

Date of Receipt:

Time of Receipt:



APPLICATION FORM

FOR POST OF

DEPUTY PRINCIPAL

PRESENTATION COLLEGE, BRAY

Effective from 1st September 2023

School Website: www.presbray.com

Trustees: Presentation Brothers Schools Trust (PBST)

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

THIS FORM AND Five (5) Copies must be returned by REGISTERED POST ONLY to:

The Secretary,
Board of Management,
Presentation College,
Bray,
Co. Wicklow A98 P270

Closing Date:

3.00pm on Monday 29th May 2023.

Late applications will not be considered.

Mark the outside of the envelope clearly "APPLICATION".

**You should retain proof of postage
Provisional date for interviews: early/mid
June.**

This form must be signed.

All questions must be answered.

Do not change the question numbers or sequence. The Application Form must be typed in Calibri font size 12.

The total number of pages (including this cover sheet) should not exceed 18.

No letter of application, CV or written reference should accompany this form.

SHORT LISTING MAY APPLY.

2nd Interviews may be held.

The school is an equal opportunities employer

Presentation College, Bray

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 & PPT05/02

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 (DE) and will have to fulfil DE conditions, which include specific registration with the Teaching Council for the **Voluntary Secondary School** sector.]*

2. QUALIFICATIONS

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

2. Qualifications cont.

Post Graduate Degrees/Diplomas (Pass/Hons):

Institution:	Qualification Subjects Studied	Year of Entry:	Year of Graduation:

Other Relevant Qualifications: (Pass/Hons):

3. Professional Management/Leadership Development

3.1 List any management/leadership courses you have undertaken 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 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:

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 to 4.4 above:

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

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 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**

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. Please do not exceed 500 words in any one answer in this section.

5.1 Leadership in a Faith School

Outline **ONE** example of how and where you have supported and shown commitment to the ethos of your school, particularly in relation to the faith development of students.

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

Outline **ONE** example of how and where you have demonstrated an understanding of and support for the achievement of high educational standards through an on-going evaluation of the school's curriculum, formal and informal

5.3 Interpersonal Relationships including Developing Leadership Capacity

*Outline **ONE** example of how and where you demonstrated an ability to manage a serious situation of conflict. Your example should clearly explain the nature of the conflict and outline the precise steps you took to manage and resolve the situation.*

5.4 Management & Administration including Managing the Organisation

*Outline **ONE** example of how and where you demonstrated a capacity to ensure that systems and structures were put in place to meet a particular priority need that was identified in your school*

5.5 Strategic Management including Leading School Development

*Outline **ONE** example of how and where you have demonstrated the ability to take a broad and long term view of the needs of the school's purpose and objectives and contributed to the formulation of a shared vision for the school's future development and improvement.*

5.6 Self-awareness & Self-management Skills

*Outline **ONE** example of a challenging or stressful situation where you have demonstrated an awareness of your strengths and weaknesses, the capacity to manage your feelings at the time, and a subsequent openness to reflect with a view to learning from the experience.*

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?

7. Personal Vision

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?

8. Characteristic Spirit

8 Outline which aspect of the attached PBST Charter (also available at www.pbst.ie) you would particularly like to promote and why:

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 (especially the PBST Charter) 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.

10. References

Please supply the names and contact details of three 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 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?

10.3 **Professional Referee 3**

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 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 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:.....

The following pages are for candidates' information and are not part of the application form. They should be detached from completed application form prior to submission

Marks

Each candidate interviewed will be provided, in the notification of the outcome of the competition, with his/her marks under each selection criterion

Interview Selection Criteria

The following selection criteria will apply to the interview process:

- 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*
- o Style & Quality of Leadership as demonstrated throughout the interview*
- o The Selection Committee may also request those called to interview to complete a task as part of the interview process.*

The marking scheme to be used during the interviews will be based on the JMB marking scheme for principal and deputy principal appointments.

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. If you wish to make any changes, or erasures, to your personal data, please contact the chairperson of the Board of Management.

Additional Notes

- ◆ *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 the school Principal** immediately.*
- ◆ *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

- Have you signed the form?
- Is your name on the front cover?
- Are all questions answered?
- Are questions in the original sequence?
- Are answers typed Calibri font size 12?
- Is the total number of pages (including the cover sheet) 18 or less?
- Have you made five copies of your completed and signed form?
(Your application should consist of 6 application forms.)
- Have you written "Application" on the envelope?
- Have you noted that you should retain proof of postage? (Forms should not be hand-delivered)

Definitions of Competencies

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.

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.

Deputy Principal Role Profile specific to Presentation College, Bray

(as identified through a consultation process with the education partners in the school - teachers, ancillary staff, parents, students, board of management)

Competency 1: Leadership in a Faith School

The Deputy Principal shall uphold and foster the Catholic and, more specifically, Presentation ethos and traditions of the school. He/she shall be capable of assisting the Principal in leading the school community in periodically examining the core values of the school with a view to ensuring that (i) the *Pres spirit* which has characterised the school over many decades continues to have a living expression in the everyday life of the school and (ii) that the school provides a comprehensive and holistic education that is, at all times, appropriate to the needs of the students who attend the school. He/she shall also be capable of working with the Board of Management and the other education partners in the school in nurturing the school's identity and in setting out a clear pathway for the future development of the school.

He/she shall be a person of great integrity with an innate authority, capable of gaining and maintaining the respect of the entire school community. He/she will have a very definite and well-defined vision for the future development of the school while being open to taking on board the views of the wider school community in refining this vision, and be capable of creating an awareness in the local and wider community of the 'unique selling points' (the USPs) of Presentation College that clearly distinguish from other schools in the area. He/she shall have an awareness of the educational landscape of the north Wicklow area and have the capacity to develop strategies to ensure the long-term viability of the school in an increasingly competitive 'marketplace' for new students as well as having the required communication and PR skills to be a visible leader of Presentation College in the local community and beyond. He/she will also have a demonstrable record of success in aspects of school leadership and be capable of building a unified staff community that has a clearly defined common purpose that all staff members can subscribe to. He/she will also be capable of working with the large number of newly-appointed teachers to develop in them an appreciation of *Pres* values and culture.

Competency 2: Promotion of a Holistic Development Culture including Leading Learning & Teaching

The Deputy Principal will assist the Principal in ensuring that a genuinely collaborative culture is developed where as many members of the school community as is reasonable possible are involved in the decision-making process. He/she will be capable of promoting unity of purpose and action among the teaching and support staff and of ensuring that agreed policies and practices are implemented by all staff members. He/she will also be able to show a demonstrable commitment to continual professional development in areas relevant to senior school leadership in his/her own career to date. The Deputy Principal will have a genuine personal commitment to life-long learning and be an effective advocate of it with the entire school community and also have an understanding of the wide range of DES initiatives that have been introduced in recent years and be capable guiding the staff in implementing the far-reaching changes in learning and teaching. He/she will be capable of working with the Principal on curricular development – particularly with an eye to broadening subject choice so as to include a wider range of practical subjects. He/she will maintain high standards of discipline and focus on the improvement of academic performance of students through further development of the school's academic tracking system so as to optimise every student's potential. He/she will have a particular commitment to the very highest standards of pastoral care in the current post-Covid environment and be acutely attuned to students' mental health needs. He/she also have a particularly well-developed understanding of issues affecting the everyday life of students (such as social media; technology, alcohol and drugs, sexuality, uniform and appearance). He/she will focus particular attention on those students who feel marginalised. He/she will have genuine commitment to promoting education on climate change and environmental issues in general both within the school and in the wider context.

Competency 3: Interpersonal Relationships including Developing Leadership Capacity

The Deputy Principal of Presentation College will be open-minded, empathetic, approachable and transparent in his/her dealing with staff and students and be capable of recognising the

innate humanity of all members of the school community. He/she will be a respectful person who is responsive to the needs of staff and students and will promote a caring and nurturing culture throughout the school. He/she will be capable of motivating staff in what is a very fast-paced and often highly stressful post-Covid working environment. He/she will be an excellent communicator and will continue to operate the 'open-door' policy of previous Principals and Deputy Principals and also ensure that the views of all staff members, including those whose views may be contrary to the views of the majority, are respectfully listened to. The Deputy Principal will be courageous in working with the Principal to drive school improvement and will work towards the development of an effective distributive leadership model that empowers the Assistant Principals and encourages them to empower others in such a manner that will lead to the development of a truly collaborative culture within the school. He/she will be willing to challenge staff and students when necessary to ensure that the very highest standards are taken as the norm and be capable of tapping into and further developing the skill-set of existing staff members. He/she will never allow selfishness or self-interest to take precedence over the best interests of students or of the school more generally and be open to involving students in developing policies, procedures and practices in those aspects of school life that are particularly applicable to them (such as mobile phone use, social media, uniform). He/she will be capable of encouraging ever-greater levels of parental and community involvement.

Competency 4: Management and Administration including Managing an Organisation

The Deputy Principal shall have an understanding of education legislation, DES initiatives, the curriculum, teacher allocation, subject choice, timetable and other essentials of school organisation. He/she will be capable of implementing staff rosters to cover teacher absences. He/she will have demonstrable experience of managing a complex organisation and have an awareness of the finance deficit that affects private non fee-paying voluntary secondary schools such as Presentation College, Bray. Owing to recent developments in Artificial Intelligence / Chat GPT etc, he/she will have a high level of digital literacy and will be a leader in promoting the use of information technology, in-school data management, communications systems and social media. He/she will be a visible presence on the corridors and will focus on the fundamentals of school management as well as on the 'big picture' items and will ensure that there is consistency in the implementation of agreed school practices and policies. and have very well-developed negotiating skills and have very well-developed negotiating skills He/she will be available as required to assist in staff recruitment.

Competency 5: Strategic Management including Leading School Development

The Deputy Principal will strive towards the building of a culture of continual improvement that promotes the highest of standards in all aspects of school life and discourages complacency and be capable of utilising the School Self-Evaluation process as a means of promoting all aspects of school development and of demonstrating its value to staff members. He/she will have the capacity to drive junior cycle (and, in time, senior cycle) reform in a way that both encourages those staff members who are enthusiastic proponents of innovation while providing support for those who may be more sceptical. He/she will also be capable of discerning between those innovations which are worthwhile and those which may be little more than passing fads and have the courage to disregard the latter. He/she will show a very clear commitment to promoting the continual professional development of staff members both within the school and through their engagement with outside agencies and

will ensure that teachers have ready access to all relevant and appropriate information relating to students (particularly students with special education needs) in an 'easily digestible' format. The Deputy Principal will be capable of leading curricular change that will make Presentation College a school which meets the educational needs of students of all aptitudes and abilities will have an appreciation of the broader spectrum of student abilities among school entrants in recent years and be capable of leading the school in adapting to this changing environment. He/she will be capable of being a key leader in the setting up of Special Class(es) and will ensure that the school continues to be a welcoming place for SEN students. He/she will be capable of devising effective strategies that will enable students to learn in an environment that is free of disruption. He/she will encourage environmental initiatives such as the Green Schools.

Competency 6: Self-Awareness and Self-Management Skills

The Deputy Principal of Presentation College will be a reflective practitioner with a clear insight into his/her own strengths and weaknesses and will be capable of critically analysing challenging situations before acting. He/she will have highly-developed emotional intelligence and be a calm, good-humoured, generous, trust-worthy, measured, empathetic yet enthusiastic, energetic and decisive person. He/she will have the necessary resilience to cope with the demands of what is recognised as being a very stressful position and will have the self-belief, integrity and strength of character to make difficult decisions which are in the best interests of the school. He/she will also be mindful of his/her own mental health as he/she strives towards the achievement of a work/life balance.