TC/18/209

CLIFTON SPECIAL SCHOOL
292a OLD BELFAST ROAD
BANGOR
BT19 1RH

TEACHER- SPECIAL EDUCATIONAL NEEDS- 4 POSTS

Post 1: Full –time permanent (3 positions available)

Post 2: Part-time permanent- 2 days per week (Thursday and Friday)

Post 3: Full-time fixed term
This post is available until 28 June 2019 to cover maternity leave and a temporary variation of contract)

Post 4: Part time fixed term- 1 day per week (Monday)
This post is available until 28 June 2019 subject to extension or review

(posts available immediately)

Candidate Information Pack
Background and Context

The Education Authority (EA) wants every child to have an outstanding education. The EA was established under the Education Act (Northern Ireland) 2014 and became operational on 1 April 2015. It is a non-departmental public body sponsored by the Department of Education and the Department for the Economy.

The EA is responsible for ensuring that high quality primary and secondary education services are available to meet the needs of children and young people, and for support for the provision of efficient and effective youth services. These services were previously delivered by five Education and Library Boards (ELBs). The organisation employs over 39,000 people across Northern Ireland in a wide variety of roles including teachers in controlled schools, school-based support staff and staff in administrative headquarters.

The work we do impacts the lives of tens of thousands of children, young people and their families every day. The services we provide are essential in supporting, encouraging and facilitating learning within our communities to develop generations of young people who are equipped to succeed in life and work in the modern world. As a public sector organisation, we must continue to deliver these vital services in a challenging environment of increasing financial pressure and under intense public scrutiny.
THE SCHOOL

Clifton School caters for 158 pupils aged 3-19 with severe and profound learning difficulties many of whom also have a diagnosis of ASD and may exhibit challenging behaviour. The provision is subject to review through the area planning process.

The curriculum offered at Clifton aims to provide relevant learning opportunities to enable each young person to reach their full potential, to develop as an individual and as a contributor to society and the environment. The curriculum is delivered through a combination of subjects and cross-curricular themes designed to extend, through a range of experiences, pupils’ knowledge and understanding.

We provide a wide range of extra-curricular activities encouraging participation and experiential learning, promoting both social integration and physical development. We believe in a balanced approach to develop personal qualities that will prepare our pupils for later life. Pupils are given opportunities to explore the wider community through frequent environmental visits. The school also participates in local music, choral and art festivals.

Clifton has an active role within the North Down Area Learning Community and regularly hosts students on work placement from local schools, colleges and universities.

As a Rights Respecting School the United Nations Convention on the Rights of the Child are at the heart of the school ethos and curriculum. We believe that children learn best when they:

- Are happy, confident, and feel secure
- Are interested and motivated and clearly understand the task
- Are challenged and stimulated
- Enjoy their learning through use of engaging resources and experiencing success
- Given tasks which match their ability
- Are aware of boundaries

Parents are actively encouraged to take an interest in their child’s education with formal and informal home/school liaison. We have an enthusiastic and hard-working Parent Staff Association which contributes greatly to the social and financial success of the school.

The members of the Board of Governors are involved in all aspects of school life and strongly support the work of the staff.
Exercise of general professional duties

A teacher who is not a principal shall carry out the professional duties of a teacher as circumstances may require:

(a) if he/she is employed as a teacher in a school under the reasonable direction of the principal of that school;

(b) if he/she is employed by a board on terms under which he is not assigned to any one school, under the reasonable direction of that board and of the principal of any school in which he/she may for the time being be required to work as a teacher.

Exercise of particular duties

(a) A teacher employed as a teacher (other than a principal) in a school shall perform, in accordance with any directions which may be reasonably given to him/her by the principal from time to time, such particular duties as may reasonably be assigned to him/her.

(b) A teacher to whom paragraph 1(b) refers shall perform, in accordance with any direction which may reasonably be given to him/her from time to time by the board or by the principal of any school in which he/she may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to him/her.
MAIN DUTIES AND RESPONSIBILITIES

1 Planning

1.1 Planning and preparing courses and lessons;
1.2 Teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
1.3 Assessing, recording and reporting on the development, progress and attainment of pupils.

2 General

2.1 Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
2.2 Providing advice and guidance to pupils on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;
2.3 Making records of and reports on the personal and social needs of pupils except in instances where to do so might be regarded as compromising a teacher’s own position;
2.4 Communicating and consulting with the parents of pupils;
2.5 Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Board of Governors;
2.6 Participating in meetings arranged for any of the purposes described above.

3 Assessment/Reporting

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils except in instances where to do so might be regarded as compromising a teacher’s own position.

4 Staff Development/Professional Development

4.1 Participating, if required, in any scheme of staff development and performance review;

4.2 a) Reviewing from time to time his/her methods of teaching and programmes of work;

b) Participating in arrangements for his/her further training and professional development as a teacher.

4.3 Advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
5 **Discipline/Health and Safety**

5.1 Maintaining good order and discipline among pupils in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

5.2 Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

6 **Public Examinations**

Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils’ presentation for and supervision during such examination.

7 **Review and Development of Management Activities/Administration**

7.1 a) Contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers;

b) Co-ordinating or managing the work of other teachers;

c) Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

7.2 a) Participating in administrative and organisational tasks related to such duties as described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.

b) Subject to the provisions of Article 22 of the Order, attending assemblies;

c) Registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.
8  **Number of days/Hours of work**

8.1  a) A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation;

b) A teacher, other than a teacher employed in a residential establishment, shall be available to perform such duties at such times and such places as may reasonably be specified by the Principal, or where he/she is employed by a Board on terms under which he/she is not assigned to any one school by the Board or the Principal of any school in which he/she may for the time being be required to work as a teacher, for 1,265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work;

c) A teacher may not be required to teach as distinct from supervise children in a classroom situation for more than 25 hours in any week in a primary or special school and 23.5 hours in any week in a secondary school;

d) Unless employed under a separate contract as a mid-day supervisor, a teacher shall not be required to undertake mid-day supervision.

9  **Staff cover**

9.1 Supervising and teaching any pupils whose teacher is not available provided that:

a) In schools with an average daily enrolment greater than 222 pupils a teacher other than a supply teacher shall not be required to provide such cover after the second day on which a teacher is absent or otherwise not available or from the first day if the fact that the teacher would be absent or otherwise not available for a period exceeding 2 days was known to and agreed by the employing authority in advance;

b) In schools with an average daily enrolment of 222 pupils or less a teacher other than a supply teacher shall not be required to provide such cover after the first day on which a teacher is absent or otherwise not available for more than 1 day was known to and agreed by the employing authority in advance;

c) In schools with a complement of 1, 2 or 3 teachers and in nursery units in primary schools, a teacher other than a supply teacher shall, notwithstanding heads (a) and (b), not be required to provide such cover.

**Conditions of Service**

The conditions of service for this post will be in accordance with the Regulations of the Department of Education for Northern Ireland.
PERSON SPECIFICATION

POST: TEACHER – SPECIAL EDUCATIONAL NEEDS – 5 posts available

Post 1: Full-time permanent (3 positions available)
Post 2: Part-time permanent- 2 days per week (Thursday and Friday)
Post 3: Full-time fixed term
This post is available until 28 June 2019 to cover maternity leave and a temporary variation of contract
Post 4: Part time fixed term- 1 day per week (Monday)
This post is available until 28 June 2019 to subject to extension or review

These posts attract Special Educational Needs Allowance 1. A second Special Educational Needs Allowance may be awarded where it is considered that the teacher’s experience and/or qualifications enhance the value of the work he/she undertakes with special educational needs pupils.

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<tr>
<th>ESSENTIAL</th>
<th>DESIRABLE</th>
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<tr>
<td><strong>QUALIFICATIONS</strong></td>
<td>Preference may be given to those applicants who:</td>
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<td>The criteria that will be applied at shortlisting are as follows:</td>
<td>Has a post-graduate qualification at Masters or Doctoral level in Education in Early Years or Special Educational Needs.</td>
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<td>Applicants must at the agreed date of taking up duty:</td>
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<td>1) Hold a teaching qualification which meets the requirements for recognition to teach in grant-aided schools in Northern Ireland; and</td>
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<td>2) Hold a degree or teaching qualification with Special Educational Needs as a major component; and</td>
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<td><strong>EXPERIENCE</strong></td>
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<td>The criteria that will be applied at shortlisting is as follows (please note that experience must be accrued by the closing date for receipt of completed applications):</td>
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<td>3) Have-a minimum of 12 months’ post qualification experience in a paid capacity teaching pupils with learning difficulties within an educational setting within the last 6 years;</td>
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<td>- Have a minimum of 12 months’ post qualification experience in a paid capacity teaching pupils with severe learning difficulties in a special school or special needs unit attached to a primary/post primary school within the last 6 years;</td>
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<td>- Have in a paid capacity delivered and embedded the use of a specialist teaching strategy across a whole school context.</td>
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<td>EXPERIENCE CONT</td>
<td>(Please note that experience must be accrued by the closing date for receipt of completed applications).</td>
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<td>KNOWLEDGE</td>
<td>• Knowledge of Northern Ireland primary/post primary/SEN Curriculum;</td>
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<td>• Display an understanding of primary/post primary/SEN pupils and their needs;</td>
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<td>• Knowledge of Child Protection issues for primary/post primary aged pupils.</td>
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<td>SKILLS</td>
<td>• Communication skills;</td>
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<td>• Organisational skills;</td>
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<td>• Interpersonal skills;</td>
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<td>• ICT skills.</td>
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<td>PERSONAL QUALITIES</td>
<td>• Flexible;</td>
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<td>• Enthusiastic;</td>
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<td>• Sensitive;</td>
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<td>• Ability to work as a member of a team;</td>
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<td>• Confidentiality;</td>
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<td>• Ability to use initiative;</td>
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<td>• Ability to deal appropriately with pupils and parents;</td>
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<td>• Committed to raising pupils achievement;</td>
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<td>• Ability to motivate self and others;</td>
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<td>• Child centred approach.</td>
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<td>OTHER REQUIREMENTS</td>
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The Board of Governors reserve the right to enhance the criteria if necessary in order to facilitate a manageable shortlist

Applicants must be registered with the General Teaching Council for Northern Ireland (GTCNI) upon taking up employment. Interviews commencing the week 28 January 2018

Interviews
It is anticipated that interview will take place the week commencing 28 January 2019
Application Pack

Please refer to the Applicant Guidance Notes prior to the completion of an application form.

*Education Authority application forms and candidate information packs have been created for use with Adobe Acrobat software only. If you do not have the software this may be downloaded free of charge using the following link – [https://get.adobe.com/uk/reader](https://get.adobe.com/uk/reader)*

Failure to use Adobe Acrobat when completing or editing an application form may lead to the fields you complete not showing up when the form is printed which may impact on whether you are considered eligible for the post as the information required for shortlisting may not show. You may also experience difficulties saving your completed application form. Application forms must not be completed using a web browser i.e. Google Chrome or Internet Explorer.

*The Education Authority is unable to take responsibility for forms being completed using the incorrect software.*

It is essential that you fully describe in the application form how you meet the criteria sought. Please provide detailed information against each requirement, providing dates and ensuring that where requirements are time bounded (e.g. 1 year within the last 5 years) you provide detail and dates that fully satisfy the requirement. It is not appropriate to simply list the various posts that you have held. Assumptions will not be made from the title of your post.

Please ensure that your e-mail does not exceed the acceptable e-mail size limit of 20 MB.

*Please note that the Education Authority WILL NOT accept links to Cloud based storage systems eg. Google Drive, iCloud, OneDrive*

Please complete and return your application form and Equal Opportunities Questionnaire by post/hand delivering to the Equal Opportunities Unit, Education Authority Dundonald Office, Grahamsbridge Road, Dundonald, BT16 2HS or alternatively by e-mail to [earecruitment@eani.org.uk](mailto:earecruitment@eani.org.uk) no later than **2.00 pm on the closing date for receipt of completed applications.**

*If you are returning your application form by e-mail please ensure that the subject line is completed with the Job Reference Number which is identified on the first page of the application form.*

Late or faxed application forms will not be accepted
Terms and Conditions

Teachers’ (Terms and Conditions of Employment) Regulations (Northern Ireland) 1987 shall apply to teachers employed in grant-aided schools, peripatetic teachers and supply teachers. Further information is available on the DE website. www.education-ni.gov.uk/publications/teachers-salaries-and-conditions-service

Fixed Term Posts

Please note that the post availability indicates how long a post will be vacant at the time of going to press and does not necessarily indicate the commencement date of any contract. Fixed Term contracts may subject to extension or may be reduced for any valid reason unless otherwise indicated. Certain circumstances may arise where the successful candidate will not be employed for the full period of availability eg. Due to incomplete pre-employment checks at the commencing availability date.

Where a post is available for a full 12 month period and due to unforeseen circumstances it is not possible for the successful candidate to commence their contract at the availability date stated, the period of employment will be reduced and the teacher will be paid on the hourly rate for teachers.

Fixed Term teachers employed for less than a 12 month period will be paid on the hourly rate for teachers.

Canvassing

Any applicant who is found to have approached a panel member regarding a post with a view to seeking favourable treatment will be disqualified.

Equal Opportunities

The Education Authority is fully committed to the promotion of equality of opportunity in employment to all. We aim to select the best person for the job and all recruitment decisions will be made objectively.

Issuing of Correspondence

All correspondence regarding the selection process will be forwarded to you via e-mail where an e-mail address is provided on your application form. It is important that the e-mail address you supply on your application form is your preferred e-mail address for receipt of correspondence.

Disclosure of criminal background
If you have been appointed for a post that involves ‘regulated activity’ under the Safeguarding Vulnerable Groups (NI) Order 2007, the Education Authority will be required to undertake an Enhanced Disclosure of Criminal Background. **Please note that you WILL be expected to meet the cost of an Enhanced Disclosure Certificate, which is currently £33.** Details of how to make payment will be sent to you at the pre-employment stage.

Further information can be accessed on [www.nidirect.gov.uk/campaigns/accessni-criminal-record-checks](http://www.nidirect.gov.uk/campaigns/accessni-criminal-record-checks) or [www.justice-ni.gov.uk/articles/about-accessni](http://www.justice-ni.gov.uk/articles/about-accessni)

**References**

This appointment will be subject to satisfactory references being received. One reference should be from a person who is able to comment on your suitability to work with children/young people in an educational setting. The Education Authority (EA) will seek references from present/previous employers for posts involving ‘regulated activity’.