



APPLICATION FORM  
FOR POST OF

# Deputy Principal

## Coláiste Éamann Rís

Name of Applicant: \_\_\_\_\_

THIS FORM must be returned in PDF by email to [recruitment@cercork.ie](mailto:recruitment@cercork.ie)

Applications received after **12pm on Friday May 23rd** will not be considered for processing.

Provisional Date(s) for interviews: week of June 9th

The selection process for this post is subject to Circular 0062/2021 '*Appeal System for Permanent Principal and Deputy Principal Appointments*'.

- This form must be signed – a digital signature will suffice.
- This form must be submitted in PDF.
- All questions must be answered.
- Do not change the question numbers, sequence, or layout.
- The Application Form must be typed in Arial font size 12.
- Do not exceed the specified word count in each section.
- No letter of application or CV should accompany this form.

Failure to meet each of the above requirements will result in your application being withdrawn from this process.

## 1. PERSONAL

Full Name			
Full Address			
Phone		Mobile	
Email			
Current position and where employed.			
Do you have five years qualified teaching experience as per Circular 04/98	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(Place X in relevant box)
Teaching Council registration number			
If you do not have a number, are you eligible to register with the Teaching Council?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(Place X in relevant box)
If no, please give details.			

*[Please note that the successful candidate will be paid by the Department of Education & Skills (DES) and will have to fulfil DES conditions, which include registration with the Teaching Council.]*

## 2. QUALIFICATIONS

### 2.1 Primary Degrees

Institution	Primary Degrees/Diplomas Subjects	Degrees Pass/Hons	Year of Graduation

### Teaching Diploma

Diploma	University	Pass/Hons	Year of Grad

### 2.2 Post-Graduate Diplomas

Post Grad	University	Pass/Hons	Year of Grad

### 2.3 Other Relevant Qualifications (e.g. Masters/Ph.D)

Qualification	University	Pass/Hons	Year of Grad

## 3. PROFESSIONAL DEVELOPMENT

3.1 List any relevant courses not included in Section 2 above. Please include dates of the relevant training and duration of these courses as well as additional qualifications. (Start with the most recent and work backwards)

Name of Course	Organisation/Institution running course	Duration	Dates

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3.2 Outline the key skills and knowledge you have developed as a result of **these courses and courses listed in Section 2** and explain their relevance to **the post of Deputy Principal in Coláiste Éamann Rís. (Do not exceed 300 words)**

#### 4. TEACHING AND OTHER RELEVANT EXPERIENCE

4.1 Employment (start with the most recent and work backwards). Please indicate whether the position was wholetime (WT) or part-time (PT).

Dates (from, to)	WT or PT?	Name of school or other Institution	Responsibilities

4.2 Post(s) of Responsibility or Equivalent (start with the most recent and work backwards). Please indicate also if the post was Department paid (DE) school paid (SP) or voluntary (V).  
P=Principal, DP=Deputy Principal, AP1, AP2, PC=Programme Coordinator

Dates (from, to)	Position: P, DP, AP1, AP2, PC	DES or SP or V	School or Institution	Role

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4.3 List, with outline dates, any extra-curricular activities in which you are or have been involved (start with the most recent and work backwards):

4.4 What aspects of your experience, outlined above in sections 4.1 to 4.3, have prepared you for the role of Deputy Principal in Coláiste Éamann Rís. (Do not exceed 300 words)

## 5. ROLE AND FUNCTION OF THE DEPUTY PRINCIPAL

*A number of key competencies have been identified as being essential for the effective performance of the role and function of a Deputy Principal:*

- ***Leadership in a Faith School***
- ***Promotion of a Holistic Development Culture including Leading Learning and Teaching***
- ***Interpersonal Relationships including Developing Leadership Capacity***
- ***Management & Administration including Managing the Organisation***

- **Strategic Management including Leading School Development**
- **Self-awareness & Self-management Skills**

Each competency is defined at the back of this Application Form. Where you are required to provide an example of where you have displayed a particular competency, your example may be drawn from your experience in various settings including professional, social, sporting or voluntary. For each example include the following:

- a) the nature of the task, problem or objective
- b) what you did and how you demonstrated the skill or quality relevant to the specific domain (and, where appropriate, the date you demonstrated it)
- c) the outcome or result of the situation.

To demonstrate the breadth of your experience, it is advisable not to use the same example to illustrate your answer to more than two of the criteria.

**5.1 Leadership in a Faith School:** Demonstrates understanding of the school's characteristic spirit, its tradition, ethos and founding intention as expressed in core documents and knows how this relates to and is relevant for the lives of students and teaching staff and for the overall curriculum, culture and climate of the school.

**Outline ONE example of where your work with students increased their awareness of your school's ethos. (Do not exceed 300 words)**

**5.2 Promotion of a Holistic Development Culture including Leading Learning and Teaching - Recognises** the commitment to inclusion, equality of opportunity and the holistic development of each student through the formal Curriculum together with Co-Curricular and Extra Curricular subjects and activities, all of which are informed by and contribute to the school's characteristic spirit.

**Give ONE example of how and where learning outcomes for students were improved in your school as a result of your creativity and innovation in learning and teaching. (Do not exceed 300 words)**

**5.3 Interpersonal Relationships including Developing Leadership Capacity -**

Demonstrates the ability to empower staff to take on Leadership Roles in all areas of school life that support the achievement of the school's mission and vision as articulated by the Board of Management.

***Give ONE example of how your work as part of a school team contributed to developing positive relationships in the school. (Do not exceed 300 words)***

**5.4 Management & Administration including Managing the Organisation -** Displays the capacity and/or experience to manage the design, planning and implementation of the school curriculum (programmes, subjects and activities) which support the achievement of the school's goals and objectives, in line with DES requirements and arising out of SSE.

***Give ONE example of how and where you demonstrated your ability to lead and manage an aspect of your school, supporting the achievement of your school's goals and objectives. (Do not exceed 300 words)***

**5.5 Strategic Management including Leading School Development** - Demonstrates an understanding of how to develop a strategic plan for the school in conjunction with the Deputy Principals, Staff and Board of Management

***Give ONE example of how and where you led a project in your school that resulted in considerable change in the school's development. (Do not exceed 300 words)***

**5.6 Self-awareness & Self-management Skills** - Demonstrates a willingness to promote a culture of continuous improvement with colleagues by supporting them to become reflective practitioners.

***Give ONE example of how and where you changed how you behave as a result of personal reflection. (Do not exceed 300 words)***



## 6. CURRENT ISSUES FACING SCHOOLS

6.1 What are the current challenges and issues that impact on the management and leadership of a voluntary secondary school? **(Do not exceed 200 words)**

6.2 How will you contribute to the continued development and promotion of Coláiste Éamann Rís so that it continues to attract students? **(Do not exceed 200 words)**

## 7. PERSONAL VISION

- 7.1 If appointed as Deputy Principal to Coláiste Éamann Rís, what would your agenda for action be? **(Do not exceed 300 words)**

## 8. CHARACTERISTIC SPIRIT

Outline how you might ensure the characteristic spirit of the Edmund Rice Schools Trust Charter is animated in Coláiste Éamann Rís. **(Do not exceed 300 words)**

## 9. VETTING DECLARATION

**If this section is not completed, your application will not be considered for processing.**

- 9.1 Have you been investigated by the Gardaí, HSE, or your employer in relation to substantiated complaints made concerning your treatment of children?

YES ☐

NO ☐

Place an X in the relevant box

- 9.2 Were you the subject of any allegation of criminal conduct or wrongdoing towards a minor?

YES ☐

NO ☐

Place an X in the relevant box

- 9.3 Are you aware of any material circumstance in respect of your own conduct which touched/touches on the welfare of a minor?

YES ☐

NO ☐

Place an X in the relevant box

Please note that it is a fundamental term of your employment that you make appropriate full disclosure in respect of the questions outlined above. You should also note that if the school is satisfied, in the future, that you have made an incomplete or inaccurate disclosure, you may face disciplinary action, up to and including dismissal.

The school undertakes that all responses furnished by you in respect of the above questions will be treated as confidential, subject to any reporting obligations which may be imposed on the school, pursuant to “Children First” published by the Department of Children and Youth Affairs, the Child Protection Procedures for Primary and Post-Primary Schools published by the Department of Education and Skills or pursuant to any legal obligation imposed on the school to facilitate the effective investigation of crime.

In the event of your being recommended for appointment to this position the Board of Management is obliged to comply with the terms of current DES Circular Letters. The Board of Management’s policy is that all newly appointed teachers and support staff will be vetted and that the outcome of the vetting will be considered in the light of the school’s vetting policy. This applies in respect of appointments to teaching posts, principal and deputy principal positions where the person is not currently an employee of the school and applies irrespective of whether the individual has been previously vetted or not.

## 10. SCHOOL ETHOS

The Board of Management wishes to declare that all applications are accepted on the understanding that the candidate has read and supports the school’s ethos as outlined in the Edmund Rice Schools Trust Charter and is prepared to accept the role of Deputy Principal as described in this document.

## 11. REFERENCES

*Please supply the names and contact details of three referees who know you in a professional capacity and whom you consent to being contacted by a member of the Selection Committee/Interview Board for professional reference purposes as part of this recruitment process. The references may also be used to check the accuracy of statements made by you in the application form and/or at interview. If you do not include among your referees either your current Principal or your previous Principal, if your current Principal was appointed in the last 3 years, the Selection Committee may contact either or both Principals for a reference.*

*Some or all of the referees may be contacted by a nominated Selection Committee/Interview Board member either*

- (a) after shortlisting and before the interviews, or*
- (b) after the interviews have been completed*

*In either case the references obtained will only be shared with the other members of the Selection Committee/Interview Board in the event that you are deemed to have scored sufficient marks at interview to be considered an appointable candidate for Deputy Principal in Coláiste Éamann Rís. Unopened references will be destroyed in a secure and confidential manner.*

*You should note that contact by the Selection Committee with one or more of your referees does not indicate your likely appointment, as each Selection Committee will decide on its own procedures for reference checking.*

	<b>Professional Referee 1</b>	<b>Professional Referee 2</b>	<b>Professional Referee 3</b>
Name			
Address			
Telephone			
Email			
How is this person known to you?			

## **12. UNDERTAKING**

**I certify to the Board of Management that the information provided herewith is true and correct.**

**I understand that, if nominated for appointment, an offer of employment shall be conditional on all vetting and child protection requirements being satisfied under relevant legislation and Department of Education guidelines and circulars.**

**I understand that, if nominated for appointment, I may be required to produce the original certificates of qualifications to the Chairperson of the Board of Management.**

**Signature of Applicant:**

**Date:**

*These pages may be detached from the completed Application Form*

### **13. MARKS**

*Each candidate interviewed will be provided, in the notification of the outcome of the competition, with:*

- (i) His/her marks under each selection criterion*
- (ii) The percentage a candidate had to reach to be considered for appointment*
- (iii) Information on the Appeal Process and the relevant Appeal Date as comprehended by Circular 0062/2021*

***Data Protection:** All personal information provided on this application form will be stored securely by the school and will be used for the purposes of the recruitment process. Application forms will be retained for a period of 18 months, and in the case of a successful candidate for the duration of his or her employment and a minimum of two years thereafter. This information will not be disclosed to any third party without your consent, except where necessary to comply with statutory requirements or to provide normal school services. Internally, your information will be kept confidential and only made available as necessary. You may, at any time, make a request for access to the personal information held about you. Should you wish to make any changes or erasures to any information stored about you, please contact the principal.*

**The following selection criteria will apply to the interview process:**

- o **Leadership of a Faith School**
- o **Promotion of a Holistic Development Culture including Leading Learning and Teaching**
- o **Interpersonal Relationships including Developing Leadership Capacity**
- o **Management & Administration including Managing the Organisation**
- o **Strategic Management including Leading School Development**
- o **Self-awareness & Self-management Skills**
- o **Style & Quality of Leadership as demonstrated throughout the interview**

**The Selection Committee may also request those called to interview to complete a task as part of the interview process.**

**The Selection Committee will notify candidates called to interview of the marking scheme to be used during the interviews.**

## Additional Notes:

- ♦ The selection process for this post is subject to Circular 0062/2021 'Appeal System for Permanent Principal and Deputy Principal Appointments'.
- ♦ *Communications in connection with this appointment process will usually be by email. Please check your spam and other settings to ensure that you can receive emails from the Selection Committee/Interview Board and from the Board of Management.*
- ♦ *Applications which are received after the closing date will not be considered.*
- ♦ *The Board of Management is an equal opportunities employer.*
- ♦ *Short-listing of candidates may take place.*
- ♦ *Candidates may be called for more than one interview or an additional selection procedure.*
- ♦ *Canvassing will disqualify.*
- ♦ *Any offer of employment is conditional on the vetting of the prospective appointee by the National Vetting Bureau, pursuant to the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012-2016, to the satisfaction of the Board of Management.*
- ♦ *In addition, the prospective appointee shall be required to complete a child protection related Statutory Declaration and Form of Undertaking and to provide same to the Board of Management prior to taking up the position.*
- ♦ *The successful candidate will only be paid by the Department of Education (DE) if he/she fulfils the DE conditions, which include specific registration with the Teaching Council for the Voluntary Secondary School sector.*

## Checklist for Applicants

- Have you signed the form?
- Is your name on the front cover?
- Are all questions answered?
- Are questions in the original sequence?
- Are answers typed in Arial font size 12?
- Is the word count for answers within the specified maximum number of words in the different sections?
- Have you checked on the Teaching Council website that you are registered to teach in the Voluntary Secondary School sector?

## Definitions of Competencies

In these definitions, principal and deputy principal are interchangeable.

### A. Leadership in a Faith School

Definition: The Principal promotes the building of a school community in its religious tradition and in accordance with the values of the school's mission statement and expressed philosophy. As a significant occupational requirement of Deputy Principalship the successful candidate will be called upon to

understand, protect and promote the stated characteristic spirit of the school. He/she will be committed to the demands implied in such protection and promotion. He/she will operate in accordance with the quality of action, function and presence laid down by the Board of Management on behalf of the Trustees, as necessary for the carrying out of this role.

**B: Promotion of a Holistic Development Culture including Leading Learning and Teaching**

Definition: The Principal creates and promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing the planning and implementation of the school curriculum. He/she fosters a commitment to inclusion, equality of opportunity and the holistic development of each student through the formal Curriculum together with Co-Curricular and Extra Curricular subjects and activities, all of which are informed by and contribute to the school's characteristic spirit. He/she fosters teacher professional development that enriches teachers' and students' learning, promoting the achievement of high educational outcomes.

**C. Interpersonal Relationships including Developing Leadership Capacity**

Definition: The Principal critiques his/her practice as leader and develops his/her understanding of effective and sustainable leadership. He/she collaboratively builds and maintains professional and respectful relationships with staff, students, parents and other support agencies, including building professional networks with other school leaders. The Deputy Principal establishes, builds and leads staff teams in all areas of school life. He/she promotes and facilitates the development of student voice, student participation, and student leadership. The Deputy Principal uses appropriate communication skills to empower staff to take on and carry out leadership roles. He/She appropriately anticipates, addresses and manages the conflictual challenges that inevitably accompany this role. The Deputy Principal also encourages and fosters the building of leadership capacity among staff in all areas of school life that support the achievement of the school's mission and vision as articulated by the Board of Management.

**D: Management & Administration including Managing the Organisation**

Definition: The Principal manages the school's human, physical and financial resources so as to create and maintain a learning organisation, managing challenging and complex situations in a manner that demonstrates equality, fairness and justice. The Deputy Principal leads the school in on-going evaluation of the school's activities and relationships in the light of its goals as established by the Board of Management and as identified as part of School Self-Evaluation (SSE). He/she uses a range of relevant planning and organisational techniques and systems to set priorities, goals and timetables that ensure effective use of time and resources. He/she establishes an orderly, secure and healthy learning environment, and maintains it through effective communication. He/she develops and implements a system to promote professional responsibility and accountability.

**E. Strategic Management including Leading School Development**

Definition: The Principal demonstrates the ability to manage, lead and mediate change to respond to the evolving needs of the school and to changes in education including the legislative framework in which schools operate. This involves working with all stakeholders to communicate the characteristic spirit and guiding vision for the school and lead its realisation. The Deputy Principal leads the school's engagement

in a continuous process of self-evaluation and strategic planning. He/she builds and maintains relationships with parents, with other schools, and with the wider community.

#### **F. Self-awareness & Self-management Skills**

Definition: The Principal demonstrates an awareness of his/her strengths and areas for improvement and has the capacity to manage them appropriately. The Deputy Principal receives and gives feedback; he/she models and promotes a culture of self-reflection. He/she attends to his/her own wellbeing as well as assisting others to attend to their own wellbeing. The Deputy Principal demonstrates the capacity to manage his/her own difficult emotions and is self-aware enough to know when to seek support particularly when dealing with challenging situations. He/she is able to motivate himself/herself and attend to developing his/her self-awareness and self-management skills.