks assigned by the SGB. 6. Guide and assist the SGB and its sub-committees regarding their responsibilities. 7. Ensure that the SGB approves and reviews policies required in terms of legislation. 8. Organise SGB elections and by-elections when required in collaboration with the Education Department.   **Alumnae:**   1. Encourage alumnae to remain in contact with the school and promote it in the community. 2. Track the careers of alumnae. 3. Use social media platforms to inform alumnae about the school. 4. Invite alumnae to give back to the school in various ways, e.g. talks about their careers, fund-raising, providing academic support for learners, mentoring a particular learner. 5. Host an annual function for alumnae.   **Department of Education:**   1. Develop relationships with key officials – compile a list of them with contact numbers. 2. Report to the IDSO as required. 3. Submit all returns on time – be proactive and have data readily available.   **NGOs/Funders:**   1. Seek assistance and/or involvement when required, always ensuring that the school does not lose focus on its core function. 2. Develop policies and procedures to govern and monitor the impact of the school’s relationships with NGOs/funders.   **Community:**   1. Identify suitable community projects that the school can support. 2. Invite community members to participate in school events. 3. Institute a programme of compulsory community service for all learners (high schools). 4. Network with neighbouring schools. 5. Develop relationship with unions and union representatives. 6. Establish relationship and common understanding of school and learners’ needs with taxi drivers/ transport providers. 7. Establish strong relationship with local police.   **Orphans and vulnerable children (OVC):**   1. Ensure children are identified and an internal school structure is established to track and manage OVC needs. | **Support:**   1. If a new principal, seek a mentor. 2. If an experienced principal, seek a new principal to mentor. 3. Join a network/forum of principals. 4. Identify a personal, authentic-to-yourself leadership style and understand the impact of using that style. 5. Identify your personal leadership knowledge/skills strengths and weaknesses and seek people in the leadership team to assist in areas of weakness.   **Reflections:**   1. Reflect on the following:  * Extent of implementing personal vision for the school. * Role-modelling of school vision and values and professionalism. * Effectiveness of delegations. * Organisation’s alignment with the vision. * Extent of personal learning and implementation and success or otherwise of ideas learned through professional development opportunities. * Implementation of PGP goals. * Personal contribution to the education community. * Relationships with all stakeholders, including Chairperson of the SGB and IDSO. * Extent and effectiveness of mentoring provided to Deputies and HODs/subject heads. * Successes, fears and challenges. * Impact of NGO and donor interventions. * Communication use and effectiveness.  1. Teach reflective practice to SMT and other teams including learner leadership. |