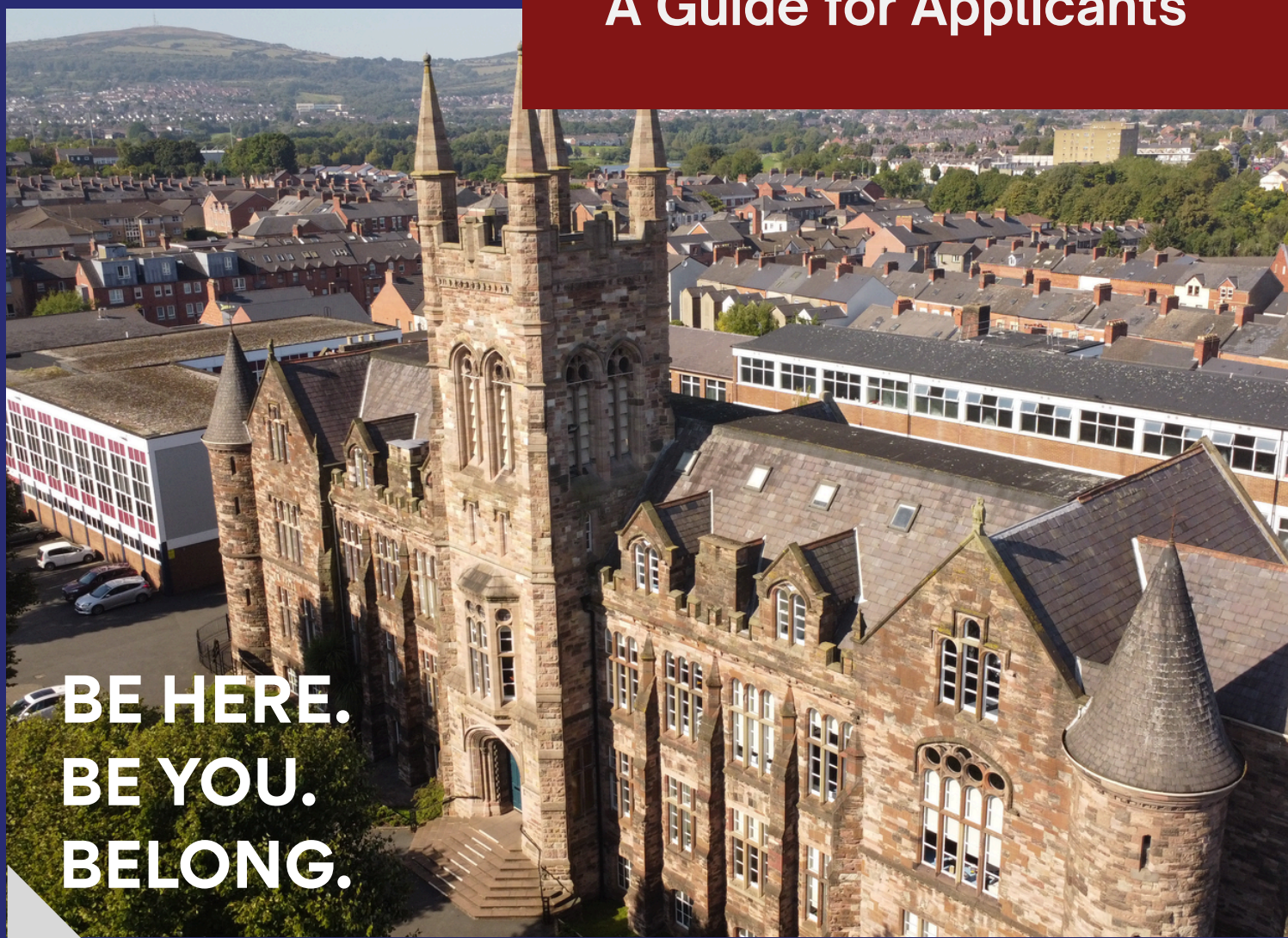


Belfast Royal Academy



Appointment of School Principal

A Guide for Applicants



**BE HERE.
BE YOU.
BELONG.**

Introduction



Introduction

Applications are invited for the position of the Principal of Belfast Royal Academy.

Contents of the Pack

Prior to completing the application form, applicants should familiarise themselves with the contents of this guide. The guide includes:

Background	Section 1
Guidance on the Selection Process	Section 2
Key Points to Note on Completing the Application form	Section 3
Role Description	Annex A
Personal Specification	Annex B
Information on the Terms and Conditions of Appointment	Annex C
Extract from the 'Jordanstown' Agreement	Annex D

Other documentation

An Application Form

The most recent edition of the School magazine, "The Owl" and a copy of the Prospectus are available on the school website. Hard copies may be requested from the School Office.

Section 1: Background



Introduction

The Board of Governors seeks to appoint a successor to Mrs Hilary Woods, who retires after nine years as Principal. The post will become vacant on 1 September 2026 and it is hoped the successful applicant will take up their post from this date.

We are seeking a Principal to partner with the Board in driving academic achievement and positioning our school as the premier choice for academic success, music, sport, science and drama in Northern Ireland. The successful candidate must be a skilled leader capable of delivering this vision despite a context of real-terms funding cuts.



Section 1: Background

The School

Founded in 1785, we are the oldest school in Belfast City. Originally situated near St. Anne's Cathedral, in what is now Academy Street, the School moved to the Cliftonville Road in 1880, when the main Crombie building was erected. In 1888 the School was granted permission by Queen Victoria to style itself Belfast Royal Academy.

“Our vision is to ensure that all our pupils are given every opportunity and the support they need to fulfil their potential in school and life”.



We are a voluntary, co-educational day grammar school listed among the Public Schools of the United Kingdom. Our management is vested in a Board of Governors on which parents and teachers are represented, along with Governors elected by Members of the Academy and nominees of the Department of Education. Our present budget is in excess of £10.7 million pounds. Our parents pay an annual capital fee of £140 and are invited to make an additional voluntary contribution of £350 per academic year.

The current school enrolment is 1,454 pupils. Our admissions are over-subscribed each year, with just 200 places available in Form 1. In response to declining enrolments in our preparatory school, the Governors have recently received approval to discontinue provision at Ben Madigan Preparatory Department with effect from 31st August 2026.

Section 1: Background

The School

The present Head is in membership of the Headmasters' and Headmistresses' Conference (HMC). We are an active member of the North Belfast Area Learning Community and have a long-standing and well-developed shared education partnership with St Malachy's College.

We are currently in the early design stages of a £4million capital project that will see the replacement of the school's gymnasium with a modern multi-use space and the provision of additional geography, history and physics classrooms. In September we will open a newly fitted out bookable computer suite with thirty places.



Almost all the rest of the classrooms are in up-to-date accommodation and include fifteen science laboratories, (refurbished within the last 20 years) eight computer suites, an art and design suite, a purpose-built technology block, a classroom block for English and Drama and a Mathematics block. There is a large sixth form study and recreation centre. The school remains at the forefront of information technology, with forty-eight interactive whiteboards and high specification computer equipment and projectors throughout the school in addition to new 'Cleverboard' technology in the new Classroom blocks and multi-purpose suite.

Section 1: Background

The School

There is a twenty-five-metre indoor heated swimming pool, sports hall and strength and conditioning suite at the main site. Extensive playing fields are situated at the Castle Grounds and at Roughfort, including high quality rugby, cricket and athletics facilities, as well as a floodlit sand-dressed astro-turf hockey pitch.



We pride ourselves on the breadth of our curriculum with twenty-five subjects on offer for GCSE and twenty-nine subjects for A-level.

Academic standards are at the level expected in a leading grammar school in Northern Ireland. More than 99% of sixth form leavers go on to further or higher education and there is a strong tradition of entry to the ancient universities at Oxford and Cambridge.



Section 1: Background



The School has a highly developed and much valued extra-curricular life.

The School

The School has a highly developed and much valued extra-curricular life. There are over seventy-two different activities in the extra-curricular programme. The principal games are rugby, hockey, football, cricket, cross-country running, swimming, athletics, tennis and badminton. There are several choirs and instrumental groups, an Irish traditional group, jazz band, swing band, concert band and a full orchestra. School organisations and societies include a junior and senior Dramatic Society, a Community Service Group and the Duke of Edinburgh's Award Scheme, in which almost 100 pupils are involved. Charity and giving forms an integral part of our daily school life.

Although not formally designated an "Integrated" school, we are widely regarded as one of the most integrated and diverse educational communities in Northern Ireland and we celebrate our diversity.

Section 1: Background

The School

The most recent inspection report by the Educational and Training Inspectorate was published in December 2025.

The senior management structure of the School currently includes a Deputy Principal, a Head of Finance and Corporate Services, two Vice-Principals, three Senior Teachers and three Key Stage Leaders.

Further information is available on the school website and also in the Independent Schools Yearbook. The Academy website address is www.belfastroyalacademy.com. Another website which might be of interest is www.deni.gov.uk.

“The school’s value of championing diversity is lived out successfully in the highly inclusive ethos that promotes equity and respect, is responsive to the pupils’ needs and is underpinned by high expectations for all”

“The school’s flexible, innovative and pupil-centred approaches to helping pupils overcome barriers to learning and minimise disadvantage impact positively on the pupils’ learning, well-being and outcomes.”



“The pupils are highly motivated, independent critical thinkers. Almost all have excellent dispositions to learning and engage with adults and their peers with maturity and self-assurance”

“The health and well-being of pupils and staff is a key strategic focus for the school; pupils feel valued and supported and engage confidently in the life of the school. A very caring and nurturing pastoral ethos is underpinned by mutually respectful relationships between staff and pupils.”

Section 2: The Selection Process



Essential Criteria

Only those applicants who can fully demonstrate on their application form how they meet the essential criteria will be progressed to the next stage of the process. Applications will initially be assessed against the following essential criteria. At the date of appointment, the successful candidate must have:

- A first or second-class honours degree or a third level qualification of an equivalent standard, from a university in the United Kingdom or the Republic of Ireland or equivalent.
- Have a minimum of seven years post qualification teaching experience in post primary education
- Have held a senior management post for a minimum of five out of the last seven years either at the level of Principal, Vice-Principal or a teacher holding five teaching allowances in a post primary school or schools with sixth form provision or at an equivalent level, judged by salary, in the education service.



Section 2: The Selection Process

Desirable Criteria

Where required, for example where a very large number of applications are received, the following desirable criteria may also be applied (in the priority order listed) for shortlisting purposes:

1. Three or more years' experience as Vice-Principal or Principal of an 11 to 18 grammar school or equivalent.
2. Have successfully completed an additional postgraduate (or equivalent or higher) Qualification in Education.
3. At least five years' experience of teaching in an 11 to 18 grammar school or equivalent.
4. A first or second-class honours degree in a subject taught in the school.
5. Can demonstrate evidence of involvement in staff development within school/s;
6. Have experience of financial and/or budgetary management within school/s.



Those applicants who appear, based on the information provided in their application forms, to meet the criteria will proceed to the next stage of the process.

The Board of Governors reserves the right to enhance the criteria, if necessary, in order to facilitate a manageable shortlist.

Applicants must be registered with the General Teaching Council for Northern Ireland (GTCNI) upon taking up employment.

Section 2: The Selection Process

Arrangements and Interviews

The closing date for receipt of applications is **12:00 noon on Monday 23rd February 2026**. Applications which arrive after this time will not be considered.

The shortlisting process will begin immediately after the closing date and those selected will be notified by e-mail or telephone in the first instance.

Shortlisted candidates will be required to attend for a first interview and will be asked to make a short presentation at the start of this interview. The topic of the presentation will be given approx. 30 minutes before the interview.

Our selection process consists of two stages. Please note that only those candidates who are successful at the initial interview will be invited to attend a second-round interview.



Interviews will be held in person. Provisional dates for interviews are:

1st Interviews and presentation: Thursday 19th March and Friday 20th March 2026

2nd Interviews: Wednesday 25th March 2026

If those invited to come for first interview wish to see the school, arrangements can be made for them to do so.

When the interview date has been offered, those invited should make every effort to attend on the specified time and date. Given the difficulties in arranging interview panels, flexibility may not be possible. Applicants are therefore asked to indicate if the proposed interview date might cause difficulties – for example a pre-booked holiday or period when they will be out of the country.

Reasonable travel expenses relating to attendance for interview will be reimbursed if attending from outside Northern Ireland.

Section 2: The Selection Process



Terms of the Appointment

The appointment is available from 1 September 2026. It is intended that the appointment of the successful candidate will be announced in early April 2026.

Before anyone can be regarded as confirmed in the appointment, they will be required to:

- (a) undertake a medical examination by a doctor nominated and paid for by the School to provide the School with an assurance that they are physically and mentally fit to undertake the responsibilities associated with the post;
- (b) provide either certificates to authenticate the qualifications claimed or other acceptable evidence of them;
- (c) agree to their records being checked with the Department of Education for Northern Ireland and a Criminal Records Check being carried out by Access NI, it being a condition of appointment that the applicant should have a record acceptable to the Board of Governors of the School (see the section on Child Protection, p10)
- (d) accept the right of the School to contact any or all of their previous employers for references, it being a condition of appointment that such references, if sought, should be acceptable to the Board of Governors of the School.

Section 2: The Selection Process

All applicants should note that anyone who deliberately provides false information in support of his/her application will be disqualified if this should be discovered before the shortlisting stage or, if this is not discovered until later and he/she has been appointed to the post, the person will be summarily dismissed.

Timetable

The anticipated timetable is as follows:

- Advertisement: 30th January 2026
- Closing date for applications: 12 noon on Monday 23rd February 2026
- Shortlisting: Week commencing 2nd March 2026
- First interview: Thursday 19th March 2026
Friday 20th March 2026
- Second interview: Wednesday 25th March 2026
- Actual start date: 1st September 2026

We are an equal opportunity employer.



Section 3: Key Points to note on completing the Application Form



An application form is provided and must be completed. A curriculum vitae will not be considered. Please note the onus is on candidates to provide sufficient detailed information on their application forms to demonstrate how they meet each of the criteria. Failure to do so may result in a candidate not being shortlisted since selection panels cannot make assumptions in the absence of essential information.

Please note the following when completing the Application Form:

Section 4 - Referees

Applicants are required to identify two referees, one of whom should be your employer (if applicable). Referees may be approached after interview. You should not seek as a referee anyone who is related to you.

Section 10 - Personal Statement

Applicants are invited to make a personal statement, not exceeding 500 words, on their suitability for the post. This statement should highlight the skills and knowledge required as outlined in the job description together with their extra-curricular interests and will be used to support the shortlisting process.



Section 3: Key Points to note on completing the Application Form

Child Protection

Posts involving work in educational institutions are subject to the provisions of the Safeguarding Vulnerable Groups (NI) Order 2007. The successful applicant will require an enhanced disclosure check, the cost of which will be covered by the School.

Belfast Royal Academy treats with the utmost seriousness its responsibility to protect pupils by preventing unsuitable people from working with them in paid or voluntary positions. Posts involving work with children and young people in educational institutions are subject to the provisions of the Safeguarding Vulnerable Groups (NI) Order 2007.



The process whereby applicants are vetted for employment is set out by AccessNI as an Enhanced Disclosure; see www.accessni.gov.uk. Any offer of employment will only be confirmed when the school has:

- Received two satisfactory references, one of which must be from the most recent employer.
- Verified proof of identity as specified by AccessNI.
- Received an Enhanced Disclosure Certificate from AccessNI confirming the eligibility of the applicant to work in the school.
- Viewed originals of qualifications recorded on the application form.

Section 3: Key Points to note on completing the Application Form

Return of Application Forms

Completed application forms must be returned by **12:00 noon on Monday 23rd February 2026**.

Applications and equality monitoring form can be submitted via e-mail to cmcauley301@c2ken.net.

Alternatively, they may be posted or hand delivered to the school office, to arrive by the above date. It is the responsibility of applicants to ensure adequate postage and that applications by whatever means are received on time. Late applications will not be considered.

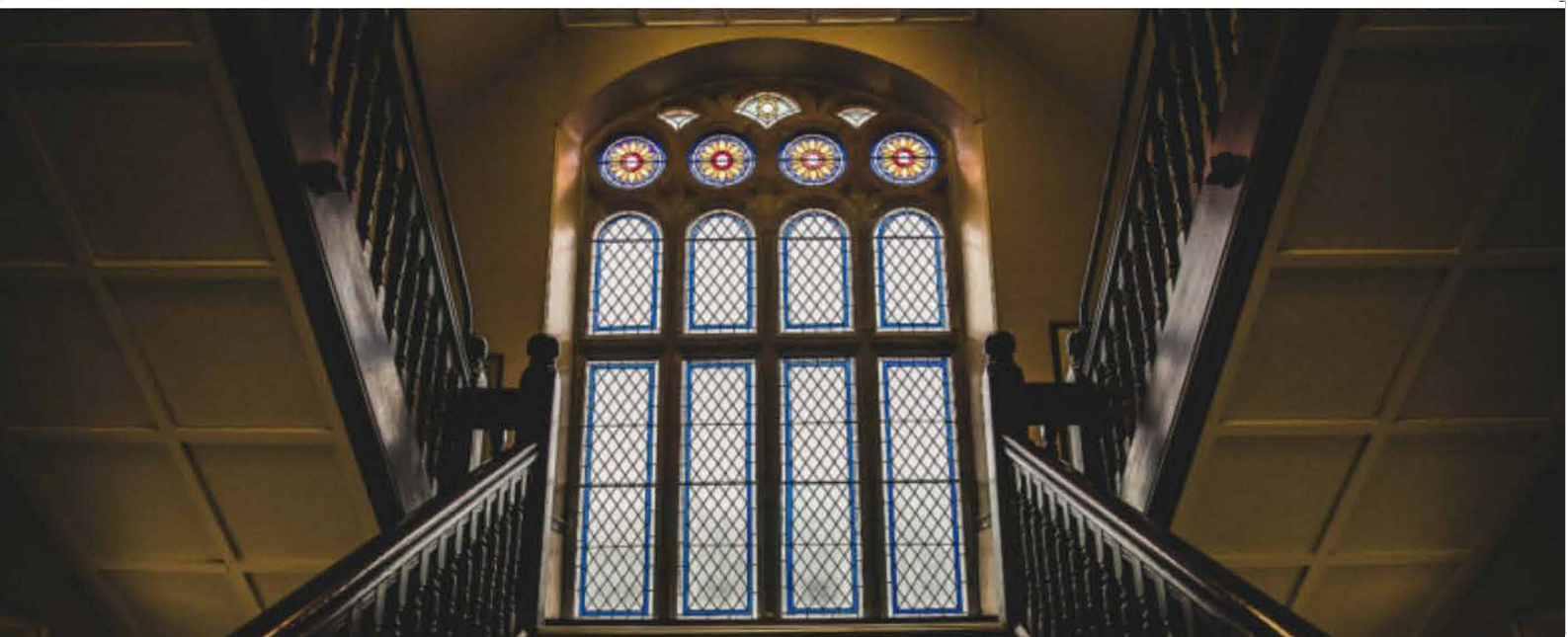
Please note that the school will be closed for half-term break for 1 week from 9th February, re-opening on Monday 16th February 2026. No hand delivered applications or posted applications will be dealt with during that week.

Applications which are being posted or hand delivered should be addressed as follows:

Private and Confidential

The Hon Secretary
Board of Governors
c/o The Head of Finance and Corporate Services
Belfast Royal Academy
5-17 Cliftonville Road
Belfast BT14 6JL

Applications will be acknowledged within 48 hours of receipt



Candidates with a disability who require assistance will be facilitated upon request. Candidates who wish to receive application forms and information packs in accessible formats are requested to advise Belfast Royal Academy of their requirements as promptly as possible, allowing for the fact that the closing date for receipt remains the same for all applicants as noted above.

Annex A: Job Description



Job Title: Principal

Reporting to: The Board of Governors

Location: Belfast Royal Academy, Belfast

Job Purpose: The person appointed to this post will be expected to provide the School with effective professional leadership, ensuring the achievement of its aims and a high quality of education for all its pupils.

Working with the Board of Governors and colleagues in school, especially those in senior positions, they will be expected to give the School a clear sense of purpose and direction and to offer the leadership that will ensure that it is organised and managed so as to achieve its central aims.

They will be responsible for creating a secure, disciplined and productive learning environment and for the day-to-day management of the School and they will report to and be accountable to the Board of Governors which is the managing authority in the school, for the manner in which the main responsibilities of the post are carried out.

Areas of Responsibility

A successful candidate will be able to demonstrate relevant experience, knowledge and skills associated with the following key areas.

a) Strategic direction and development for the School

This involves the following:

- Leading by example that promotes a culture of excellence, innovation, collegiality, and continuous improvement and embodies the vision and purpose of the School;
- Ensuring that the School Development Plan addresses major changes in educational policy and establishes priorities for the future;
- Emphasising the central importance of pupils continuing to achieve the highest possible standards of academic performance;
- Ensuring that all those involved in the School are committed to its aims;
- Managing the finances, organisation and administration of the School in ways that support the achievement of its aims;
- Ensuring that policies and practice in the School take full account of current requirements as well as the most recent local and national research data;
- Monitoring, reviewing and evaluating the effects of the School's policies and practice;
- Leading the School through a period of change particularly given the declining income in real terms;
- Continued promotion and development of a broad offering of extra-curricular activities for pupils.

Annex A: Job Description

Areas of Responsibility

(b) Effective teaching and learning

This involves the following:

- Creating and sustaining an environment which promotes good teaching and learning, high standards of academic achievement and good behaviour and discipline;
- Organising and implementing the curriculum and its assessment;
- Monitoring and evaluating curriculum arrangements and assessment procedures;
- Monitoring and evaluating the quality of teaching and learning and the standard of pupils' achievements, ensuring that suitable targets for improvements are set for pupils, including those with special educational needs;
- Developing links with the wider educational world and the local community generally so as to extend the curriculum and enhance the quality of teaching and learning in the School;
- Creating and sustaining an effective and cordial partnership with parents, in order to support and improve pupils' development and standards of attainment;
- Encouraging the effective use of ICT in the curriculum and throughout the school;
- Occasional teaching as required.

(c) Leading and Managing Staff

This involves the following:

- Maximising the contribution of staff to improving the quality of education provided for all pupils;
- Promoting positive relationships between staff and pupils;
- Fostering and encouraging the contribution made by staff before and after school, at lunchtime, at weekends and in the holidays to the corporate life of the School through games, clubs, societies, drama, musical performances and other events;
- Planning, allocating, supporting and evaluating work done by groups of staff and individuals, ensuring clear delegation of both responsibilities and authority;
- Encouraging staff at all levels through appropriate professional development;
- Lead the senior leadership team in the strategic design and oversight of the school's pedagogical framework to ensure a culture of high-impact instructional excellence, rigorous curriculum delivery, and evidence-based professional growth;
- Implementing and sustaining effective systems for managing staff performance, incorporating performance review and staff development;
- Ensuring that professional duties and responsibilities are fulfilled and that the terms and conditions of employment for teachers are observed.

Annex A: Job Description

Areas of Responsibility

(d) Deployment of staff and resources efficiently

This involves the following:

- Working with the Board of Governors and others to recruit staff of the best possible quality;
- Working with senior colleagues in School to ensure that all members of staff are deployed effectively and in such a way as to promote the best possible quality of education;
- Working closely with the Head of Finance and Corporate Services to set priorities for expenditure, allocating funds accordingly and ensuring effective monitoring and control;
- Managing the organisation of the School effectively and efficiently, ensuring that curriculum needs are met and health and safety regulations adhered to;
- Managing, monitoring and reviewing all available resources, human and material, to ensure that the best quality of education is provided in the context of budgetary constraints, while also securing best possible value for money.

(e) Accepting responsibility

This involves the following:

- Providing information, guidance and advice for the Board of Governors and its Committees so that they are able to meet their responsibilities;
- Creating and sustaining an organisation in which all members of staff feel that they are accountable for the success and achievement of the School;
- Presenting a coherent and accurate account of the School's performance in a format appropriate to a range of audiences, following any guidance given by the Department of Education for Northern Ireland;
- Ensuring that parents and pupils are well-informed about the curriculum and progress being made and that they are able to understand the importance of realistic, but challenging, targets for improvement and their roles in achieving them.

Annex A: Job Description

Professional Knowledge, Understanding, Skills and Other Attributes

The person appointed to this post will need to have a range of knowledge, expertise and skills, among which the following are regarded as being the most important:

(a) Professional Knowledge, Understanding, Skills and Other Attributes

- The problems and pressures for children and young people growing up in modern society;
- The Northern Ireland curriculum;
- The assessment procedures for the Northern Ireland curriculum;
- What constitutes quality in educational provision, what the chief characteristics of effective schools are and how pupils' levels of attainment can best be raised;
- Using comparative data to establish bench-marks and set targets for improving the standard of pupils' attainments;
- Educational technology and its application to teaching and learning, as well as to administration and management;
- Leadership styles and their appropriateness in different contexts;
- Legal matters, especially those associated with employment, equal opportunities, health and safety at work and the management of finances;
- The statutory framework for education in Northern Ireland.

(b) Skills and other attributes

- Leadership skills and attributes: the ability to lead people at work as individuals and in teams in pursuit of a common goal.
- Communication skills: the ability to communicate orally to different audiences, make presentations, listen attentively and understand the views of others: the ability to write clearly and sensitively for widely different groups of people.
- Decision-making skills: the ability to investigate, solve problems, identify priorities and make sound decisions, including the flexibility to review and implement changes as appropriate.
- Self-management skills: the ability to organise oneself well and plan the use of time effectively: the ability to work under pressure and retain a sense of perspective and proportion.

The Principal is expected to engage in a process of appropriate, relevant and necessary continuing professional development activities.

NB - The above is given as a broad range of duties and responsibilities and is not intended as a complete description of all tasks

Annex B: Person Specification



EXPERIENCE

Applicants must from their experience demonstrate:

- Evidence of how their leadership has led to school improvement;
- Evidence of having held a leadership role in strategic planning and/or organisational management;
- Evidence of building a professional learning community within a school or other organisation;
- Evidence of having led change in challenging circumstances.

KNOWLEDGE

The successful candidate must demonstrate extensive knowledge of:

- The Northern Ireland Post Primary Curriculum and current policies and procedures.
- Current educational developments and the ability to evaluate and respond to new educational challenges and manage change effectively;
- Effective classroom pedagogy and how to ensure high standards of teaching, learning and achievement throughout the school;
- Effective data management;
- Effective organisational management including the appropriate deployment of resources;
- Effective financial management;
- Sound financial governance.

Annex B: Person Specification

SKILLS

The successful candidate must demonstrate highly developed skills in order to:

- Lead, motivate, manage, challenge and enthuse others;
- Create an ethos and articulate vision for the future of the school;
- Develop good relationships at levels and promote a collaborative and team approach among staff, pupils, parents and governors;
- Lead strategically and develop self and others in order to achieve outcomes;
- Promote, achieve, monitor and evaluate high standards of teaching, learning and achievement throughout the school;
- Develop effective partnerships between the school and the local community;
- Communicate effectively orally, in writing and digitally;
- Organise and prioritise workload effectively;
- Deal with staffing matters in accordance with school or EA policies and procedures;
- Manage time effectively.

PERSONAL QUALITIES

The successful candidate must demonstrate:

- Vision;
- A sound value system that aligns with the School's ethos;
- Enthusiasm and motivation;
- Assertiveness and confidence;
- A caring child-centred approach;
- Integrity;
- Advocacy and empathy;
- Discretion;
- An ability to cope under pressure;
- Tact and diplomacy;
- Decisiveness;
- Adaptability.

Annex C: Terms & Conditions of Employment



The terms and conditions of service for the person appointed to the post will be based on those which apply to the Principals/Headteachers of all grant-aided schools in Northern Ireland.

Those terms and conditions are clearly set out in the 1987 Terms and Conditions of Service Regulations (commonly referred to as “The Jordanstown Agreement”) and in subsequent statements by the Department of Education.

A copy of the relevant sections of the Regulations is attached in Annex C and should be read in conjunction with the Job Description.

Under a determination made by the Department of Education Northern Ireland, the School falls within Group 7, with the salary range being from Points 24-39 on the Leadership Pay Scale, equivalent to **£90,427 to £130,040** at 1 September 2025.

The **minimum** starting level for this post will be L31 (currently equivalent to £107,133).

The Individual School Range (ISR) and the precise point on the ISR will be determined by the Governors, taking account of the successful applicant’s qualifications, experience, current salary position and overall suitability for the post.

The Board of Governors has power, should it wish to use it, to award employees additional non-pensionable amounts, such as a car allowance.

Annex D: Extract from the 'Jordanstown Agreement'



B. Principals and Vice-Principals, Second Masters and Mistresses

17. From 1 October 1987 Principals, Vice-Principals and Second Masters and Second Mistresses shall be paid on spot salaries according to the size of the school.
18. A principal shall be required to carry out a range of professional duties in accordance with the school's policy and objectives as determined by the employing authority or Board of Governors and shall obey the reasonable directions of the employing authority or Board of Governors.
19. Subject to Paragraph 18 above the Principal shall be responsible for the internal organisation, management and control of the school.
20. In carrying out his duties he shall consult, where this is appropriate, with the employing authority, the Board of Governors and the staff of the school.
21. The professional duties of a Principal shall include:
 - (1) Formulating the overall aims and objectives of the school and policies for their implementation.
 - (2) Participating in the selection and appointment of the staff of the school.
 - (3)
 - (a) Deploying and Managing all teaching and non-teaching staff of the school and allocating particular duties to them (including such duties of the Principal as may properly be delegated to the Vice-Principal or other members of the staff), in a manner consistent with their conditions of employment, maintaining a reasonable balance for each employee.
 - (b) Ensuring that the duty of providing cover for absent teachers, as prescribed in paragraph 14 is shared equitably among all teachers in the school, taking account of their teaching and other duties.
 - (4) Maintaining relationships, as appropriate, with organisations representing teachers and other persons on the staff of the school.
 - (5) Subject to the provisions of Paragraph 18 determining, organising and implementing an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school.

Annex D: Extract from the Jordanstown Agreement

- (6) Keeping under review the work and organisation of the school.
- (7) Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained.
- (8)
 - (a) Providing information about the work and performance of the staff employed at the school where this is relevant to their future employment.
 - (b) Participating in any arrangements agreed under the terms of Paragraph 16.
- (9) Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the employing authority for the development of staff.
- (10) Ensuring that the progress of the pupils of the school is monitored and recorded.
- (11) Determining and ensuring the implementation of a policy for the pastoral care of the pupils.
- (12) Determining, in accordance with any written statement of general principles provided for him by the Board of Governors, measures to be taken with a view to promoting, among the pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, securing that the standard of behaviour of the pupils is acceptable, and otherwise regulating the conduct of the pupils; making such measures generally known within the school, and ensuring that they are implemented.
- (13) In accordance with the policy of the employing authority having responsibility for good order and discipline on the school premises whenever pupils are present, including the midday break.
- (14) Making arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims.
- (15) Promoting effective relationships with persons and bodies outside the school as may be approved by the school authorities.
- (16) Advising and assisting the Board of Governors in the exercise of its functions, including attending meetings of the Board of Governors and making such reports to it in connection with the discharge of his functions as it may properly require either on a regular basis or from time to time.

Annex D: Extract from the Jordanstown Agreement

- (17) Providing for liaison and co-operation with the employing authority: making such reports to the authority in connection with the discharge of his functions as it may properly require either on a regular basis or from time to time.
 - (18) Maintaining liaison with other schools and further education establishments with which the school has a relationship.
 - (19) Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the Principal.
 - (20) Making arrangements in co-operation with the employing authority, for the security and effective supervision of the school buildings and their contents and of the school grounds; and ensuring (if so required) that any lack of maintenance is promptly reported to the employing authority or, if appropriate, the Board of Governors.
 - (21) Participating in the identification of areas in which he would benefit from further training and undergoing such training.
 - (22) Arranging for a Vice-Principal or if he is not available other suitable person to assume responsibility for the discharge of his functions as Principal at any time when he is absent from the school.
 - (23) Participating to such extent as may be appropriate having regard to his other duties in the teaching of the pupils at the school, including the provision of cover for absent teachers.
22. Without prejudice to his duties under Paragraph 21(13) and (22) above, a Principal shall be allowed break of at least 30 minutes between the hours of 12 noon and 2.00pm.
23. A person appointed Vice-Principal in a school, in addition to carrying out the professional duties of a schoolteacher, including those duties particularly assigned to him by the Principal in Paragraph 12 shall –
- (1) assist the Principal in managing the school or such part of it as may be determined by the Principal;
 - (2) undertake any professional duty of the Principal, which may be delegated to him/her by the Principal;
 - (3) undertake, in the absence of the Principal to the extent required by him or his employers, the professional duties of the Principal.
24. The provisions of Paragraphs 12 to 16 inclusive above shall apply to Vice-Principals, Second Masters and Second Mistresses.