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KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

Information for Applicants Administrative Principal

Craddockstown School

School Profile

Craddockstown School

Establishment, patronage and governance

In 2023, the Department of Education (DE) granted patronage of a new special school in County Kildare to Kildare and Wicklow Education and Training Board (KWETB). KWETB looks forward to working with all the stakeholders to build a school that meets the needs of our students, their parents and the wider school community.

Craddockstown School, Co. Kildare is a Special School which will provide an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of autism and complex learning needs or complex learning needs, with a professional recommendation for a Special School and who require the support of a Special School setting.

The student must have reached 4 years on or before 31st August of the school academic year for which they seek enrolment. To facilitate this age band, the range of classes extend from primary to post primary and are based on relevant and appropriate peer groupings and the individual needs of each child. As per the Department of Education regulations, students will leave school at the end of the school year in which they reach the age of 18 years old.

The school operates within the regulations as outlined by the Rules for National Schools and relevant circulars and directives issued by the Primary/Special Education sections of the Department of Education. The school is funded by grants from the Department of Education. Staffing allocations are in line with those set out by the Department of Education.

Under the direction of KWETB, the school will be managed on an interim basis by a Single Manager pending the appointment of a Board of Management. The Board of Management is made up of representatives of KWETB, parents, school staff and the community.

Craddockstown School delivers the curriculum as prescribed by the Department of Education and adapted to meet the educational needs of each student. A variety of methodologies and strategies are adopted to maximise the students' learning potential. Supported by the child's multidisciplinary team. The teachers and staff provide a caring, motivating and supportive learning environment which fosters personal, social and academic development. All students have an Individual Educational Plan designed specifically for them.

Forging meaningful relationships with the students, their parent(s)/guardian(s) and all involved in their care and education, is essential to ensuring a quality educational experience for our learners. KWETB looks forward to opening Craddockstown School and welcoming students in the 2024/2025 academic year.

Location

The new school will be located on an interim basis in a shared campus with Naas Community National School. While a permanent site is not yet identified for the school, the Department will be engaging with the patron regarding permanent accommodation for the school in due course.

Capacity and Resources

It is intended that the new school will cater for an initial enrolment of up to 24 students. The school is expected to grow its capacity in the short to medium term, pending a new permanent school building being provided on a permanent site. The school will be supported by the necessary staffing and resources provided by the Department to new special schools. The National Council for Special Education (NCSE) will also liaise closely with KWETB and the school to ensure that a requisite training and support programme is developed and tailored to the needs of the new school community. The NCSE will also liaise with NEPS and the Department's Inspectorate in this regard.

Ethos and Characteristic Spirit

Craddockstown School is a state, multid denominational, co-educational school underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Respect
- Community



In Craddockstown School, all students are given equal opportunity for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, Craddockstown School will strive to provide all students with equal opportunities to engage in learning and in school life. All members of our school community are treated equally, regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Craddockstown School will seek to provide a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. It strives to enable every student to realise their full potential regardless of any aspect of their identity or background. Schools under the patronage of KWETB seek to promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents/guardians and staff. Students of all religions and beliefs are treated equally. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

Craddockstown School, like all KWETB schools, aspires to be a place where everyone is encouraged to feel a sense of belonging and ownership. The school will actively seek to promote an ethos that supports a safe, caring and welcoming environment, where all members of the school community are valued and are treated with respect and dignity. Craddockstown School seeks to ensure that all members of the school community work in partnership. Having the best interests of our students is at the heart of all we do.

Curriculum

Craddockstown School delivers the curriculum for Special Schools as prescribed by the Department of Education and adapted to meet the educational needs of each student. A variety of methodologies and strategies are adopted to maximise the students' learning potential. Supported by the child's multidisciplinary team, the teachers and staff provide a caring and challenging learning environment which fosters personal, social and academic development.

Participation in the School

While it is envisaged that, once admitted, most students will remain in Craddockstown School until they complete their education at 18 years of age, a child's ongoing participation is contingent upon the child's continued adherence to the Code of Behaviour. The policy of the school is to admit students whose Parent(s) / Guardians(s) confirm that the Code of Behaviour is acceptable to them and that they shall make all reasonable efforts to ensure that their child complies with the Code of Behaviour. Where possible, students are expected to participate in all aspects of the school curriculum. The Single Manager/Board of Management places Parent(s) / Guardian(s) as responsible for ensuring that their child co-operates with these policies in a reasonable manner.

Changing and evolving student needs

Some students' needs may change over time and exceed what the school can cater for. If at any point during the student's time in the school, a psychiatrist or psychologist assesses the child and confirms in writing that allowing the child to remain in the school may result in adverse educational outcomes for the child or other children, a review meeting with the class teacher, principal and clinical team will be held to consider the child's progression and continued participation in the school.

Where the principal/Board of Management deems that further resources are required to meet the child's needs, an application will be submitted to the Special Education Needs Organiser (SENO) supported by relevant professional report(s). These resources may include access to or the provision of any of the following: special needs assistance, specialised equipment or furniture, transport services or other. Parent(s) / Guardians(s) will need to complete relevant NCSE documentation to enable the school to apply for such resources.

Job Description **Administrative Principal** **Craddockstown School**

The principal has overall responsibility under the authority of KWETB for the day-to-day management of the school as provided for in legislation and other relevant communications.

In accordance with Section 22 of the Education Act, 1998, and Section 23 of the Education (Amendment) Act 2012, the principal provides leadership to teachers, other staff and to the pupils and the wider school community. The principal has overall responsibility, under the direction of the Board of Management/ETB, as appropriate, for the day-to-day management of the school. The principal has responsibility for the internal organisation of the school, including the assignment of roles and responsibilities to members of the teaching and non-teaching staff.

The principal will be supported in the establishment of the new school by KWETB, the NCSE and the Department of Education. KWETB is progressing the establishment of the governance and other structures required for the school. KWETB and the Department of Education will continue to provide advice and support to the principal and the board of management on these matters.

The NCSE and other education support services will work with the principal to identify the professional learning needs of the school community and develop a bespoke training package to build the capacity of the school and its staff. The NCSE will also support the school in developing an appropriate transition arrangement for pupils as they enrol in the school.

Professional Relationships

The principal will work in liaison, contact and co-operation with:

- The CE, Director of Schools and assigned officers of KWETB.
 - Members of the school management team
 - Members of the School Community
 - Organisations, networks and support services relevant to the educational needs of students, including Disability Services.
 - Inspectorate of the Department of Education (DE)
 - Parents and the local community
 - National Council for Special Education (NCSE)
 - Special Educational Needs Organisers (SENOs)
- (This list is not exhaustive)*

The obligations of the principal in general terms are as follows, without prejudice to the generality of the functions of the principal:

Statutory Requirements

The statutory functions of the principal are set out in Sections 22 and 23 of the Education Act 1998.

- The principal controls the internal organisation, management, and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff.
- The principal ensures that the ETB's policies, procedures, guidelines, and requirements are adhered to.
- The principal submits to the ETB and Board of Management all such statements and reports affecting the conduct of the school as the ETB requires.

- The principal provides strategic direction in the school system.
- The principal is responsible for day-to-day financial administration and reporting and ensuring finances are maintained according to good governance, regulations, and guidelines.
- The principal is required to be fully familiar with the Child Protection Guidelines and it is normal for the principal to be the Designated Liaison Person (DLP).
- The principal promotes excellence in education and develops standardised curricula, assesses teaching methods, monitors student achievement, and encourages parent involvement.
- The principal has a deep commitment to multid denominational education and promotes diversity and inclusion in school and in the community.
- The principal has a range of statutory functions and obligations as outlined in legislation. Such statutory functions are implied in the Contract of Employment

Other duties and responsibilities may be lawfully assigned by the Chief Executive or his/her deputed officer from time to time.

Salary

Salary in accordance with relevant Department of Education salary scales and allowances. Further information is available; <https://www.education.ie/en/Education-Staff/Information/PayrollFinancial-Information/Salary-Scales/Salary-Scales.html>

Shortlisting and Interview Selection Criteria

The selection of the successful candidate shall be based on four competencies which are aligned to the Looking at our School Quality Framework for Leadership and Management as referenced in Circular 0044/2019. Applicants will be assessed at interview based on the evidence provided of their skills, knowledge and demonstrated competencies across each of the areas listed below which comprise the key responsibilities of the role.

Leading teaching and Learning

- promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching, and assessment.
- foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil.
- manage the planning and implementation of the school curriculum.
- foster teacher professional development that enriches teachers' and pupils' learning.

Managing the Organisation

- create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication.
- manage the school's human, physical and financial resources so as to create and maintain a learning organisation.
- manage challenging and complex situations in a manner that demonstrates equality, fairness and justice.
- develop and implement a system to promote professional responsibility and accountability.

Leading school development

- communicate the guiding vision for the school and lead its realisation.
- lead the school's engagement in a continuous process of self-evaluation.
- build and maintain relationships with parents, with other schools, and with the wider community.
- manage, lead and mediate change to respond to the evolving needs of the school and to changes in education.

Developing leadership capacity

- critique their practice as leaders and develop their understanding of effective and sustainable leadership.
- empower staff to take on and carry out leadership roles.

- promote and facilitate the development of pupil participation, pupil leadership and parent participation.
- build professional networks with other school leaders.

Profile

The successful candidate will:

- Be a leader, committed to the highest standards of education provision, administration, and governance.
- Embody the characteristic spirit and values of Craddockstown School.
- Show a deep commitment to an inclusive school environment.
- Have a passion for special education.
- Have a thorough knowledge of special education provision.
- Have strong people management and organisation skills.
- Be a visionary and have experience in delivering projects through teamwork.
- Be community minded and conscious of the role the school plays in the community.

Terms and conditions of employment are as per the Department of Education directives.

Person Specification Administrative Principal Craddockstown School

Qualifications (Essential)

On application for the post of principal the applicant must meet the following eligibility criteria:

- Be fully registered with the Teaching Council under Route 1 (Primary) or Route 4 (Other) or Route 2 (Post Primary) **and** have 5 years recognised teaching service, two of which must be in a recognised primary school or post-primary school within the Republic of Ireland
- Applicants must comply with the eligibility criteria for deputy principalship as set out in Circular Letter 44/2019 from the Department of Education.

Qualifications (Desired)

- A post-graduate qualification in Special Education is desirable.

Experience (Essential)

- To qualify for appointment candidates must have a minimum of five years' whole-time satisfactory teaching service or its equivalent, two of which must be in a recognised primary or post primary school within the Republic of Ireland.

Experience (Desired)

- Significant experience working in educational setting(s) with children who have a diagnosis of autism and complex learning needs, including moderate and severe/profound general learning disability is desired.
- Applicants should be willing to engage with a variety of strategies and approaches and have a genuine interest in teaching children with Autism and General Learning Disability.
- Genuine enthusiasm, interest and dedication to working with the children towards developing their potential are important qualities we will be looking for.
- Experience in a leadership role in an educational setting.

Registration with the Teaching Council of Ireland (Essential)

- Applicants must be currently registered with the Teaching Council of Ireland as set out above.
- Applicants shall provide a current registration certificate, or confirmation of registration.

Garda Vetting

- Applicants are advised to make application to the Teaching Council at least 3 months in advance of seeking employment to ensure that their Garda Vetting can be arranged in a timely manner.
- No applicant may take up a vacancy without satisfactory Garda Vetting clearance. If an applicant has not achieved Garda Vetting clearance by the time his/her vacancy is due to commence, the offer of employment will be withdrawn.
- Any person being appointed to a teaching position of any duration must also provide a child protection related Statutory Declaration and an associated Undertaking unless one was provided in the previous calendar year.

Occupational Health

- Appointments will be subject to vetting requirements and Occupational Health Screening.

Panel

- An internal panel of suitable applicants may be set up to fill vacancies which may occur within a specific time period from the date on which the ETB approves the successful candidate.

Permission to Work in Ireland

- All applicants must be eligible to work in Ireland. Non-EEA nationals (unless exempted) must be in possession of a valid work permit and must provide original documentation of same.

The successful candidate will be:

- familiar with and committed to the ETBI patrons' framework on ethos, with the capacity to lead the school to achieve high standards of effective practice in this regard.
- dedicated to the highest standards of educational provision, administration, and governance.
- deeply committed to state, multid denominational, and co-educational education and to developing an inclusive school environment.
- the personification of the characteristic spirit and the core values of Craddockstown School.
- passionate about education in a special school context.
- effective in people management and organisation skills.
- a visionary with experience in delivering projects through teamwork.
- capable of building strong community partnerships inclusive of all stakeholders.
- self-aware and has the capacity to self-manage and develop personally and professionally.