



APPLICATION FORM

Director of Adult Education

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:

- the nature of the task, problem or objective;
- what you actually did and how you demonstrated the skill or quality (and, where appropriate, the date you demonstrated it)
- 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	15	Max is 5	75
Communication	15	Max is 5	75



EDUCATIONAL QUALIFICATIONS. Please give details of your most relevant qualifications.

Dates Attended		University/College/Institute Attended	Course Pursued	Qualification Awarded
From	To			

QUALIFICATIONS CONTINUED

Further Qualifications: please provide full details of any further relevant qualifications you may hold, not listed above (post graduate degrees/diplomas):

Professional Qualifications including awarding body & year qualified	
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Other Skills Training/Courses undertaken relevant to this position (prioritise up to a maximum of 7 courses):



YEAR	TITLE OF COURSE	LENGTH OF COURSE <i>weeks/hours</i>	AWARDING BODY	AWARD <i>(IF ANY)</i>

PROFESSIONAL MANAGEMENT/LEADERSHIP DEVELOPMENT

List any management/leadership courses not included 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/Institute running course	Length of Course	Year

SECTION 3: TEACHING AND OTHER RELEVANT EMPLOYMENT EXPERIENCE

Please complete the table which follows. It is critical that information supplied is clear.



Please provide details of your work history beginning with the most recent position.			
Dates (From/To)	Name and address of employer	Position held and whole-time or part-time	Summary of main responsibilities

Post(s) of Responsibility:

Post of Responsibility or equivalent beginning with the most recent position.			
Dates (From/To)	Position (indicate level of post)	School or other institution	Title of Post



Other relevant experience (social/business) beginning with the most recent.			
Dates (From/To)	Position)	School or other institution	Responsibilities

SECTION 4: COMPETENCIES

A number of key competencies have been identified as being essential for the effective performance of the role and function of a Director of Adult Education (at Deputy Principal level). These are as follows:

- Leading Learning & Teaching
- Leading School Development
- Developing Leadership Capacity
- Communication
- Managing the Organisation
- 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 450 words per competency*). The example(s) may be drawn from your experience in various settings including professional, social, sporting or voluntary.

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.

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.

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.

Knows how to develop a school culture that is faithful to the purposes, values and goals of the Patron/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 actively with the Board of Management and the Patron to communicate to the whole school community the guiding vision and ethos of the school. Builds and maintains constructive relationships with parents, other school and the wider community through effective and regular communication with all partners.

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.

Actively promotes and facilitates the development of student voice, participation and leadership recognising students as important and active stakeholders in the operations of the school.

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.

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 of the school.

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.

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 student 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, 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.

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 and 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 Director of Adult Education 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.

SECTION 5: 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 Director of Adult Education (at Deputy Principal level). *(Max of 200 words)*



SECTION 6: DECLARATION

I hereby certify and declare that the information that I have provided on this Application Form is accurate and true.

Name of Applicant: _____

Date: _____

The completed Application Form (plus five copies) should be returned by post only/electronically* (delete as appropriate) to arrive no later than 4pm on Monday 25 May 2026 to:

**Diarmuid Mullins
The Secretary to the Board of Management
Crescent College Comprehensive SJ
Dooradoyle
Limerick
V94 W6W8**

Please note that all personal data shall be treated as confidential in accordance with the Data Protection Act 2018