

APPLICATION FORM
FOR POST OF

Principal

St Anne's Secondary School,
Tipperary Town,
County Tipperary.

Name of Applicant: _____

THIS FORM must be returned by EMAIL ONLY to:

Recruitment@ceist.ie

Applications received after **12 noon on Wednesday 19th May**, will not be considered for processing.

Provisional Date(s) for interviews: **week beginning Monday 31st May.**

This form must be signed.

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.

The total number of pages (including this cover sheet, but EXCLUDING the checklist and the notes pages) must not exceed 15.

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

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

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?

4. Teaching and Other Relevant Experience

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:

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:

4.6 What aspects of your recent experience, previously outlined in section 4, have prepared you for the role of Principal?

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 of 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 of a Faith School

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

5.3 Interpersonal Relationships including Developing Leadership Capacity

5.4 Management & Administration including Managing the Organisation

5.5 Strategic Management including Leading School Development

5.6 Self-Awareness & Self-Management Skills

6. Challenges Facing Schools

What are the particular challenges and issues that would impact on the management and leadership of a Faith-Based voluntary secondary school?

7. Personal Vision

7.1 Outline your personal educational vision of the role of Principal in this school.

7.2 If appointed as Principal to this school what would be your agenda for action?

8. Characteristic Spirit

- 8 Outline which aspect of the CEIST Charter you would particularly like to promote and why:**

9. Vetting Declaration:

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

- 9.1 Have you at any time been the subject of an investigation by the Gardaí, Túsla, HSE or your employer concerning a child welfare matter?

YES

☐

NO

☐

Place an X in the relevant box

- 9.2 Have you at any time been the subject of any allegation of criminal conduct or wrongdoing towards a minor?

YES

☐

NO

☐

Place an X in the relevant box

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

YES

☐

NO

☐

Place an X in the relevant box

It is essential that you accurately answer questions 9.1, 9.2 and 9.3 above and make full disclosure on foot of same. In the event of the Board of Management making you an offer of employment, this personal declaration will constitute a fundamental term of the contract of employment. If, at any time, it is subsequently established that you have given an incorrect answer and/or made an incomplete and/or inaccurate disclosure in this declaration, you may face disciplinary action, up to and including dismissal.

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 to all appointments of any duration including full-time, part-time and substitute positions. Contravention of the aforementioned vetting requirement is a criminal offence.

In addition, a child protection related Statutory Declaration and a Form of Undertaking will be provided by the school authority to the prospective appointee prior to employment. Note that employment is subject to the prospective appointee completing, signing and returning same to the school authority. The requirements to provide a Statutory Declaration and Undertaking applies to appointments of any duration including full-time, part-time and fixed-term positions. The school authority will retain a copy of the Declaration and Form aforesaid for its own records.

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 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.

11. References

Please supply the names and contact details of two referees who know you in a professional capacity and whom you consent to being contacted by a member of the Selection Committee 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.

Any references obtained will only be shared with the other members of the Selection Committee. Unopened references will be destroyed in a secure and confidential manner after the formal announcement of the appointment of the successful candidate.

If you are called for interview you are asked to ensure that the referees below will be available to take a telephone call on the date of the interviews as notified to you.

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.

11.1 Professional Referee 1

Name:

Address:

Telephone/ Mobile:

E-mail:

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

11.2 Professional Referee 2

Name:

Address:

Telephone/ Mobile:

Email:

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

12. Undertaking

I certify to the Board of Management that the information provided herewith is true and correct.

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.

Signature of Applicant: Date:.....

13. 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 of 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 may also request those called to interview to complete a task as part of the interview process.***

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

Additional Notes:

- ◆ ***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.***

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) 15 or less?

Definitions of Competencies

A. Leadership of a Faith School	
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 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 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
<p>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.</p>
D: Management & Administration including Managing the Organisation
<p>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.</p>
E. Strategic Management including Leading School Development
<p>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.</p>
F. Self-awareness & Self-management Skills
<p>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.</p>