**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 & 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** |

**Please Note:**

The Application Form must be **TYPED.** Handwritten forms will not be accepted.

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.**

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| **APPLICATION FOR THE POSITION OF PRINCIPAL,**  **COLÁISTE BHRÍDE, CARNEW, CO. WICKLOW.** |

1. **PERSONAL DETAILS**

|  |  |  |
| --- | --- | --- |
| **First Name:** | | **Surname:** |
|  | |  |
| **Home Address:**  **Including Eircode** | | **Correspondence Address: *(if different)***  **Including Eircode** |
|  | |  |
| **Home Phone Number:** | | **Mobile Phone Number:** |
|  | |  |
| **Email Address:** |  | |

|  |  |  |
| --- | --- | --- |
| ***For employer use only:*** | **Yes** | **No** |
| Application received by closing date |  |  |
| Teaching Council Registration |  |  |
| Post-Primary Teacher Qualification(s) as per DES Guidelines |  |  |
| Minimum of 5 year’s whole-time satisfactory teaching service or its equivalent |  |  |

Are there any restrictions regarding your employment? Yes  No

*(if you answer Yes, please provide details on a separate sheet?)*

Do you require a Work Permit? Yes  No

Do you have five years’ whole-time teaching service or equivalent? Yes  No

(ETB CL 06/02)

Are you registered with the Teaching Council? Yes  No

If YES, insert Teaching Council Registration Number:

Please note that the successful candidate will be paid by the ETB and will have to fulfill the DES conditions which include registration with The Teaching Council.

1. **PRESENT POSITION**

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

1. **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: | | |
|  |  | |
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| --- | --- |
| **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: | |
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| * 1. **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 |
|  |  |  |
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**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** |
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**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 |
|  |  |  |  |  |
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| --- | --- | --- | --- |
| **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) |
|  |  |  |  |
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| --- | --- | --- | --- |
| **5.3 Other relevant experience (ie 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.** |
|  |

1. **THE 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.

These competencies are as follows:

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 experience in various settings including professional, social, sporting or voluntary.

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| **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.   1. Establishes clear principles of inclusion, equality and social justice and ensures delivery of opportunity for students in the design of an effective timetable, meeting curricular requirements, that addresses the needs and diversity of students in the school. 2. Demonstrate a clear understanding that high quality teaching and learning is the core business of a school and demonstrate the skills to act as the instructional leader. Provide evidence of an initiative led to improve the quality of teaching and learning either in either subject department or at whole school level 3. 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 |
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| **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.   1. Knows how to develop a school culture that is faithful to the purposes, values and goals of the ETB by approaching change management in a collaborative and sensitive manner, keeping abreast of changes in education and using SSE to manage the school’s response to changing needs. 2. Demonstrate the ability to take a broad and long-term view of the needs of the school’s purpose and objectives. Have a clear understanding of the schools’ priorities in terms of school development and planning and provide evidence which illustrates the ability to provide leadership in using data in bringing the school forward |
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| **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.   1. 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. 2. Recognises and harnesses the many and varied skills and talents of the school community to create and motivate staff teams and working groups to develop leadership capacity in all aspects of school life. Works actively to develop leadership capacity through open consultation, collaboration, planning and building trust and delegates responsibilities appropriately and strategically. 3. Actively promotes and facilitates the development of student voice, participation and leadership recognising students as important and active stakeholders in the operation of the school. |
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| **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**.**   1. 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. 2. 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. 3. 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 articulating clearly the vision for the school. |
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| **6.5 Managing the Organisation**  Uses a range of 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.   1. 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. 2. Clear understanding of a key responsibility to assist in matters of student discipline, in the promotion of good order and in general supervision between classes. Can clearly articulate a preferred approach to managing student behaviour and can demonstrate how these expectations can be conveyed to learners. 3. 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. |
|  |

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| **6.6 Self-Awareness and Self-Management**  Is self-aware and has the capacity to self-manage and develop personally and professionally.   1. 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 etc. 2. 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. 3. Is aware of their own personality traits and their impact but can accept and understand difference in other personalities. Has the emotional intelligence and empathy to adjust their approach in order to work effectively with them. |
|  |

1. **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 within the context of the ethos and characteristic spirit of the school (**max 200 words**).

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1. **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:** | | | |
|  | | | |

1. **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 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 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 the ETB 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 the ETB 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 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](https://www.gov.ie/en/circular/47626-appeal-system-for-permanent-principal-and-deputy-principal-appointments/).

Signed       Date

**The latest date for receipt of applications is 12 noon on Wednesday 8th May 2024.**

**Signed completed application form should be returned as a scanned pdf document and attached in an email to por2024@kwetb.ie by closing date of 12 noon on Wednesday 8th May 2024.**

It is the responsibility of candidates to ensure that application forms are received at the stated email address before the stated deadline. **It is recommended candidates use the option in Outlook email ‘request a delivery receipt’ when sending their application.** Any technical difficulties encountered by the sender when submitting an application are not the responsibility of the KWETB.

Short listing may apply.

Canvassing by or on behalf of the candidate will automatically disqualify.

***Kildare and Wicklow ETB cannot accept late applications under any circumstances.***

Data will be processed in accordance with the ETB’s Data Protection Policy and retained in accordance with the records’ retention schedule therein.

Kildare and Wicklow ETB is a registered Data Controller and Equal opportunities employer.