



PERSON SPECIFICATION PRINCIPAL

Qualifications and Eligibility:

Qualifications (Essential):

- Applicants must be fully registered with the Teaching Council under Route 1 (Primary), Route 4 (Other) or Route 2 (Post Primary) with the Teaching Council.
- Applicants must comply with the eligibility criteria for Principalship as set out in Letter 44/2019 from the Department of Education.

Qualifications (Desired):

- A post-graduate qualification in Special Education is desirable.

Experience:

- To qualify for appointment candidates must have a minimum of five years' whole-time satisfactory teaching service or its equivalent, two of which must be in a recognised primary school within the Republic of Ireland.
- Significant experience with children who have a diagnosis of Autism/Autistic Spectrum Disorders and/or Special Education Needs is desired.

Registration with the Teaching Council of Ireland (Essential):

- Applicants must be currently registered with the Teaching Council of Ireland
- Applicants shall provide a current Registration Certificate, or confirmation of Registration.

Garda Vetting (Essential):

- Applicants are advised to make application to the Teaching Council at least 3 months in advance of seeking employment in order to ensure that their Garda Vetting can be arranged in a timely manner.
- No applicant may take up a vacancy without satisfactory Garda Vetting clearance. If an applicant has not achieved Garda Vetting clearance by the time

his/her vacancy is due to commence, the offer of employment will be withdrawn.

- Any person being appointed to a teaching position of any duration must also provide a child protection related Statutory Declaration and an associated Undertaking, unless one was provided in the previous calendar year.

Occupational Health:

- Appointments will be subject to vetting requirements and Occupational Health Screening.

Permission to Work in Ireland (Essential):

- All applicants must be eligible to work in Ireland. Non EEA nationals (unless exempted) must be in possession of a valid work permit, and must provide original documentation of same.

Core Competencies Required:

Applicants will be assessed at interview based on the evidence provided of their skills, knowledge, and competencies across each of the areas listed below and relate to the four domains of Leadership and Management as specified in Circular 0044/2019.

The successful Candidate will possess the following skills/Knowledge and Competencies;

Leading teaching and Learning

- Understands that high quality teaching and learning is the core business of a school and demonstrates the skills to act as the instructional leader. Has an understanding of the curriculum requirements of a special school and the particular approaches to teaching and learning that will be required.

Managing the organisation

- Uses a range of resources, supports and processes to ensure the effective and efficient running of the school.

Leading school development

- Demonstrates the ability to take on broad and to balance, both a short term and a long-term view of the school's purpose, needs and objectives.

Developing leadership capacity

- Demonstrates a willingness and ability to develop individuals and teams throughout the school community and delegate leadership within those teams and individuals.

Self-Awareness and Self-Management

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

The successful candidate will:

- Be a leader, committed to the highest standards of education provision, administration, and governance.
- Show a deep commitment to state, multid denominational and co-educational education and to developing an inclusive school environment.
- Embody the characteristic spirit and the core values of Carrigaline Community Special School.
- Have a passion for education in a special school context.
- Have strong people management and organisation skills.
- Be a visionary and have experience in delivering projects through teamwork.
- Be capable of building strong community partnerships inclusive of all stakeholders.

Carrigaline Community Special School

As a Cork Education and Training Board school, Carrigaline Community Special School is a state, co-educational, multi-denominational school which is underpinned by 5 core values.

Excellence in Education

Carrigaline Community Special School aims to promote a child-centred and holistic approach to education, developing all aspects of the child. The school aims to provide a high-quality education where each child is challenged at their own level and guided in their learning journey in a manner appropriate to their individual needs. To achieve this, teachers have high expectations for their pupils in a caring and nurturing environment.

Care

Carrigaline Community Special School provides a safe physical and social environment that reinforces a sense of belonging to the school community and to wider society. We strive to enable every student to realise their full potential. In Carrigaline Community Special School, the children will learn in an environment that nurtures their well-being and personal development.

Equality

Carrigaline Community Special School aims to respect, to celebrate and to recognise diversity in all areas of human life. Children are encouraged to view diversity as something which reflects the community from which they come. The school endeavours to encourage children to have a pride in what makes them different and a belief that difference, when respected and valued, gives strength and vibrancy to the school community and to the wider community in which they live.

Respect

Carrigaline Community Special School promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. Respect for the individual is at the heart of how our school operates.

Community-Focused

Children are encouraged and supported in living their lives to the full, through their interactions with their home, their community and their school. The school supports the home and the community in the holistic development of the child, and they in turn support the school.

For parents, Carrigaline Community Special School promotes an open and consultative environment, where they are recognised as partners in their child's education. The school encourages parental involvement in the education of their children and endeavours to support them in this process.