

Mill Strand
Integrated
School
& Nursery

Teacher

Year 2 or 3 TBC
(Temporary – 1 Year with possibility of extension)

Mill Strand Integrated School & Nursery

Candidate Information Pack

Background and Context

Mill Strand Integrated School is currently situated on the outskirts of Portrush, overlooking the beautiful West Bay (Mill Strand). The school attracts pupils from Coleraine, Portstewart, Portrush and the surrounding area.

First opened in 1987, Mill Strand Integrated Primary School remains the only integrated primary school in the wider 'Triangle' area. It is hard to imagine now, but to set up the school a group of families had to actually re-mortgage their homes to raise the funding and the school ran on charitable donations for two years before the Education Minister, Brian Mawhinney, gave Integrated Schools recognised status.

Even now, almost forty years later, and with consistent 80% support/desire for integrated education in polls, it is exceptionally difficult to open a new integrated school, leaving many families without the option of an integrated place for their child.... you can't go to a school that doesn't exist or one that has no places because it is 'capped' and not allowed to grow. As there is no funding to build new integrated schools to meet demand, it is currently only through the transformation of other schools to integrated status or the expansion of existing integrated schools that provision can be increased.

At the beginning of 2019, following a five-year Development Proposal process, Mill Strand Integrated School was finally given permission to double its enrolment to meet proven demand. This has already seen the school double in size with a current enrolment of 408 pupils. It is anticipated that the school will continue to grow and reach an enrolment of 420 by September 2024 as a fourteen-class base school with a double Nursery.

Integrated Education is a stand-alone provision that is only provided within the integrated sector by integrated schools adhering to the 'Principles of Integrated Education'. Mill Strand IPS is the only primary school in the area to do so. As such, it provides a high quality of education for all, regardless of ability or religious belief in a fully inclusive, integrated environment.

Mill Strand Integrated Nursery was set up with the creation of the school. It was initially independently funded and developed to further extend the underlying integrated ethos and quality education provided, for pupils attending Mill Strand Integrated School. Following the success of the school's most recent Development Proposal the school now operates a full-time and a part-time Nursery, catering for 52 pupils.

The school has been recognised for 'outstanding' learning and teaching and strives constantly to improve, not only the standards of education but also its extra-curricular provision and links to the community. Mill Strand Integrated School was the first school to operate an After School Childcare facility in the area, fully registered with Social Services. Our acclaimed 'Mill Strand Children's Centre has led the way for over twenty years in providing these services for families at the school.

Future Challenges and Opportunities

Towards the end of the 2015/16 academic year, John O'Dowd MLA, as Minister for Education, confirmed a new build for Mill Strand Integrated School & Nursery under Fresh Start Agreement Funding. We were delighted to receive a visit from Peter Weir MLA in December 2016, as the new Education Minister, underpinning support for Mill Strand's new school.

A 'Project Board' consisting of representatives of school & Board of Governors is currently working with the Department of Education to complete the planning phase of this exciting new development. Following consideration of six potential sites in the town for the new school, DENI Officers and the Project Board

confirmed in May 2020 that the new school will be built on a 5-acre site on the Ballywillan Road in Portrush, the site of the former catering college.

McAdam Design was appointed to deliver this exciting project and the Lowry Construction & Isherwood Ellis are currently working on the final stages of construction of the school drawing on existing outstanding examples of new build schools.

The new school is set for completion in June 2024 with the school moving to the new site before the end of term. Pupils at Mill Strand Integrated Primary School & Nursery will start at the new school at the beginning of the 2024/25 academic year.



JOB DESCRIPTION

JOB TITLE: Teacher – Primary (Initially Foundation Stage - Year 2 or KS1 – Year 3 TBC)

CONTRACT TYPE: Temporary (with the possibility of extension)

DURATION OF CONTRACT/CONTRACT END DATE: 1 year to 31 August 2025

STATUS: Full-time

HOURS PER WEEK: 32.4 hours per week

WORKING PATTERN: Monday-Friday

GRADE/SCALE: Teacher | Main Pay Scale, M2 - UPS 3 |

ALLOWANCE(S): Not Applicable

CLOSING DATE: 12 Noon Thursday 30th May 2024

ANTICIPATED INTERVIEW DATE(S): Friday 7th June 2024

REPORTS TO: Principal

PROFESSIONAL DUTIES OF A TEACHER TEACHERS' (TERMS AND CONDITIONS OF EMPLOYMENT) REGULATIONS (NORTHERN IRELAND) 1987 Schedule 3 Regulation 5

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.

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

- 3.1. 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. Reviewing from time to time his/her methods of teaching and programmes of work;
 - 4.3. Participating in arrangements for his/her further training and professional development as a teacher.
 - 4.4. 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
 - 6.1. 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. Contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers;
 - 7.2. Co-ordinating or managing the work of other teachers;
 - 7.3. 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.
 - 7.4. 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.
 - 7.5. Subject to the provisions of Article 22 of the Order, attending assemblies;
 - 7.6. 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 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;
 - 8.2. 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;
9. 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;
10. Unless employed under a separate contract as a mid-day supervisor, a teacher shall not be required to undertake mid-day supervision;

11. Subject to paragraph (f) all teachers shall be required to have a break of at least 30 minutes between the hours of 12 noon and 2.00 pm;
12. Teachers in nursery schools and nursery units in primary schools shall be required to have a break of at least 30 minutes between the hours of 12 noon and 2.30 pm;
13. For the purposes of this paragraph, a 'year' means a period of 12 months commencing on 31st July and a 'week' means a period of 7 days commencing on a Sunday.

14. Staff cover

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

- a) In schools with an average daily enrolment of 222 or less, in primary 1 and primary 2 classes in schools with an average daily enrolment greater than 222 pupils and in nursery classes in primary schools a teacher other than a supply teacher shall not be required to provide such cover:
- b) 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, other than a teacher of primary 1 or primary 2 class or of a nursery class in a primary school, 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.



Mill Strand Integrated School & Nursery

"Promoting excellence, celebrating difference"

Disclosure of Criminal Background

If you have applied for a post that involves "regulated activity" under the Safeguarding Vulnerable Groups (NI) Order 2007, Mill Strand Integrated School 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 Budget, you **WILL** be expected to meet the cost of an Enhanced Disclosure Certificate, which is £33.

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

PERSON SPECIFICATION

NOTES TO JOB APPLICANTS

1. You must clearly demonstrate on your application form under each question, how, and to what extent you meet the required criteria as failure to do so may result in you not being shortlisted. You should clearly demonstrate this for both the essential and desirable criteria, where relevant.
2. You must demonstrate how you meet the criteria by 30th June 2022, unless the criteria state otherwise.
3. The stage in the process when the criteria will be measured is outlined in the table below.
4. Shortlisting will be carried out on the basis of the essential criteria set out in Section 1 below, using the information provided by you on your application form.
5. Please note that the Selection Panel reserves the right to shortlist only those applicants that it believes most strongly meet the criteria for the role.
6. In the event of an excessive number of applications, the Selection Panel also reserves the right to apply any desirable criteria as outlined in Section 3 at shortlisting, in which case these will be applied in the order listed. It is important therefore that you also clearly demonstrate on your application form how you meet any desirable criteria.

SECTION 1 - ESSENTIAL CRITERIA

The following are **essential** criteria which will initially be measured at the shortlisting stage and which **may also be further explored during the interview/selection stage**. You should therefore make it clear on your application form how, and to what extent you meet these criteria. Failure to do so may result in you not being shortlisted.

Factor	Essential Criteria	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • Hold a teaching qualification that meets the requirements for recognition to teach in grant-aided primary schools in Northern Ireland by the closing date for completed applications 	Shortlisting by Application Form
Skills	<ul style="list-style-type: none"> • 	
Experience	<ul style="list-style-type: none"> • Experience teaching in a primary school • Demonstrate experience of using digital media to enhance learning and teaching. • Demonstrate experience of planning and implementing effective play/active based learning at FS/KS1 • Demonstrate how you would accommodate children with SEN within the classroom setting 	Shortlisting by Application Form
Knowledge	<ul style="list-style-type: none"> • Demonstrable Knowledge of Northern Ireland Primary Curriculum 	Shortlisting by Application Form
Other	<ul style="list-style-type: none"> • Be registered with the General Teaching Council for Northern Ireland (GTCNI) before taking up post 	Pre-employment Check

SECTION 2 - ESSENTIAL CRITERIA

The following are **additional essential** criteria which will be measured during the interview/selection stage.

Factor	Essential Criteria	Method of Assessment
Knowledge	<ul style="list-style-type: none"> • Knowledge of Northern Ireland Curriculum • Knowledge and understanding of Safeguarding and Child Protection policy/practice • Knowledge of the SEND Code of Practice • Knowledge of a range of teaching strategies to meet the learning needs of pupils • Knowledge of Information Technology systems such as digital classroom tools/media and the use of tablets/mobile technologies • Knowledge of current assessment methods to inform teaching 	Interview
Skills / Abilities	<ul style="list-style-type: none"> • Effective teaching and classroom management skills to inspire and challenge pupils to raise achievement • Proven ability to provide a supportive, inclusive learning environment • Ability to use initiative, solve problems and be flexible • Ability to work collaboratively to promote positive relationships with pupils, colleagues, parents and the wider community • Ability to work as an effective member of a team, and to motivate self and others 	Interview
Personal Qualities	Evidence of how your experience and approach to work reflect the integrated ethos of Mill Strand Integrated School & Nursery.	Interview

SECTION 3 - DESIRABLE CRITERIA

Some or all of the desirable criteria may be applied by the Selection Panel in order to determine a manageable pool of candidates. Desirable criteria will be applied in the order listed. You should make it clear on your application form how, and to what extent you meet the desirable criteria, as failure to do so may result in you not being shortlisted.

Factor	Desirable Criteria	Method of Assessment
Qualifications and Experience	<ol style="list-style-type: none"> 1. Ability to co-ordinate music in the school including: <ul style="list-style-type: none"> ○ Hold Grade 6 or Higher in Piano/Keyboard ○ Assist with junior & senior choir ○ Co-ordination of school shows and performances ○ Development of traditional music in the school 2. Coaching Qualifications and/or experience in extra -curricular activities 3. Be willing to organise and take after-school clubs 4. Qualification/Fluency in additional languages: Spanish, French, Irish 5. Experience delivering structured linguistics phonics programmes in a primary school setting 6. Have a minimum of one years' experience of teaching in a Primary School (Foundation Stage/KS1), in a paid capacity, to achieve positive learning outcomes 7. Demonstrate a working knowledge of Pastoral Care/Child Protection 8. Experience in writing IEPs/PLPs 	Shortlisting by Application Form