

APPLICATION FORM

FOR POST OF

Deputy Principal

ERSS Galway

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This form must be signed.**

**All questions must be answered.**

**Do not change the questions, numbers, margins or sequence and do not delete any part of the form.**

**The Application Form is to be typed in Arial font size 12.**

**The total number of pages (including this cover sheet) should not exceed 18 (after you detach the items at the end, as instructed).**

**No CV, cover letter or written reference is to accompany this form.**

**We refer you to** [**www.erst.ie**](http://www.erst.ie) **for details of the Edmund Rice Schools Trust Charter**

**Please send ONE signed copy of the completed Application Form to:**

**The Chairperson,**

**Board of Management,**

**XXXXXXX**

**XXXXXXX**

**The outside of the form should be marked ‘APPLICATION’.**

**Also email a copy to**

[**emailaddress@somewhere.com**](mailto:emailaddress@somewhere.com)

**Applications received after 12 XXXXXX will not be considered for processing.**

**Mark the outside of the envelope clearly “APPLICATION”.**

**If posted, please retain proof of postage.**

|  |
| --- |
| Failure to comply with any/all of the above may result in your application not being considered |

PERSONAL

1.1 Full Name:

1.2 Full Address:

Telephone:

Mobile Number:

Email:

* 1. Present position and where employed:
  2. Do you have five years qualified teaching experience as per Circular 04/98

**Place an X in the relevant box**

###### YES NO

1.5 Teaching Council Registration No: \_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Qualifications**

**2.1 Primary Degrees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Degree | Subjects | University | Pass/ Hons | Year of Graduation |
|  |  |  |  |  |
|  |  |  |  |  |

**Teaching Diploma**

|  |  |  |  |
| --- | --- | --- | --- |
| Diploma | University | Pass/ Hons | Year of Graduation |
|  |  |  |  |

**2.2 Post Graduate Diplomas**

|  |  |  |  |
| --- | --- | --- | --- |
| Post Grad. | University | Pass/Hons | Year of Graduation |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Qualification | University | Pass / Hons | Year of Graduation |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**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 | Name of Organisation/Institution running course | Duration | Date(s) |
|  |  |  |  |

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 this school.**

**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).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date from | Date to | Position ( wt or pt ) | 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 (DES) school paid (SP) or voluntary (V).**

|  |  |  |  |
| --- | --- | --- | --- |
| Dates | Position: P, DP, AP, SD, PC, DES, SP, or V | School or other institution | Responsibilities |
|  |  |  |  |

\*P = Principal, DP = Deputy Principal, AP = Assistant Principal Post; SD = Special Duty Post; PC= Programme Coordinator.

DES = Department paid; SP = School-paid post; V= Voluntary post.

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 Other relevant experience (i.e. Social/Business start with the most recent and work backwards)

|  |  |  |  |
| --- | --- | --- | --- |
| Dates | Position | Organisation | Responsibilities |
|  |  |  |  |

4.5 Outline briefly your **three** greatest achievements with respect to the above responsibilities:

4.6 What aspects of your experience, outlined above in sections 4.1 to 4.5, have prepared you for **the role of Deputy Principal in this school.**

|  |
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| **5. Role and Function of 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:*

1. *the nature of the task, problem or objective*
2. *what you did and how you demonstrated the skill or quality relevant to the specific domain (and, where appropriate, the date you demonstrated it)*
3. *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

Outline ONE example of how and where in your current role you have contributed to promoting the your school’s ethos.

5.2 Promotion of a Holistic Development Culture including Leading Learning and Teaching

Outline ONE example of how and where in your experience of how you addressed the issue of underachievement and poor attainment levels of students.

5.3 Interpersonal Relationships including Developing Leadership Capacity

Outline ONE example of how and where you have played a significant role in your subject department in your school so that fellow teachers and students benefitted from your work.

5.4 Management & Administration including Managing the Organisation

Outline ONE example of how and where you have contributed to the development of the curriculum on offer to students in your school.

5.5 Strategic Management including Leading School Development

Outline ONE example of how and where you have contributed to your school being perceived in the community as an attractive option for students.

5.6 Self-awareness & Self-management Skills

Outline ONE example of how and where you have developed a capacity to self-reflect arising from a conflict area that you have encountered.

**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?

6.2 What do you see as the main challenges and issues facing faith schools today?

1. **PERSONAL VISION** 
   1. Outline your personal vision of the role of Deputy Principal in ERSS Galway.
   2. If appointed as Acting Deputy Principal to ERSS Galway, what would your agenda for action be?
2. **CHARACTERISTIC SPIRIT**

Outline which of the 5 key elements in the Edmund Rice Schools Trust Charter you would particularly like to promote and how:

**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?

**Place an X in the relevant box**

###### YES NO

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

**Place an X in the relevant box**

###### YES NO

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

**Place an X in the relevant box**

###### 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 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 must know you in a professional capacity.

In addition, references may be sought from your present/former Principals and/or Chairpersons/Managers if not listed below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Professional Referee 1** | **Professional Referee 2** | **Professional Referee 3** |
| 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.**

**Signature of Applicant:**

**Date:**

**(The instructions on the next few pages should reflect the decisions made by the BOM)**

**N.B.**

* *The Selection Committee may contact the above named for references.*
* *The Board of Management is an equal opportunities employer.*
* *Short-listing of candidates may take place.*

*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.*

To be detached from completed Application Form

|  |  |
| --- | --- |
| 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 Arial font size 12? |  |
| Is the total number of pages (including the cover sheet) 18 or less? |  |
| Have you emailed the completed application form to [erstcompetitions@outlook.ie](mailto:erstcompetitions@outlook.ie) ? |  |
| Have you submitted one signed hard copy to:  The Chairperson, The Board of Management,  ERSS, Galway. |  |
| Have you written “Application.” on the envelope? |  |

**Definitions of Competencies**

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| --- |
| A. Leadership in a Faith School |
| Definition: The Deputy 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 Deputy 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 Deputy 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 Deputy 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 Deputy 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 Deputy 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. |