

APPLICATION FORM

FOR POST OF

Deputy Principal

Mercy Secondary School Mounthawk

Tralee, Co. Kerry.

Name of Applicant:

**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) should not exceed 18.**

**No letter of application or CV should accompany this form.**

**THIS FORM must be returned to:**

applicationsdp@mercymounthawk.ie

**Applications received after 12.00 pm on 14/08/2020 will not be considered for processing. You should mark the subject line of the email “COMPLETED APPLICATION”.**

**Provisional Date(s) for interviews subject to health advice: Week beginning: 24/08/2020**

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| 1. **Personal**
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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

**Place an X in the relevant box**

######  YES NO

Teaching Council Registration No:

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

**Place an X in the relevant box**

######  YES NO

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.]*

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| 1. **QUALIFICATIONS**
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| **Institution:**  | **Primary Degrees/Diplomas****Subjects** | **Degrees** **(Pass/Hons):** | **Year of Graduation:** |
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| 1. **Qualifications cont.**
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**Post Graduate Degrees/Diplomas**

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| **Institution:**  | **Qualification****Subjects Studied** | **Pass/Hons** | **Year of Entry:** | **Year of Graduation:** |
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**Other Relevant Qualifications:** (Pass/Hons):

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| **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)

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

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| **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).

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| **Dates From** | **Dates** **To** | **Position &****W or P** | **School or other Institution** | **Responsibilities** |
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**4.2 Post (s) of Responsibility or Equivalent**: Please indicate if the post was Department paid (DES) school paid (SP) or voluntary (V).

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

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| **Dates** **From** | **Dates** **To** | **Position** | **Organisation** | **Responsibilities** |
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**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 Deputy Principal?**

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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 Deputy 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:*

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 of a Faith School

*Outline* ***ONE*** *example of how and where you have demonstrated an ability to foster a commitment to inclusion, equality of opportunity and the holistic development of each student.*

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

*Outline* ***ONE*** *example of how and where you have promoted a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.*

5.3 Interpersonal Relationships including Developing Leadership Capacity

*Outline* ***ONE*** *example of how and where you have built and maintained relationships with parents, with other schools and the wider community.*

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5.4 Management & Administration including Managing the Organisation

*Outline* ***ONE*** *example of how and where you have displayed the capacity and / or experience to manage the design, planning and implementation of the school curriculum (programmes, subjects and activities) which support the achievement of the school’s goals and objectives, in line with DES requirements and arising out of School Self Evaluation.*

5.5 Strategic Management including Leading School Development

*Outline* ***ONE*** *example of how and where you have managed, led and mediated change to respond to the evolving needs of the school and to changes in education.*

5.6 Self-Awareness & Self-Management Skills

*Outline* ***ONE*** *example of how and where you have demonstrated a caring outlook and expressed concern in a positive and healthy way.*

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| **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?**

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| 1. **Personal Vision**
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**7.1 Outline your personal educational vision of the role of Deputy Principal in this school**

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

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| 1. **Characteristic Spirit**
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**8 Outline which aspect of the attached statement of religious and educational philosophy documents you would particularly like to promote and why:**

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| **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 Deputy 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.

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| **10. 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.

Some or all of the referees will be contacted by a nominated Selection Committee member either

(a) after shortlisting and before the interviews, or

(b) as soon as possible after the interviews have been completed if you are deemed to have scored sufficient marks at interview to be considered an appointable candidate.

In either case the references obtained will only be shared with the other members of the Selection Committee in the event that you are deemed to have scored sufficient marks at interview to be considered an appointable candidate. 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.**

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?***

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| **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 and Skills 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.**

**Signature of Applicant: ……………………………………. Date: ………………….**

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| These pages may be detached from the completed Application Form |

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| Data Protection |

*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 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.*

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| Interview Selection Criteria |

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| **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.*
* *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 and Skills (DES) if he/she fulfils the DES conditions, which include specific registration with the Teaching Council for the Voluntary Secondary School sector.*

Checklist for Applicants

* Have you signed the form (digitally/scanned in last page/etc)?
* Is your name on the front cover?
* Is the file saved in Word format using your name as the new file name – e.g. Jane Murphy?
* 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 typed “Completed Application” subject line of the email?
* Have you sent the application by email? (Forms should not be hand-delivered or delivered by any alternative method such as Express Post, Courier etc,)
* Have you checked on the Teaching Council website that you are registered to teach in the Voluntary Secondary School sector?

**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 assists the Principal in creating and promoting 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. |

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| **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 the Principal, staff, students, parents and other support agencies, including building professional networks with other school leaders. In consultation with the Principal, 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: With the Principal, 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. In consultation with the Principal, 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, with the Principal, 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 assists the Principal in leading 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. |