**Logo, company name

Description automatically generatedApplication Form**

**Deputy Principal**

**City of Dublin FET College Dhúlaigh, Coolock, Northeast Campus**

**(Permanent Position with effect from 1st September 2025)**

**Ref: DPCDCFE25**

**Please note:**

* The Application Form must be TYPED. Handwritten forms will not be accepted.
* All questions must be answered.
* Do not change the question numbers or sequence.
* Boxes may be expanded as required – please comply with maximum word count requirements.
* No letter of application, CV or written reference should accompany this form.

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| 1. Personal Details | | |
| **First Name:** | | **Surname:** |
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| **Home Address:** | | **Correspondence Address: *(if different)*** |
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| **Home Phone Number:** | | **Mobile Phone Number:** |
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| **Email Address:** |  | |

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| 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  (***ETB: CL 06/02)*** |

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| 2. Teaching Council |
| Are you registered with the Teaching Council? Yes  No  If YES, Teaching Council Registration Number:  If NO, are you eligible for registration and willing to register?    ***Please note that the successful candidate will be paid by the DES or ETB and will have to fulfill the DES conditions which include registration with The Teaching Council.*** |

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| **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 | | | |  |  | |
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| 3. Present Position | | | | | |
| **Please give details of your current position:** | | | | | |
| **Organisation:** | **Location:** | | **Job Title:** | | |
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| **How much notice do you need to give your current employer?** | |  | | | |

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| 4. Qualifications | |
| **4.1 Primary Degrees/Diplomas**: | |
| University/Institute/College: | |
| Qualification (e.g. B.A./B.Sc.) (Pass/Hons): | Awarding Body: |
| Year of Entry: | Year Qualified: |

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| Subjects studied: | |
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| **4.2 Post Graduate Degrees/Diplomas:** | |
| University/Institute/College: | |
| Qualification(Pass/Hons): | Awarding Body: |
| Year of Entry: | Year Qualified: |
| Subjects studied: | |
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| University/Institute/College: | |
| Qualification (Pass/Hons): | Awarding Body: |
| Year of Entry: | Year Qualified: |
| Subjects studied: | |
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| **4.3 Other Skills Training/Courses relevant to this Post:** | | |
| Year attended | Title of Skills Training | Training Body |
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| 5. Professional Management/Leadership Development | | | |
| **5.1 Professional Management/Leadership Development:**  List any management/leadership courses not included in Section 4 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*** | ***Length of Course*** | ***Year*** |
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| **5.2** **What key skills and knowledge have you developed as a result of these courses that are relevant to this position?** |
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| 6. Teaching and Other Relevant Experience | | | | |
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| **6.1 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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| **6.2 Post(s) of Responsibility or equivalent beginning with the most recent position.** | | | |
| Dates From/To | Position  (Indicate level of Position – eg AP, SD and Post Title) | School or other Institution | Responsibilities |
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| **6.3 Other relevant experience (ie Social/Business) beginning with the most recent.** | | | |
| Dates From/To | Position | School or other Institution | Responsibilities |
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| **6.4 Outline briefly your three greatest achievements with respect to the above responsibilities:** |
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| **6.5 List, outline dates, any extra-curricular activities in which you are or have been involved (beginning with the most recent):** |
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| **6.6 What aspects of your most recent experience, outlined above, have prepared you for the role of Deputy Principal?** |
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7. 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 Deputy Principal and will form the selection criteria for shortlisting for interview.

These competencies are as follows:

7.1 Leading Learning and Teaching

7.2 Leading School Development

7.3 Developing Leadership Capacity

7.4 Communication

7.5 Managing the Organisation

7.6 Self-Awareness and Self-Management

**Outline an example(s) on the following pages of how and where you have displayed each of these competencies *(no more than 300 words per competency).* The example(s) may be drawn from your experience in various settings including professional, social, sporting or voluntary.**

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| **7.1 Leading Learning and 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   * Establishes clear principals 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. * 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. * 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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| **7.2 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.   * 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. * Knows how to develop a school culture that is faithful to the purposes, values and goals of the ETB/Trustees 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. * Works proactively with the ETB to communicate to the whole school community the guiding vision and ethos of the school. Builds and maintains constructive relationships with parents, other schools and the wider community through effective and regular communication with all partners. |
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| **7.3** **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.   * 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. * 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. * Identifies operational skills and resource gaps and takes appropriate action to meet the ongoing and future needs of the school. Operates an effective mentoring programme to support teachers in new roles and to develop the leadership capacity of mentors. Sets and expects high standards from all staff and employs a range of methods to motivate them to optimum performance while proactively and positively managing difficult people issues. |
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| **7.4 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. * 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. * 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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| **7.5 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.   * Develops or uses systems to organize 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. * 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 students learning and close alignment of identified learning priorities with the school’s strategic plan. Anticipates issues and potential obstacles and takes necessary action. * Can manage the various demands and advices of the Department, the ETB 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. |
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| **7.6 Self-Awareness and Self-Management**  Is self-aware and has the capacity to self-manage and develop personally and professionally.   * Is aware of 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. * 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. |
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8. Supporting Statement

This section is for you to provide further information in support of your application **(no more than 300 words)** . 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 Deputy Principal.

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9. 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:***

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| **Name & Title:** | **Position Held:** | **Telephone/Mobile:** | **Email:** |
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| **Full address:** | | | |
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***Other referee:***

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| **Name & Title:** | **Position Held:** | **Telephone/Mobile:** | **Email:** |
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| **Full address:** | | | |
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| 10. 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 school 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 school 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 and Skills 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 City of Dublin ETB is obliged to comply with the terms of current DES Circular Letters.  The City of Dublin ETB’s policy is that all newly appointed teachers and support staff will be vetted via An Garda Siochana and that the outcome of the vetting will be considered in the light of the school’s vetting policy. This applies in respect of appointments to teaching posts, principal and deputy principal positions and applies irrespective of whether the individual has been previously vetted or not. |

11. 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.

Signed       Date

**Notes:**

* Please note that it is the responsibility of the applicant to ensure that all applications are received on time. Any technical difficulties encountered by the sender when forwarding applications are not the responsibility of the City of Dublin ETB. Therefore candidates are strongly advised to submit applications well before the 12 Noon deadline on the specified closing date**.**
* Your application will be assessed on the information you submit. Please ensure all sections are completed fully and accurately, giving clear evidence of qualifications, skills and experience. Incomplete applications may not be considered.
* City of Dublin ETB may contact the named referees and/or employers for a reference should you be called to interview.
* Selection will be by the way of a competitive interview which will focus on the key skills and duties of the role and the competencies associated with roles at this level.

Latest date for receipt of completed applications by email to [applications@cdetb.ie](mailto:applications@cdetb.ie) for the above is:

**12 noon on Monday 9th June 2025**

***Late applications will not be accepted. Shortlisting may take place.***

***Canvassing will disqualify.***

***City of Dublin Education and Training Board is an equal opportunities employer.***

**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. Leader of Teaching and Learning, Leader of 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.