BLACKWATER
COMMUNITY SCHOOL

APPLICATION FORM

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**

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.

For employer use only:	**Yes**	**No**
Application received by closing date	☐	☐
Teaching Council Registration	☐	☐
Post-Primary Teacher Qualification(s) as per DES Guidelines – **Note:** Registration with the Teaching Council under Route 2 is required for appointments in the community & comprehensive sector	☐	☐
Minimum of 5 year's whole-time satisfactory teaching service or its equivalent	☐	☐

APPLICATION FOR THE POSITION OF DEPUTY PRINCIPAL

1. PERSONAL DETAILS

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

Are there any restrictions regarding your employment? Yes ☐ No ☐
(if you answer Yes, please provide details on separate sheet)

Do you require a Work Permit? Yes ☐ No ☐

Do you have five years' whole-time teaching service or equivalent? Yes ☐ No ☐
CL 07/02

Are you registered with the Teaching Council? Yes ☐ No ☐

If YES, Teaching Council Registration Number: _____

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

2. PRESENT POSITION

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

3. 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:	

3.3 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 post – eg API, APII, SD)	School or other Institution	**Title** of Post (a descriptor of the post is not required)

5.3 Other relevant experience (ie Social/Business) beginning with the most recent.			
Dates From/To	Position	School or other Institution	Key Responsibilities/role

5.4 <u>List</u>, outline dates, the main extra-curricular activities in which you are or have been involved (max 100 words). Begin with the most recent.

6. THE 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 a Deputy 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.

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.

• Engages all stakeholders (students, staff, parents and Board of Management) in the SSE process to create and maintain a culture of high expectation for all in which learning flourishes enabling students to become active and motivated learners.

• Establishes clear principles of inclusion 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.

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.

• Has a thorough understanding of school processes including legislation, terms of reference, contracts, policies, DE guidelines, and circulars and uses this understanding to lead and manage action planning for improvement of teaching, learning and assessment on a whole-school basis.

• Demonstrates a capacity to link goals and expectations to structures which support (a) excellence in teaching and learning (b) a community of learning and (c) the development of a management tier devoted to the key objectives of the school.

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. **• 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.** **• 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.**

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 articulating clearly the vision for 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**

Board, of their responsibility as Secretary (applicable to Principal), the importance of consulting with and keeping the Board actively informed and implementing the decisions of the Board in an appropriate and accountable manner.

• Can manage the various demands and advices of the Department, Management Bodies and other relevant agencies and ensures the day-to-day smooth running of the school through the optimum use of Human Resources, data and processes. Adheres to processes related to the recruitment, selection and management of staff.

6.6 Self-Awareness and Self-Management

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

• 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.

• Has the capacity to place issues and challenges within the context of the position of Principal/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 Principal/Deputy Principal within the context of the ethos and characteristic spirit of the school (**max 200 words**).

8. 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:			

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 ☐ 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 Board of Magement 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 Board 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, 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 to facilitate the effective investigation of crime.

In the event of your being recommended for appointment to this position the Board of Management 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 Board of Management 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 Committee 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.

Signed _____ Date _____

The completed application form (and six copies) should be returned by post only to arrive no later than 1 p.m. on Thursday, 15th May 2025 to:

Name & Address:
Chairperson of the Board of Management,
Blackwater Community School,
Lismore,
Co. Waterford.
P51 N472

For postal applications:
Note: You should retain proof of postage and clearly mark the outside of the envelope **'Application'.**

Data Protection – Privacy Notice:

All personal information provided on this Application Form will be processed in a confidential and secure manner and will only be used for the purpose of the recruitment process. Internally, your information will be kept confidential and only made available as necessary in processing your candidature.
Your data will be retained for a period of 18 months if your application is unsuccessful. If your application is successful, Blackwater Community School will retain your personal data for the duration of your employment and for 7 years thereafter. Your information will not be disclosed to a third party without your consent save where provided 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 your personal data held by about you.
Blackwater Community School processes data in compliance with Data Protection legislation.