

APPLICATION FORM FOR POST OF
Principal
Clonfert College.

Name of Applicant: _____

THIS FORM must be returned in PDF by email ONLY to:
recruitmentmid@ceist.ie

Submitted file should be saved using protocol:
SURNAME First name – School Application.pdf

e.g. [BYRNE James – Clonfert College Application.pdf](#)

Submitted forms are for the attention of the Selection
Committee established by the Board of Management of
Clonfert College .

Applications received after **4pm. on 02/05/2024** will not
be considered for processing.

Provisional Date(s) for interviews:
Week of **13/05/2024**

The selection process for this post is subject to Circular
0062/2021 'Appeal System for Permanent Principal and
Deputy Principal Appointments'.

- This form must be returned in PDF and 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) must not exceed 18.
- No letter of application or CV should accompany this form.

1. Personal

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

YES

NO

Place an X in the relevant box

Teaching Council Registration No:

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

YES

NO

Place an X in the relevant box

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.]

2. QUALIFICATIONS

Institution:	Primary Degrees/Diplomas Subjects	Degrees (Pass/Hons):	Year of Graduation:

2. Qualifications cont.

Post Graduate Degrees/Diplomas

Institution:	Qualification Subjects Studied	Pass/Hons	Year of Entry:	Year of Graduation:

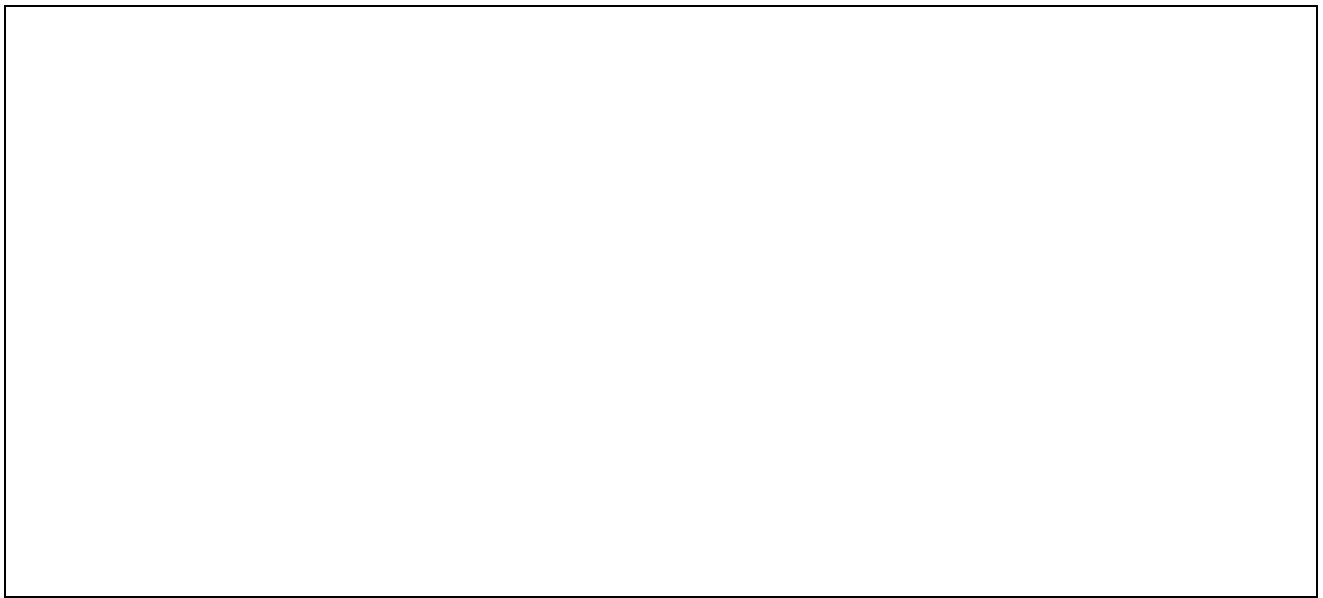
Other Relevant Qualifications: (Pass/Hons):

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)

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

- 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?



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).

Dates From	Dates To	Position & W or P	School or other Institution	Responsibilities

4.2 Post (s) of Responsibility or Equivalent: Please indicate also if the post was Department paid (DES) school paid (SP) or voluntary (V).

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

*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:

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4.4 Other Relevant Experience (i.e., Social/Business)

Dates From	Dates To	Position	Organisation	Responsibilities

4.5 Outline briefly your three greatest achievements with respect to sections 4.1 – 4.4 above:

1	
2	
3	

4.6 What aspects of your recent experience, previously outlined in section 4, have prepared you for the role of Principal?

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5. 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:

- o **Leadership in a Faith School**
- o **Promotion of a Holistic Development Culture including Leading Learning and Teaching**
- o **Interpersonal Relationships including Developing Leadership Capacity**
- o **Management & Administration including Managing the Organisation**
- o **Strategic Management including Leading School Development**
- o **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:

- a) *the nature of the task, problem or objective*
- b) *what you did and how you demonstrated the skill or quality relevant to the specific domain (and, where appropriate, the date you demonstrated it)*
- c) *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 in a Faith School

(a) Outline **ONE** example of how and where you have facilitated the creation of a shared school culture that reflects the **core values and ethos** of the school.

(b) Give an example from your practice to date that demonstrates your commitment to any aspect of the CEIST Charter or Charter Statement for Catholic Diocesan Secondary Schools.

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

Outline **ONE** example of how and where you have led curricular change or have promoted specific teaching or learning methodologies among colleagues in your school.

5.3 Interpersonal Relationships including Developing Leadership Capacity

Outline **ONE** example of how and where you have demonstrated the ability to make balanced decisions based on all relevant information and input from relevant people or where you have empowered others to develop leadership roles.

5.4 Management & Administration including Managing the Organisation

Outline **ONE** example of how and where you have managed people, data and processes to foster school improvement, develop leadership or management capacity.

5.5 Strategic Management including Leading School Development

Outline **ONE** example of how and where you have demonstrated an understanding of how to lead a development process for the school using *Looking at Our School 2016/2022* **or** using *the School Self Evaluation Guidelines*.

5.6 Self-Awareness & Self-Management Skills

Outline **ONE** example of how and where you have demonstrated a high degree of self-awareness, e.g., being able to read one's emotions and recognise their impact on others.

6. Looking at Our School 2022 - A Quality Framework for Post-Primary Schools

LAOS 2022 *“acknowledges that effective leadership is essential for schools to be places where successful learning happens”*

6.1 Choosing any one of the domains in LAOS outline where you have applied this in your practice to date.

6.2 How would you use LAOS 2022 to mediate change?

7. Challenges Facing Faith Based Schools

- 7.1 What are the particular challenges and issues that would impact on the management and leadership of a Faith-Based voluntary secondary school?

8 Personal Vision

- 8.1 Outline your personal educational vision of the role of Principal with particular reference to Clonfert College and the CEIST Charter or Charter Statement for Catholic Diocesan Secondary Schools.

8.2 If appointed as Principal to this school what would be your agenda for action?

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 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.

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 / Interview Board 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.

Any references obtained will only be shared with the other members of the Selection Committee/Interview Board. 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 around the proposed date(s) of the interviews.

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?

11. Undertaking

I certify to the Board of Management that the information provided herewith is true and correct.

I understand that, if appointed, an offer of employment shall be conditional on all vetting and child protection requirements being satisfied under relevant legislation and Department of Education 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.

I understand that, if nominated for appointment, I will be required to attend training for newly appointed Principals / Deputy Principals as provided.

Signature of Applicant: Date:.....

These pages may be detached from the completed Application Form

12. Marks

Each candidate interviewed will be provided, in the notification of the outcome of the competition, with:

- (i) His/her marks under each selection criterion*
- (ii) The percentage a candidate had to reach to be considered for appointment*

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.

Additional Notes:

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 / Interview Board may also request those called to interview to complete a task (e.g a presentation) as part of the interview process which will be based on one or more of the selection criteria.***

- ◆ *Communications in connection with this appointment process will usually be by email. Please check your spam and other settings to ensure that you can receive emails from the Selection Committee/Interview Board and from the Board of Management.*
- ◆ *Applications which are received after the closing date will not be considered. If you do not receive an email confirming receipt of your application, please email recruitmentmid@ceist.ie*
- ◆ *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 (DE) if he/she fulfils the DE conditions, which include specific registration with the Teaching Council for the Voluntary Secondary School sector.*

Checklist for Applicants	Y / N
<ul style="list-style-type: none">• Have you converted the Word document to pdf for emailing your application?	

<ul style="list-style-type: none"> • Have you digitally signed the form? • Is your name on the front cover? • 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 checked on the Teaching Council website that you are registered to teach in the Voluntary Secondary School sector? 	
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Definitions of Competencies

A. Leadership in a Faith School
<p>Definition: The 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 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.</p>
B: Promotion of a Holistic Development Culture including Leading Learning and Teaching
<p>Definition: The Principal creates and promotes 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.</p>
C. Interpersonal Relationships including Developing Leadership Capacity
<p>Definition: The 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 staff, students, parents and other support agencies, including</p>

building professional networks with other school leaders. The 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 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 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: The 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. The 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 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 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 Principal leads 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 Principal demonstrates an awareness of his/her strengths and areas for improvement and has the capacity to manage them appropriately. The 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 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.