



APPLICATION FORM FOR DEPUTY PRINCIPAL

Applicants, please note:

- 1 If the advertisement states that electronic applications will be accepted, the Application Form should be emailed to the dedicated email address provided in the advertisement and only to that address.

If applications are required to be submitted by post, the Application Form must be sent to the Chairperson's address as specified in the advertisement.
- 2 The completed form must arrive at the dedicated email address/specified postal address on or before the date and time stated in the advertisement. Late applications will neither be accepted nor considered.
- 3 Canvassing will disqualify.
- 4 If completing this form in handwriting, please use **black ink**. The text boxes contained within this application should be expanded to accommodate responses if required.
- 5 **DO NOT**
 - enclose/attach a separate letter of application or
 - enclose/attach a Curriculum Vitae or
 - enclose/ attach any certificates.

The successful candidate will be required to present original documents in relation to teaching/other qualifications prior to appointment.

For office use only	Received by:	Date:	Time:
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JOB DESCRIPTION

“In accordance with Section 22 of the Education Act, 1998, and Section 23 of the Education (Amendment) Act 2012, the Principal provides leadership to teachers, other staff and to the pupils and the wider school community. The Principal has overall responsibility, under the direction of the Board of Management/ETB, as appropriate, for the day-to-day management of the school. The Principal has responsibility for the internal organisation of the school, including the assignment of roles and responsibilities to members of the teaching and non-teaching staff. The Principal submits to the Board of Management/ETB, as appropriate, all such statements and reports affecting the conduct of the school as the Board of Management/ETB, requires. While the Principal is ultimately responsible to the Board of Management/ETB, as appropriate, for the management and leadership of the school, the **Deputy Principal** occupies a position of vital importance within the senior leadership team in a school. Shared leadership requires openness and willingness on the part of Principals and Deputy Principals, to share and to distribute leadership and management responsibilities in a manner that encourages and supports partnership. The **Deputy Principal** co-operates with the Principal in the fulfilment of the Principal’s role and acts or deputises as the Principal in the Principal’s absence” (*Circular 70/ 2018*).

The **Deputy Principal** will co-operate in partnership with the Principal, on a day to day basis, with the challenges and issues which arise in the fulfilment of the Principal's role. The Roles and Responsibilities for this post will relate to the four domains as specified in Circular 0070/2018. The roles and responsibilities are subject to review and change according to procedures set out in Circular 0070/2018.

PERSON SPECIFICATION

1. QUALIFICATIONS, TRAINING & CONTINUOUS PROFESSIONAL DEVELOPMENT

The ideal candidate will:

- Hold a primary teaching qualification accredited by the Teaching Council
- Be fully registered with the Teaching Council
- Hold a postgraduate qualification involving research and a dissertation
- Be committed to postgraduate study in the area of school leadership
- Demonstrate a consistent and extensive commitment to continuous professional development

2. EXPERIENCE

The ideal candidate will have experience in:

- Providing high quality teaching and learning to pupils across the age range with an array of needs and abilities
- Successful implementation of strategies to improve teaching and learning to raise the standards of performance and achievement
- Working with parents and the community as partners in learning
- Working in collaboration with teachers and other school personnel to realise improvement and raise standards
- Mentoring and coaching other teachers
- Dealing with complex problems successfully using sound judgement and an problem-solving approach
- Presenting/ speaking to large audiences and chairing meetings
- Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils
- Leading policy development, review and implementation
- Leading and managing staff development and capacity-building

- Handling conflict and managing sensitive issues and circumstances to achieve positive and sustainable outcomes
- Promoting the ethos characteristic spirit of a school
- Responding appropriately to child safeguarding concerns
- Responding to pupil, parent and staff needs
- Leading new and challenging projects and initiatives
- Ensuring accuracy and attention to detail

3. KNOWLEDGE & UNDERSTANDING

The ideal candidate will possess:

- A good knowledge of educational and other relevant legislation
- A sound up to date knowledge of developments in education, teaching and learning and best practice
- A strong understanding and knowledge of school systems nationally and internationally
- A deep understanding of the roles and leadership functions of the principal and deputy principal, their importance and the associated challenges
- A good understanding of governance in the primary education system
- A knowledge of the agencies with which primary schools engage and their associated functions and roles
- A strong understanding of the school's context and characteristic spirit
- Excellent understanding of child safeguarding issues
- An understanding of theory and principles underpinning school leadership
- Knowledge and understanding of the national agenda and issues facing primary education in Ireland
- An excellent knowledge and understanding of the constituents of a positive school environment
- A clear understanding of confidentiality and the principles of data protection

4. SKILLS, COMPETENCIES & ABILITIES

The ideal candidate will possess the skills, competencies and abilities to:

- Develop new systems for school self-evaluation, effective monitoring and review
- Motivate and engage pupils to maximise learning opportunities and outcomes
- Deliver high-quality CPD on a range of issues
- Motivate staff and manage performance sensitively, supportively and effectively
- Think clearly and organise information in a clear and logical manner
- Promote inclusion across the whole school community
- Promote a positive culture of health, safety and well-being
- Use research and analytical skills to develop a deep knowledge and understanding of a range of issues and make informed use of research findings
- Be resilient and motivated to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction
- Engage parents/carers in their children's learning and the work of the school
- Pre-empt issues and be proactive in identifying and implementing solutions
- Collaborate effectively with other local schools and organisations
- Work autonomously, proactively and on own initiative
- Ability to manage workload with competing priorities and frequent interruptions that require urgent attention
- Lead strategic curriculum development, implementation and review
- Support and develop effective teamwork across the whole school community
- Use, share and promote excellent pedagogical skills
- Think creatively and imaginatively to identify opportunities and solve problems and to use innovative approaches for positive impact
- Practise (an) effective leadership style(s) that encourage(s) participation, innovation and confidence
- Set, monitor and evaluate targets
- Make sound decisions, often under pressure and to tight deadlines

- Prioritise tasks/ actions and manage time effectively
- Communicate sensitively, clearly and persuasively with people at all levels for both internal and external audiences
- Manage and motivate individuals and teams to achieve high standards of performance
- Manage conflict effectively
- Develop and maintain collaborative relationships with a wide range of agencies and individuals involving networking and sharing best practice
- Analyse pupil performance data, set stretching targets, devise and oversee effective intervention strategies
- Ensure a positive ethos and lead an innovative and effective approach to behaviour management
- Use and manage IT including Microsoft Office and school-based systems such as Aladdin
- Represent the school at public functions and events
- Lead, coach and motivate staff and develop the leadership skills of others
- Initiate, lead and manage change and improvement
- Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others
- Provide an inspiring role model for pupils and staff, creating an environment where all can thrive
- Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available
- Deliver on the school's ethos, mission statement and vision
- Use numerical and financial data with confidence and use it to make decisions based upon analysis and interpretation
- Make good and reasoned judgement in difficult circumstances
- Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict
- Communicate, negotiate and secure cooperation of a wide range of people
- Create a climate of open communication where people feel able to express opinion and know their views will be respected
- Manage own workload and work on own initiative
- Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts
- Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances
- Work in partnership with others and be an effective team player
- Organise, lead, motivate, manage and develop a team
- Effectively communicate, orally and in writing, complex/technical concepts clearly to a diverse audience
- Pro-actively engage with the local community
- Contribute ideas for school development
- Effective administrative skills and competency to develop new administrative systems
- Delegate appropriately and effectively
- Manage challenging meetings including acting as chairperson at large meetings and acting as mediator between two or more parties
- Adapt to changing circumstances and challenging situations
- Can act assertively and decisively when required while always maintaining a respectful and professional approach
- Make tough decisions in the best interests of the school
- Delegate, prioritise and plan time at work effectively
- Promote the school, its ethos and achievements to current and prospective parents and other stake holders
- Be sensitive to a diverse range of staff, student or parent needs and respond appropriately

5. PERSONAL ATTRIBUTES

The ideal candidate will:

- Be self-motivating and achieve challenging professional goals
- Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour
- Be flexible and adaptable to changing circumstances and new ideas
- Be enthusiastic and committed to the role
- Be a person of good character practicing honesty, trustworthiness, diligence, humility, reliability, and integrity
- Have a positive disposition and a positive attitude to work
- Have a passion for education
- Be hard-working and conscientious
- Be a patient person and an active listener
- Be motivated to continually improve standards and achieve excellence
- Be warm, caring and compassionate towards others
- Demonstrate strong attention to detail
- Be self-aware and recognise own strengths, weaknesses and personal and professional needs
- Continually strive for self-growth and improvement
- Accept personal responsibility for their own actions
- Be credible and command respect from the school community
- Possess emotional resilience and ability to remain calm under the many pressures faced in a complex role
- Be committed to the school's characteristic spirit
- Be a positive and inspiring role model for staff and pupils
- Present a professional appearance reflecting the quality standards of the school
- Have an appreciation of the importance of loyalty, supportiveness and partnership
- Possess strong interpersonal skills and be an effective team player with a positive attitude
- Be strategic thinker and planner
- Cope with stress in an appropriate and sustainable way
- Be committed to promoting the welfare of children
- Demonstrate professionalism in all dealings and actions
- Possess a clearly thought out philosophy of education and vision for the future
- Be able to build respectful and productive relationships
- Be open to change and innovation
- Have a desire and ability to support, guide, advise and grow others
- Embrace and welcome community input and involvement
- Be discreet, sensitive towards others and able to treat information confidentially

1. PERSONAL DETAILS AND QUALIFICATIONS

APPLICANT'S PERSONAL DETAILS

Name (as per Teaching Council Register)			
Correspondence Address	Mobile Phone No		
	Landline No.		
	E-mail Address <i>(Please print clearly if completing in handwritten format)</i>		
Total length of accredited service as a primary teacher in Ireland		Total length of accredited service as a primary teacher in other jurisdictions	

QUALIFICATION TO TEACH AT PRIMARY LEVEL

Qualification(s)	Awarding University, College or Institute	Final results received: Day/Month/Year

QUALIFICATION TO TEACH RELIGIOUS EDUCATION IN A CATHOLIC PRIMARY SCHOOL

Qualification(s)	Awarding University, College or Institute	Final results received: Day/Month/Year

TEACHING COUNCIL REGISTRATION

Registration Number: _____

Registered under Regulation (please tick as appropriate):

Regulation 2 (Primary)

Regulation 3 (Montessori and Other Categories)

Regulation 4 (Post-primary)

Regulation 5 (Further Education)

Full Registration with the Teaching Council: Yes No

Applicants must be have full registration with the Teaching Council.

DETAILS OF ACADEMIC QUALIFICATIONS (MOST RECENT FIRST)

INCLUDE UNDER-GRADUATE & POST-GRADUATE QUALIFICATIONS. THE SUCCESSFUL CANDIDATE WILL BE ASKED TO PRESENT ORIGINAL DOCUMENTS

Qualification	Awarding University, College or Institute	Duration of Course	Final Results Received	Dates

AREAS OF SPECIAL INTEREST – CURRICULAR /OTHER

Area	Details

DESCRIBE HOW YOU HAVE USED YOUR QUALIFICATIONS AND CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) IN SCHOOLS IN WHICH YOU HAVE BEEN EMPLOYED

2. EXPERIENCE

TEACHING EXPERIENCE (MOST RECENT FIRST)

Role/ Position	Responsibilities	School Name and Address	Dates

PLEASE PROVIDE A BROAD OVERVIEW OF YOUR EXPERIENCE OF LEADING AND MANAGING IN A PRIMARY SCHOOL CONTEXT

OUTLINE THE WAYS IN WHICH YOU HAVE PROMOTED THE CHARACTERISTIC SPIRIT OF THE SCHOOLS IN WHICH YOU HAVE BEEN EMPLOYED

Empty response area for the first question.

PLEASE OUTLINE YOUR THREE GREATEST ACHIEVEMENTS IN TERMS OF LEADING TEACHING AND LEARNING IN SCHOOLS IN WHICH YOU HAVE BEEN EMPLOYED

Empty response area for the second question.

OTHER RELEVANT EMPLOYMENT EXPERIENCE, IF ANY (MOST RECENT FIRST)

Employer/Project	Role/ Position	Responsibilities	Dates

3. KNOWLEDGE & UNDERSTANDING

PLEASE PROVIDE AN OVERVIEW OF YOUR KNOWLEDGE AND UNDERSTANDING AS IT RELATES TO THE ROLE OF THE DEPUTY PRINCIPAL

WHAT DO YOU REGARD AS THE CURRENT KEY ISSUES IN PRIMARY EDUCATION AND HOW DO THESE IMPACT ON THE ROLES OF THE DEPUTY PRINCIPAL?

4. PROFESSIONAL SKILLS, COMPETENCIES AND ABILITIES

WHAT PROFESSIONAL STRENGTHS WOULD YOU BRING TO THIS PARTICULAR POSITION?

DESCRIBE HOW YOU HAVE DEMONSTRATED THESE PROFESSIONAL STRENGTHS IN A SCHOOL CONTEXT

5. PERSONAL ATTRIBUTES AND VISION

WHAT PERSONAL QUALITIES WOULD YOU BRING TO THIS PARTICULAR ROLE?

DESCRIBE HOW YOU HAVE DEMONSTRATED THESE PERSONAL QUALITIES IN A SCHOOL CONTEXT

OUTLINE WHICH ASPECTS OF THE SCHOOL'S CHARACTERISTIC SPIRIT YOU WOULD PARTICULARLY LIKE TO PROMOTE AND WHY

WHAT IS YOUR PERSONAL VISION FOR THE ROLE OF DEPUTY PRINCIPAL OF THIS SCHOOL?

WHY HAVE YOU APPLIED TO BECOME DEPUTY PRINCIPAL OF THIS PARTICULAR SCHOOL?

ADDITIONAL INFORMATION (NOT ALREADY MENTIONED) TO SUPPORT YOUR APPLICATION.

NAMES & CONTACT DETAILS OF REFEREES*			
Reference 1		Reference 2	
Name		Name	
Role		Role	
Address		Address	
Work Tel Number		Work Tel Number	
Home Tel Number		Home Tel Number	
Mobile Number		Mobile Number	
Reference 3		Reference 4	
Name		Name	
Role		Role	
Address		Address	
Work Tel Number		Work Tel Number	
Home Tel Number		Home Tel Number	
Mobile Number		Mobile Number	

***Please Note:**

1. Only those referees who know you in a professional capacity should be included. At least three names should be provided.
2. Close relatives and friends **should not** be listed as referees.
3. As it is probable that referees will have to be contacted outside of school times, it is crucial that phone numbers (preferably mobile numbers) outside of working hours, are given.
4. If the current employer (*where applicable*) is not named as a referee, the Selection Board reserves the right to seek a reference from the current employer.
5. The Selection Board in its sole discretion will determine the suitability of any reference. The Selection Board further reserves the right to seek from a candidate the names of additional referees.

I hereby declare that all the particulars furnished on this application form are true and correct to the best of my knowledge and that I am aware of the qualifications, requirements and particulars for this post, as set out in the advertisement and other relevant documentation.

Signature _____

Date _____