

WESTERN EDUCATION AND LIBRARY BOARD

DEPARTMENT OF EDUCATION

DELIVERING SOCIAL CHANGE SIGNATURE PROJECT

CENTRALISED APPOINTMENT OF RECENT GRADUATE TEACHERS

POST-PRIMARY – TEACHER OF ENGLISH

Disclosure of Criminal Background

If you have applied for a post that involves “regulated activity” under the Safeguarding Vulnerable Groups (NI) Order 2007, the Board will be required to undertake an Enhanced Disclosure of Criminal Background. Please note that due to proposals set out in the Department of Education’s Draft Budget, you **WILL** be expected to meet the cost of an Enhanced Disclosure Certificate, which is currently £30, if you are recommended for appointment.

Further details in relation to legislative requirements can be accessed on www.nidirect.gov.uk/vetting or www.accessni.org.uk.

This post is currently being advertised by the Western Education and Library Board.

It is planned that this organisation will become part of the Education and Skills Authority (ESA), which is being established as a result of the Northern Ireland Executive’s Review of Public Administration in education. The establishment of ESA planned for 1 January 2010 has been delayed and a new date is to be agreed by the Executive.

All appointments completed before the establishment of ESA will be subject to a transfer of employment on the agreed date for the establishment of ESA. The transfer of employment is protected in accordance with the Transfer of Undertakings (Protection of Employment)(TUPE) Regulations 2006 and therefore all terms and conditions of employment will be protected on transfer.

DELIVERING SOCIAL CHANGE SIGNATURE PROJECT

The Delivering Social Change Signature Project announced by the First Minister and deputy First Minister aims to employ recently graduated teachers, who are not currently in a permanent teaching post. Successful teachers will be appointed to a central pool, managed by Western Education and Library Board on behalf of all the education sectors, to be deployed into eligible schools across Northern Ireland. The teaching role will be to provide direct tuition and support to children in post-primary schools who are currently struggling to achieve basic educational standards in English/Literacy and/or Mathematics/Numeracy. The posts will be required on a fixed-term basis up to 31 August 2015.

The Project intends to:

- *Increase the number of young people in post-primary schools, in particular those entitled to free school meals, achieving a GCSE grade C or above in English and Mathematics by the time they leave school;*
- *Provide, through positive action measures, employment opportunities for newly/recently graduated teachers.*

SALARY SCALE

Teachers’ main pay scale.

Qualifications and Experience

ESSENTIAL CRITERIA

Applicants must at the closing date for applications:

1. Applicants must be a qualified teacher as recognised by the Department of Education to teach in grant-aided schools having qualified in the period **from June 2008 up to and including the June 2013 cohort of graduate teachers**, who are not in a permanent teaching post. The applicant, on taking up the post, must be a registered teacher with GTCNI; and
2. Applicants must either hold a degree/teaching qualification in which there are significant components of either English/Literacy (for English posts) or Mathematics/Numeracy (for Mathematics posts) **OR** have post qualification experience of teaching English at GCSE (or equivalent) level or above for a minimum of 120 days for English posts or Mathematics at GCSE (or equivalent) level or above for a minimum of 120 days for Mathematics posts **OR** have relevant post qualification experience (minimum 60 days) of providing specialist one-to-one or group tuition to Key Stage 4 pupils who are at risk of not achieving the expected level in English or Mathematics.

Duties and Responsibilities

- Teaching English at Key Stage 4 (GCSE) to individual pupils or groups of pupils who have been identified as underachieving;
- Assisting with the identification of pupils who, with additional support, could achieve a C in GCSE English;
- Setting appropriate targets for individual pupils and small groups;
- Preparing, planning and teaching according to the individual needs of the individual/group;
- Assessing, monitoring, recording and reporting individual pupil progress on an on-going basis;
- Using ICT to promote learning and teaching;
- Preparing pupils for internal and external examinations;
- Liaising with school leaders and teachers;
- Attendance at/ contributing to departmental meetings;
- Monitoring and evaluating the impact of the intervention;
- Being accountable to school leaders and the employing authority;
- Evaluating the impact of the intervention;
- Sharing effective practice developed during the project;
- Any other duties as required under the remit of the post.

PERSON SPECIFICATION

Knowledge

(Sound knowledge of...)

- Current educational developments and the ability to evaluate and respond to educational change and challenges;
- Current educational developments in English;
- How to ensure high standards of teaching, learning and achievement;
- Effective teaching, learning and assessment strategies in English;
- Effective support for underachieving pupils in English;
- Effective use of ICT in the teaching and learning of English.

Skills**(The ability to ...)**

- Communicate effectively orally and in writing;
- Collaborate with others and work effectively as a member of a team;
- Be flexible/ versatile to ensure all pupils needs are met;
- Develop good relationships with a pro-active and flexible approach;
- Organize and prioritise workload effectively to ensure outcomes are achieved;
- Monitor and evaluate teaching and learning.

Personal Qualities

- Sound value system;
- Enthusiastic;
- Adaptable;
- Self-motivated;
- Approachable;
- Empathetic;
- Decisive;
- Reflective.

Reporting to: The Principal

Applicants should state clearly on their application form how they meet each of the criteria listed above.

The successful applicant must be registered with the General Teaching Council for Northern Ireland upon taking up employment.

The onus is on candidates to provide sufficient detailed information on their application forms in order to demonstrate how they meet each of the criteria. Failure to do so may result in a candidate not being shortlisted since Selection Panels cannot make assumptions in the absence of essential information.

The Selection Panels reserve the right to enhance the shortlisting criteria in order to effect manageable shortlists.

Dependent on the applicant response rate, appointment may include an assessment process in addition to a selection interview.

The closing date for the receipt of applications is:

12 NOON ON TUESDAY 28 JANUARY 2014

LATE APPLICATIONS WILL NOT BE ACCEPTED

**NB: YOU ARE ALSO REQUIRED TO
COMPLETE THE FOLLOWING DSC3 FORM
AND ENCLOSE WITH YOUR APPLICATION
FORM**

APPLICANT NAME: _____ DSC3

THE PANEL SHORTLIST ON THE BASIS OF THE INFORMATION WHICH YOU PROVIDE ON THIS APPLICATION FORM. THEREFORE INSUFFICIENT OR INCOMPLETE INFORMATION MAY RESULT IN FAILURE TO BE SHORTLISTED.

PLEASE USE THIS SPACE TO DEMONSTRATE HOW YOU MEET THE REQUIREMENTS OF THE POST AS DETAILED IN THE ADVERTISED CRITERIA.

PLEASE OUTLINE IN ORDER OF PREFERENCE GEOGRAPHICAL AREA/S YOU ARE PREPARED TO WORK IN:

1. _____
2. _____
3. _____
4. _____
5. _____

PLEASE OUTLINE IN ORDER OF PREFERENCE THE SECTOR/S YOU ARE PREPARED TO WORK IN (ELBS/CCMS/INTEGRATED/VOLUNTARY GRAMMAR):

1. _____
2. _____
3. _____
4. _____

ESSENTIAL CRITERIA

1. PLEASE CONFIRM THAT YOU ARE A QUALIFIED TEACHER AS RECOGNISED BY THE DEPARTMENT OF EDUCATION TO TEACH IN GRANT-AIDED SCHOOLS HAVING QUALIFIED IN THE PERIOD FROM JUNE 2008 UP TO AND INCLUDING THE JUNE 2013 COHORT OF GRADUATE TEACHERS, AND ARE **NOT** IN A PERMANENT TEACHING POST. YES ☐ NO ☐
2. PLEASE OUTLINE IN THE SPACE BELOW THE ENGLISH/LITERACY MODULES/SUBJECTS STUDIED AS PART OF YOUR TEACHING QUALIFICATION/DEGREE.

