



**Coláiste Cholmcille
College Street
Ballyshannon
Co. Donegal**

School Roll No: 91506V

**School Patron/s: CE Donegal ETB and Bishops of Clogher
and Raphoe**

DEPUTY PRINCIPAL APPLICATION FORM

NAME _____

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. Leading Learning and Teaching, Leading 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.

Competency	Weighting (%)	Rating (1-5)	Highest Possible Score (Weighting x Rating)
Leading Learning and Teaching	20	Max is 5	100
Leading School Development	20	Max is 5	100
Developing Leadership Capacity	10	Max is 5	100
Communication	20	Max is 5	50
Managing the Organisation	20	Max is 5	50
Self-awareness and Self-management	10	Max is 5	50
Highest Possible Score	100		500

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.

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

Application Form DEPUTY PRINCIPAL Coláiste Cholmcille

1. PERSONAL DETAILS

First Name:		Surname:	
Home Address:		Correspondence Address: (if different)	
Home Phone Number:		Mobile Phone Number:	
Email Address:			

Are there any restrictions regarding your employment? <i>(if you answer Yes, please provide details on separate sheet)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you require a Work Permit?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you have five years' whole-time teaching service or equivalent? <i>(ETB: CL 06/02*; C&C: CL 07/02* –* delete as appropriate)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are you registered with the Teaching Council?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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:	
Title of Degree/Diploma:	
Qualification (Pass/Hons):	Awarding Body:
Year of Entry:	Year Qualified:
Subjects studied:	

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

A descriptor of the post is NOT required.

Dates From/To	Position (Indicate level of post – eg API, APII, SD)	School or other Institution	Title of Post (a descriptor of the post is NOT required)

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

Dates From/To	Position	School or other Institution	Key Responsibilities/Role

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.

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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 Leading Learning and Teaching
- 6.2 Leading School Development
- 6.3 Developing Leadership Capacity
- 6.4 Communication
- 6.5 Management the Organisation
- 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 is permitted for each competency). The example(s) may be drawn from your experience in various settings including professional, social, sporting or voluntary.

6.1 Leading Learning and Teaching

Understands that high quality teaching and learning is the core business of a school and demonstrates the skills to act as the instructional leader promoting a culture of improvement and collaboration in this area.

Behavioural Indicators:

- Engages all stakeholders (students, staff, parents and Board of Management) in the SSE process to create and maintain a culture of high expectation for all in which learning flourishes enabling students to become active and motivated learners.
- Has the understanding and ability to foster a culture of open dialogue and collaboration regarding standards of teaching and learning. Operates highly effective systems for monitoring student progress and achievement to help students reach their full potential.

6.2 Leading School Development:

Demonstrates the ability to establish and maintain a guiding vision for the school in line with the mission statement and communicates appropriately the goals and expectations of this vision to the school community.

Behavioural Indicators:

- Has a thorough understanding of school processes including legislation, terms of reference, contracts, policies, DE guidelines and circulars and uses this understanding to lead and manage action planning for improvement of teaching, learning and assessment on a whole-school basis
- Demonstrates a capacity to link goals and expectations to structures which support (a) excellence in teaching and learning (b) a community of learning and (c) the development of a management tier devoted to the key objectives of the school.

6.3 Developing Leadership Capacity:

Empowers staff to carry out leadership roles, facilitates active student participation in school leadership while reflecting on the effectiveness and sustainability of their personal leadership and networking with other leaders.

Behavioural indicators:

- Appreciates the critical importance of the Principal/Deputy Principal relationship and the importance and overall impact of an effective and sustainable Senior Management Team partnership. Proactively and collaboratively engages with other school leaders, including national leadership and management bodies to support their own professional development.
- Identifies operational skills and resource gaps and takes appropriate action to meet the ongoing and future needs of the school. Operates an effective mentoring programme to support teachers in new roles and to develop the leadership capacity of mentors. Sets and expects high standards from all staff and employs a range of methods to motivate them to optimum performance while proactively and positively managing difficult people issues.

6.4 Communication

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

Behavioural indicators:

- Demonstrates good listening skills and has the ability to respond with respect, willingness and good judgement to day-to-day encounters, enquiries and information requests.
- Cultivates effective channels and structures of communication, such as e-mail, website, reports, social media, bulletins and newsletters – particularly for staff but also for other stakeholders and external media. Understands and operates the various channels through which leaders can communicate with stakeholders, appreciates the power of media and has a willingness to relate in a positive way with local media systems.

6.5 Managing the Organisation:

Uses a range of resources, supports and processes to ensure the effective and efficient running of the school and develops and implements a system of professional responsibility and accountability.

Behavioural indicators:

- 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. Anticipates issues and potential obstacles and takes necessary action.
- Can manage the various demands and advices of the Department, Management Bodies and other relevant agencies and ensures the day-to-day smooth running of the school through the optimum use of Human Resources, data and processes. Adheres to processes related to the recruitment, selection and management of staff.

6.6 Self-Awareness and Self-Management

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

Behavioural indicators:

- Develops self-awareness through personal and collaborative reflection identifying areas of personal practice requiring improvement. Understands the concept of professional boundaries and maintains this in dealing with stakeholders. Upholds professional integrity through discretion, confidentiality, loyalty and trust etc.
- Is self-motivated and is committed to personal and professional growth and development. Maintains a balance between the demands of work and personal needs and wellbeing. Has the confidence, resilience and optimism to maintain an emotional balance in challenging situations and the capacity to work through these situations.

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).

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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.

Section 12 of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 requires a school authority to obtain a vetting disclosure from the Vetting Bureau prior to the employment, contract, permission or placement of a person to undertake relevant work or activities with children or vulnerable persons. This applies in respect of appointments to teaching posts, Principal and Deputy Principal positions where the person is not currently an employee of the Board 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.

I acknowledge that the appointment may be subject to appeal as provided for in [Circular Letter 0062/2021](#).

Signed _____

Date _____

The completed application form (and five copies) should be returned by post only/ to arrive no later than June 3rd at 5pm to:

**The Chairperson
Board of Management
College Street
Ballyshannon
Co. Donegal**

Note: You should retain proof of postage and clearly mark the outside of the envelope 'DP Application'.

Data Protection-Privacy Notice:

All personal information provided on the Application Form will be processed in a confidential and secure manner and will only be used for the purpose of the recruitment process.

Internally, your information will be kept confidential and only made available as necessary in processing your candidature.

Your data will be retained for a period of 18 months if your application is unsuccessful. If your application is successful, Coláiste Cholmcille will retain your personal data for the duration of your employment and for 7 years thereafter. Your information will not be disclosed to a third party without your consent save where provided by law or where such processing is necessary to comply with the school's legal obligations. You may at any time make a request for access to your personal data held about you.

Coláiste Cholmcille process data in compliance with the Data Protection Legislation.

A privacy notice for all potential applicants is available on www.ccbs.ie