

APPLICATION FOR THE POST OF DEPUTY PRINCIPAL IN BRIDGETOWN COLLEGE
PERMANENT CONTRACT
TO COMMENCE AT THE START OF 2023/2024 ACADEMIC YEAR

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 & 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.

The selection criteria and marking scheme for the position are as follows

Competency	Weighting (%)	Rating (1-5)	Highest Possible Score (Weighting X Rating)
Leading Learning & Teaching	20	Max is 5	100
Leading School Development	20	Max is 5	100
Developing Leadership Capacity	20	Max is 5	100
Communication	15	Max is 5	75
Managing the Organisation	15	Max is 5	75
Self-awareness and Self-Management	10	Max is 5	50
Highest Possible Score			500

Candidates should carefully read and comply with all instructions in relation to the completion of the application form.

All questions must be answered.

Do not change the question numbers or sequence.

Boxes may be expanded as required in compliance with **maximum word count requirements**.

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

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

1. Personal Details

First Name:		Surname:	
Home Address:			
Home Phone Number:		Mobile Phone Number:	
Email Address:			

Teacher Registration

Are there any restrictions regarding your employment? <i>(If yes, please provide details on a 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 C/L 06/02)</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?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please note the successful candidate will be paid by the DE and will have to fulfil the DE conditions which include registration with The Teaching Council.	

2. Position

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

3. Details of 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:			

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 relevant 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. A descriptor of the course is NOT required.

Name of Course	Name of Organisation / Institution running course	Length of Course	Year

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 Position - e.g, API, APII and Post Title)	School or other institution	Title of Post (a descriptor of the post is not required)

5.3 Other relevant experience (i.e. Social/Business) beginning with the most recent:

Dates (From/To)	Position	School or other institution	Key Responsibilities/role

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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:

Click or tap here to enter text.

6. The Role and Function of Deputy Principal

WWETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.



In completing this section, please give careful consideration to the Core Values of WWETB schools and the core values of WWETB as an organisation (as set out in the Strategy Statement 2018-2022) of

- Respect
- Accountability
- Learner Focus
- Quality

A number of key competencies have been identified as being essential for the effective performance of the role and function of Deputy Principal. These competencies are listed below:

- 6.1 Leading Learning & Teaching**
- 6.2 Leading School Development**
- 6.3 Developing Leadership Capacity**
- 6.4 Communication**
- 6.5 Managing 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 (a maximum of 450 words is permitted for each competency). The example(s) may be drawn from your own experience in various settings including professional, social, sporting or voluntary.

6.1 Leading Learning & 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.

- Promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment. Leads the school community to continuously strive for excellence by setting high expectations for students, enabling students to become active and motivated learners. Promotes a culture of continuous improvement by supporting colleagues to become reflective practitioners.
- Has the understanding and ability to foster teacher professional development that enriches teachers' and students' learning maximising opportunities to develop teachers' capacity and competence to improve

teaching and learning. Develops and 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.

- Ability to lead the school's engagement in a continuous process of self-evaluation and action planning for improvement underpinned by a culture of high aspirations for staff and students, leading to measurable and identifiable improvements in learner outcomes. Capacity to remain alert and responsive to changes in the broader educational environment and use this information positively for the benefit of the school and to use the SSE process very effectively to manage the school's response to changing needs.
- Effectively communicates the guiding vision for the school to teachers, parents and students in a way that inspires, motivates, and empowers the whole school community to translate the vision into action. Capacity to build and maintain constructive relationships through effective and regular communication with all school partners and formally engage in very effective dialogue with partners.

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.

- Recognises and affirms the defining role of the quality of leadership and management for the school as a learning organisation, empowering teachers to take on leadership roles and to lead learning, through the effective use of distributed leadership models. Encourages teamwork in all aspects of school life creating and motivating staff teams and working groups to lead developments in key areas, thus building leadership capacity. Engages purposefully with the ETB and other professional networks to further develop own competency.
- Promotes and facilitates the development of student voice, student participation, and student leadership recognising students as stakeholders and ensuring their involvement in the operation of the school. Enables the student council to become catalyst for change, with an active role in decision-making and policy development and supports students in taking leadership roles by facilitating relevant training and providing opportunities to lead school initiatives.

6.4 Communication

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

- Shows the capacity and skills to relate and communicate in a meaningful and respectful way with individuals and groups and in particular with all school stakeholders.
- Has good verbal and written communication skills and demonstrates these while speaking in public and making presentations. Utilises clear and frequent communication with staff and students while clearly articulating a vision for the school. Cultivates effective channels of internal and external communication to promote the school.

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.

- Has an appreciation and clear understanding of the statutory role and primacy of the ETB, of their responsibility as Secretary to the Board of Management, the importance of consulting with and keeping the ETB and Board of Management actively informed and implementing the decisions of the ETB and the Board of Management in an appropriate and accountable manner, compatible with legislative requirements.
- Develops or uses systems to organise and keep track of information and manages the allocation of finances and other resources in line with ETB policy. Maintains accurate records of resources and finances in accordance with sectoral accountability guidelines. Allocates relevant decision making and other responsibilities to the appropriate staff members and provides the necessary support for effective delegation.

6.6 Self-Awareness and Self-Management

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

- Develops self-awareness through personal and collaborative critical 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.
- Has the capacity to place issues and challenges within the context of the position of Deputy Principal and understands the need to separate school related issues from personal life. Has self-awareness and a willingness to seek the help, advice, and support of others in challenging 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 Deputy Principal within the context of the ethos and characteristic spirit of the school (max 200 words).

8. Details of Referees

Please provide the names, addresses and positions/occupations 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].

1 st Referee	2 nd Referee
Name:	Name:
Organisation Name:	Organisation Name:
Address:	Address:
Telephone No. & Ext:	Telephone No. & Ext:
Email Address:	Email Address:
Position Held:	Position Held:
Your work connection with this referee:	Your work connection with this referee:
If you were known by another name when employed please specify:	If you were known by another name when employed please specify:

Dates of employment to/from (if applicable):	Dates of employment to/from (if applicable):
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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 <input type="checkbox"/> No <input type="checkbox"/>
Were you the subject of any allegation of criminal conduct or wrongdoing towards a minor?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you aware of any material circumstance in respect of your own conduct which touched/touches on the welfare of a minor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

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 ETB 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 ETB 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/ETB, 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 or pursuant to any legal obligation imposed on the school/ETB to facilitate the effective investigation of crime.

In the event of your being recommended for appointment to this position WWETB is obliged to comply with the terms of current Department of Education 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 WWETB and applies irrespective of whether the individual has been previously vetted or not.

Please read before signing this application form

- You are required to sign the declaration below certifying that all information you have provided is accurate.
- The Selection Board 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

Signature	Date
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	Click or tap to enter a date.
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Completed application forms should be submitted to vacancies@wwetb.ie to arrive no later than **4:00pm on 05/04/2023**.

Canvassing will automatically disqualify a candidate.
WWETB is an equal opportunities employer

Privacy Notice

1. Waterford and Wexford Education and Training Board is the data controller. Our address is Ardavan Business Park, Ardavan, Co. Wexford Y35 P9EA. Tel. No. 053 91 23799. Waterford and Wexford Education and Training Board is established under Section 8 of the Education and Training Boards Act 2013. Waterford and Wexford Education and Training Board provides secondary level education; second chance education; further education and training including apprenticeships; Youthwork; community-based education programmes; outreach programmes; specialist programmes, e.g. through Music Generation and other programmes/courses as may be delivered/funded/sponsored in whole or part or in co-operation with other bodies/agencies etc. Our core functions are set out in Section 10 of the Education and Training Boards Act 2013, together with such other matters as are set out in the Education and Training Boards Act 2013, together with such other legal and statutory obligations as may be imposed on the ETB from time to time.
2. We collect and use your personal data. The personal data we collect includes your name; date of birth; address; contact details; previous employment, experience and qualifications; vetting outcome; Teaching Council registration; registration with any other professional/accrediting body; PPS number; financial data; images (staff cards, CCTV); medical, health and occupational health data; immigration/work-visa information; information relating to recruitment, promotions, and appointments processes; other IR/HR processes; pensions details etc. We use personal data for purposes including: running an efficient service; complying with our obligations as an employer; for recruitment and appointments; allocating resources to our education centres; monitoring the effectiveness of our equal opportunities policies; to discharge our duties to other staff and students; complying with our statutory reporting obligations to Government bodies and EU funding bodies; resolving disputes and defending litigation etc. The information we collect about you depends on various factors, e.g. we will hold differing levels of information about a job applicant as compared with a long-standing employee. Certain personal data is collected and aggregated for use on an anonymised basis, e.g. to monitor our compliance with equal opportunities and non-discrimination policies. For further information on what data we collect, why we collect it, how we use it, and the legal basis for same, please go to our Data Protection Policy available at <http://waterfordwexford.etb.ie/information-compliance/wwetb-policies/>
3. We share your personal data with third parties, including other Government bodies. Depending upon the nature of your role within the ETB, this may include data-sharing with bodies including the Department of Education and Skills, Revenue Commissioners, Department of Social Protection, Comptroller & Auditor General, TUSLA, An Garda Síochána, HSE, the Teaching Council or any other regulatory body to which you belong, your Trade Union (for IR/HR issues), occupational health advisors, our insurance company (Irish Public Bodies), banks/financial institutions (to pay wages), pension administrators and pension trustees, future employers (for references etc.), other service providers (including IT providers, security providers, legal advisors) etc. The Government bodies to which we transfer your personal data will use it for their own purposes (including: to verify other information they already hold about you, for fraud prevention measures,

etc.) and may aggregate it with other information they already hold about you. For further information on what data we collect, why we collect it, how we use it, and the legal basis for same, please go to our Data Protection Policy available at <http://waterfordwexford.etb.ie/information-compliance/wwetb-policies/>

4. We do not transfer your personal data to a third country or international organisation. Certain companies who process personal data on behalf of WWETB may transfer personal data for processing outside the EU, however this will only be done with the agreement of WWETB and with the assurance that appropriate safeguarding measures are in place to protect the data. We will advise data subjects if their data is to be transferred outside the EU.
5. We do not engage in automated decision making/profiling.
6. Some personal data is only kept for a short period (e.g. will destroy at the end of an academic year because it is no longer needed). Some data we retain for a longer period (e.g. we retain even after you leave our employment). For further information on what data we collect, why we collect it, how we use it, and the legal basis for same, please go to our Data Protection Policy available at <http://waterfordwexford.etb.ie/information-compliance/wwetb-policies/>
7. You have the following statutory rights, that can be exercised at any time:
 - Right to complain to supervisory authority (the Office of the Data Protection Commissioner)
 - Right of access
 - Right to rectification
 - Right of erasure
 - Right to restrict processing
 - Right to data portability
 - Right to object to automated decision making/profiling

For further information on what data we collect, why we collect it, how we use it, and the legal basis for same, please go to our Data Protection Policy available at <http://waterfordwexford.etb.ie/information-compliance/wwetb-policies/>