



ACTING DEPUTY PRINCIPAL

APPLICATION FORM



Please note:

COMPLETING A COMPETENCY BASED APPLICATION FORM

A Competency Based Application Form requires you, the candidate, to describe some of your personal achievements to-date that demonstrate certain competencies (necessary skills and qualities) required for the position you are applying for (e.g. Leader of Teaching and Learning, Leader of School Development, Communication Skills etc.). All question areas must be completed.

A definition of a skill or quality is given for each competency. You are then asked to describe a situation, from your own experience, which you think is the best example of what **YOU** have done which demonstrates this skill or quality. It is essential that you describe how **you** demonstrated the skill or quality in question.

You are advised to structure what you write so that you give specific information about what you have done - for example, do not simply say that "X was successful", describe exactly what you did and how you demonstrated the skill or quality in question.

For each example please include the following:

- (a) the nature of the task, problem or objective;
- (b) what you actually did and how you demonstrated the skill or quality (and, where appropriate, the date you demonstrated it)
- (c) the outcome or result of the situation and your estimate of the proportion of credit you can claim for the outcome.

Please do not use the same example to illustrate your answer to more than two skill areas.

Please note that, should you be called to interview, the Board may look for **additional examples** of where you demonstrated the skills required for this post so you should think of a number of examples of where you demonstrated each of the skills.

The Application Form must be **TYPED**. Handwritten forms will not be accepted.

All questions must be answered.

Do not change the question numbers or sequence.

Boxes may be expanded as required – please comply with maximum word count requirements.

No letter of application, CV or written reference should accompany this form.



APPLICATION FOR THE POSITION OF ACTING DEPUTY PRINCIPAL

1. PERSONAL DETAILS

First Name:	Surname:
Home Address:	Correspondence Address: <i>(if different)</i>
Home Phone Number:	Mobile Phone Number:
Email Address:	

For employer use only:	Yes	No
Application received by closing date		
Teaching Council Registration		
Post-Primary Teacher Qualification(s) as per DES Guidelines		
Minimum of 5 year's whole-time satisfactory teaching service or its equivalent		



Are there any restrictions regarding your employment? <i>(if you answer Yes, please provide details on separate sheet)</i>	Yes	No
Do you require a Work Permit?	Yes	No
Do you have five years' whole-time teaching service or equivalent? (ETB: CL 06/02*; C&C: CL 07/02* –* delete as appropriate)	Yes	No
Are you registered with the Teaching Council?	Yes	No
If YES, Teaching Council Registration Number:		
If NO, are you eligible for registration and willing to register?		
Please note that the successful candidate will be paid by the DES or ETB and will have to fulfill the DES conditions which include registration with The Teaching Council.		

2. PRESENT POSITION

Please give details of your current position:		
Organisation:	Location:	Job Title:
How much notice do you need to give your current employer?		

3. QUALIFICATIONS

3.1 Primary Degrees/Diplomas:	
University/Institute/College:	
Qualification (Pass/Hons):	Awarding Body:
Year of Entry:	Year Qualified:
Subjects studied:	



3.2 Post Graduate Degrees/Diplomas:	
University/Institute/College:	
Qualification(Pass/Hons):	Awarding Body:
Year of Entry:	Year Qualified:
Subjects studied:	
University/Institute/College:	
Qualification (Pass/Hons):	Awarding Body:
Year of Entry:	Year Qualified:
Subjects studied:	

3.3 Other Skills Training/Courses undertaken relevant to this position (prioritise up to a maximum of 7 courses):		
Year attended	Title of Skills Training	Training Body



4. PROFESSIONAL MANAGEMENT/LEADERSHIP DEVELOPMENT

4.1 Professional Management/Leadership Development:

List any management/leadership courses not included in Section 3 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.

<i>Name of Course</i>	<i>Name of Organisation/Institution running course</i>	<i>Length of Course</i>	<i>Year</i>



5. TEACHING AND OTHER RELEVANT EXPERIENCE

5.1 Please provide details of your work history beginning with the most recent position:				
Dates (From/To)	Name & Address of Employer	Position Held & Whole-time or Part-time	Summary of Main Duties	Reasons for Leaving

5.2 Post(s) of Responsibility or equivalent beginning with the most recent position.			
Dates From/To	Position (Indicate level of post – eg AP, SD)	School or other Institution	Title of Post



5.3 Other relevant experience (ie Social/Business) beginning with the most recent.

Dates From/To	Position	School or other Institution	Responsibilities

5.4 List, outline dates, the main extra-curricular activities in which you are or have been involved (max 100 words). Begin with the most recent.



6. THE ROLE AND FUNCTION OF PRINCIPAL/DEPUTY PRINCIPAL

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

These competencies are as follows:

- 6.1 Leader – Teaching and Learning
- 6.2 Leader – School Development
- 6.3 Leader – People and Teams
- 6.4 Communication
- 6.5 Organisational Management and Administrative Skills
- 6.6 Self-Awareness and Self-Management

Outline an example(s) on the following pages of how and where you have displayed each of these competencies (no more than 450 words per competency). The example(s) may be drawn from your experience in various settings including professional, social, sporting or voluntary.

6.1 Leader – Teaching and Learning

Understands that high quality teaching and learning is the core business of a school and demonstrates the skills to act as the instructional leader.

- Engages all stakeholders (students, staff, parents and Board of Management) to create and maintain a culture of high expectation for all in which learning flourishes.
- Works purposefully to ensure that all aspects of the school curriculum are implemented in line with guidelines to provide all students with valuable learning experiences and meet student needs.
- Understands what good learning and teaching looks like and has demonstrated this in previous teaching roles.



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**6.2 Leader – School Development:**

Demonstrates the ability to take a broad and long term view of the needs of the school's purpose and objectives.

- Leads and manages action planning for improvement of teaching, learning and assessment on a whole-school basis setting high expectations for learners and ensuring systematic monitoring.
- Demonstrates a capacity to create the structures (a) which supports excellence in teaching and learning (b) which supports and cultivates a community of learning and (c) which support the development of a management tier devoted to the key objectives of the school.
- Builds and maintains constructive relationships with parents, other schools and the wider community through effective and regular communication with all partners.



6.3 Leader - People and Teams

Demonstrates the willingness and ability to develop individuals and teams throughout the school community and delegate leadership within those teams.

- Encourages teamwork in all aspects of school life, creating and motivating staff teams and working groups to develop leadership capacity. Works actively to develop leadership capacity through open consultation, collaboration, planning and building trust.
- Actively promotes and facilitates the development of student voice, participation and leadership recognising students as active stakeholders in the operation of the school.
- Sets and expects high standards from all staff and employs a range of methods to motivate them to optimum performance. Proactively and positively manages difficult people issues, taking advice where appropriate, in accordance with agreed procedures.



6.4 Communication

Has the capacity to clearly articulate views, opinions and attitudes through effective and appropriate and empathic interaction with all stakeholders in a variety of situations and contexts.

- Demonstrates good listening skills and has the ability to respond with respect, willingness and good judgement to day to day enquiries and information requests.
- Demonstrates an understanding of clear and frequent communication with staff while articulating clearly their vision for the school.
- Cultivates channels and structures of communication, such as e-mail, website, reports, twitter, bulletins and newsletters – particularly for staff but also for other stakeholders.



6.5 Organisational Management and Administrative Skills

Uses a range of a range of resources, supports and processes to ensure the effective and efficient running of the school.

- Oversees the smooth day to day running of the school implementing systems of communication to appropriately involve all members of the school community.
- Sets priorities, goals and timetables to ensure effective use of time and all resources to ensure maximum impact on student learning and close alignment of identified learning priorities with the school's strategic plan.
- Allocates relevant decision making and other responsibilities to the appropriate staff member and provides the necessary support to delegate effectively. Anticipates issues and potential obstacles and takes necessary action.



6.6 Self-Awareness and Self-Management

Is self-aware and has the capacity to self-manage and develop personally and professionally.

- Understands the concept of professional boundaries and practices this in dealing with stakeholders. Upholds professional integrity for example discretion, confidentiality, loyalty and trust etc.
- Is self-motivated and is committed to personal and professional growth and development. Has self-awareness and has a willingness to seek the help, advice and support of others.
- Is aware of own personality traits and their impact but can accept and understand other personalities and has the emotional intelligence and empathy to adjust their approach and work effectively with them.



7. SUPPORTING STATEMENT

This section is for you to provide further information in support of your application. You should demonstrate why you have applied for the position and outline any other knowledge/expertise or attributes which you consider pertinent to the role of Principal/Deputy Principal within the context of the ethos and characteristic spirit of the school (max 200 words).

8. REFERENCES

Please provide names, addresses and position/occupation of two people (other than relatives or friends) with knowledge of you and your work to whom professional reference can be made. One should be your current or most recent employer. *[Please note: your referees may be contacted without further communication with you].*

Present or most recent employer:

Name & Title:	Position Held:	Telephone/Mobile:	Email:
Full address:			

**Other referee:**

Name & Title:	Position Held:	Telephone/Mobile:	Email:
Full address:			

9. DECLARATION

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

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

YES

NO

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

YES

NO

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

YES

NO

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 via An Garda Síochána 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. DECLARATION AND SIGNATURE

- You are required to sign the declaration below certifying that all information you have provided is accurate.
- The Selection Committee may wish to check any of the details you have provided.
- Providing incorrect information or deliberately concealing any relevant facts may result in disqualification from the selection process or, where discovery is made after an appointment, in summary dismissal.

I declare that the information supplied in this application form is accurate and true.

Signed:

Date:

The completed application form (and five copies) should be returned by post/by hand ONLY to arrive no later than 4.30pm Tuesday September 8th. 2020

Name & Address

Chairperson
Board of Management
Mayfield Community School
Old Youghal Road
Cork
T23 DP95