



APPLICATION FORM FOR POST OF

Principal

St Brigid's Presentation Secondary School, Killarney.

Name of Applicant: _____

THIS FORM must be returned in PDF by email ONLY to:
midrecruitment@ceist.ie

Please name the pdf file in the following format.

SURNAME First Name
e.g. **BYRNE James.pdf**

Submitted forms are for the attention of the Selection Committee established by the Board of Management

Applications received after 10.00am on Friday June 13th 2025 will not be considered for processing.
Provisional Date for interviews: Week of June 30th.

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 – either by electronic means or by scanning your signature onto the form.
- 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.
- You must not exceed the word limit in sections 3 – 8.
- No letter of application or CV should accompany this form

1. Personal

Full Name:

Full Address:

Telephone:

Mobile Number:

Email:

Present Position and where employed:

Do you have five years qualified teaching experience as per Circular 04/98

YES

☐

NO

☐

Place an X in the relevant box

Teaching Council Registration No:

If you have no number- : Are you eligible for registration and willing to register?

YES

☐

NO

☐

Place an X in the 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 (15 Marks)

Institution:	Primary Degrees/Diplomas Subjects	Degrees (Pass/Hons):	Year of Graduation:

2. Qualifications cont.

Post Graduate Degrees/Diplomas

Institution:	Qualification Subjects Studied	Pass/Hons	Year of Entry:	Year of Graduation:

Other Relevant Qualifications: (Pass/Hons):

3. Professional Management/Leadership Development (25 Marks)

- 3.1 List any management/leadership 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 What key skills and knowledge have you developed as a result of these courses and courses listed in Section 2 above that are relevant to this post? (300 words max)

4. Teaching and Other Relevant Experience (25 Marks)

For all the following sections please start with the most recent and work backwards and leave no gaps in 4.1.

4.1 Employment: Please indicate whether the position was wholetime (w) or part-time (p).

Dates From	Dates To	Position & W or P	School or other Institution	Responsibilities

4.2 Post (s) of Responsibility or Equivalent: Please indicate also if the post was Department paid (DES) school paid (SP) or voluntary (V).

Dates From	Dates To	Position P, DP, API, APII, PC, (DES, SP or V)*	School or other Institution	Responsibilities

P = Principal, DP = Deputy Principal, API = Assistant Principal I Post; APII = Assistant Principal II 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:

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4.4 Other Relevant Experience (i.e., Social/Business)

Dates From	Dates To	Position	Organisation	Responsibilities

4.5 Outline briefly your three greatest achievements with respect to the above: (100 words max for each example)

1	
2	

3	
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4.6 What aspects of your recent experience, previously outlined in section 4, have prepared you for the role of Principal? (300 words max)

5. Role and Function of Principal

A number of key competencies have been identified as being essential for the effective performance of the role and function of 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 (45 Marks)

(a) Outline **ONE** example of how and where you have facilitated the creation of a shared school culture that reflects the core values and ethos of the school. (300 words max)

(b) Give **ONE** example from your practice to date that demonstrates your commitment to a specific aspect of the CEIST Charter. (200 words max) e.g. upholding your schools characteristic spirit / ethos .../ specify a CEIST value.

5.2 Promotion of a Holistic Development Culture including Leading Learning and Teaching (25 Marks)

Outline **ONE** example of how and where you have shown commitment to on-going evidence-based school self-evaluation for the achievement of high educational standards and demonstrated a capacity in implementing strategic improvement planning in teaching and learning. (300 words max)

5.3 Interpersonal Relationships including Developing Leadership Capacity (25 Marks)

Outline **ONE** example of how and where you have demonstrated the ability to establish teams and empower staff to take on and carry out leadership roles, thus building leadership capacity within the school. (300 words max)

5.4 Management & Administration including Managing the Organisation (25 Marks)

Outline **ONE** example of how and where you have demonstrated an understanding of the need to ensure that systems and structures are in place to meet the priority needs of the school. (300 words max)

5.5 Strategic Management including Leading School Development (25 Marks)

Outline **ONE** example of how and where you have demonstrated an understanding of how to lead a development process for the school using *Looking at Our School 2016/2022* **or** using *the School Self Evaluation Guidelines*. (300 words max)

5.6 Self-Awareness & Self-Management Skills (25 Marks)

Outline **ONE** example of how and where you have demonstrated a high degree of self-awareness, e.g., being able to read one's emotions and recognise their impact on others. (300 words max)

6. Looking at Our School 2022 - A Quality Framework for Post-Primary Schools (20 Marks)

LAOS 2022 “*acknowledges that effective leadership is essential for schools to be places where successful learning happens*”

- 6.1** Choosing any one of the domains in LAOS outline where you have applied this in your practice to date. (200 words max)
- 6.2** How would you use LAOS 2022 to mediate change? (200 words max)

7. Challenges Facing Faith Based Schools (20 Marks)

- 7.1** What are the particular challenges and issues that would impact on the management and leadership in a faith-based voluntary secondary school?_(200 words max)

8 Personal Vision (15 Marks)

- 8.1** Outline your personal educational vision of the role of Principal with particular reference to this school. (150 words max)
- 8.2** If appointed as Principal to this school what would be your agenda for action? (150 words max)

9. 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 accompanying documents and is prepared to accept the role of Principal as described in these documents.

Please note that additional information about the school, including its ethos and educational philosophy, is available on the school website.

10. 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.

If you are a Principal and if you do not include among your referees either the current Chairperson of your Board of Management or the previous Chairperson, if the current Chairperson was appointed in the last 3 years, the Selection Committee may contact either or both Chairpersons 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 Principal in this school. 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.

If you are called for interview you are asked to ensure that the referees below will be available to take a telephone call around the proposed date(s) of the interviews.

10.1 Professional Referee 1

Name:

Address:

Telephone/ Mobile:

E-mail:

How do you know the above person? What is your relationship with this person?

10.2 Professional Referee 2

Name:

Address:

Telephone/ Mobile:

Email:

How do you know the above person? What is your relationship with this person?

10.2 Professional Referee 3

Name:

Address:

Telephone/ Mobile:

Email:

How do you know the above person? What is your relationship with this person?

11. 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.

I understand that, if appointed, I will be required to attend training for newly appointed Principals / Deputy Principals as provided by CEIST.

Signature of Applicant: Date:

This form must be signed – either by electronic means or by scanning your signature onto the form

The application form is marked out of a total of 300 marks of which 10 marks is for written communication skills.

These pages may be detached from the completed Application Form

12. 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.**

Data Protection: All personal information provided on this application form will be processed in a confidential and secure manner for the purpose of the recruitment process. Application forms will be retained for a period of 18 months after the formal announcement of appointment of the successful candidate to the post and in the case of a successful candidate for the duration of his or her employment and for seven years thereafter. The information will not be disclosed to a third party without your consent save where provided for 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 the personal information held about you. Should you wish to make any changes, or erasures, to your personal data, please contact the chairperson of the Board of Management.

The following selection criteria will apply to the interview process:

- *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*
- *Style & Quality of Leadership as demonstrated throughout the interview*
- *The Selection Committee / Interview Board may also request those called to interview to complete a task (e.g a presentation) as part of the interview process which will be based on one or more of the selection criteria.*

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

Additional Notes:

- ◆ *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. If you do not receive an email confirming receipt of your application, please email midrecruitment@ceist.ie*
- ◆ *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	Y / N
<ul style="list-style-type: none"> • Have you converted the Word document to pdf for emailing your application? • Have you signed the form as instructed? – • 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 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 (Principal)

A. Leadership in a Faith School
<p>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 the successful candidate will be called upon to</p>

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 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 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 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 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 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 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 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.