



# Teacher

## Temporary Teaching Posts

**POST 1:** Temporary Fixed-Term Teacher (1/9/2026 to 31/8/2027- subject to reduction or extension for any valid reason).

**POST 2:** Temporary Teacher to cover a Maternity Leave (1/9/2026 to 25/6/2027- subject to reduction or extension for any valid reason).

## Candidate Information Pack

## **JOB DESCRIPTION**

### **POST 1**

**JOB TITLE:** Teacher – Primary

**CONTRACT TYPE:** Temporary

**DURATION OF CONTRACT/CONTRACT END DATE:** 1<sup>st</sup> September 2026- 31<sup>st</sup> August 2027 (subject to review)

**STATUS:** Full-time

**HOURS PER WEEK:** 32.4 hours per week

**WORKING PATTERN:** Monday-Friday

**GRADE/SCALE:** Teacher | Main Pay Scale, M1 - UPS 3 |

**ALLOWANCE(S):** N/A

### **POST 2**

**JOB TITLE:** Teacher – Primary

**CONTRACT TYPE:** Temporary (Maternity Leave)

**DURATION OF CONTRACT/CONTRACT END DATE:** 1<sup>st</sup> September 2026- 25<sup>th</sup> June 2027 (subject to review)

**STATUS:** Full-time

**HOURS PER WEEK:** 32.4 hours per week

**WORKING PATTERN:** Monday-Friday

**GRADE/SCALE:** Teacher | Main Pay Scale, M1 - UPS 3 |

**ALLOWANCE(S):** N/A

**CLOSING DATE:** 4pm on Friday 17<sup>th</sup> April 2026

**ANTICIPATED INTERVIEW DATE(S):** W/B 4<sup>th</sup> May 2026

**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.



## Saints and Scholars Integrated Primary & Nursery School

*"It takes a world of differences to make a different world"*

### Disclosure of Criminal Background

If you have applied for a post that involves "regulated activity" under the Safeguarding Vulnerable Groups (NI) Order 2007, Saints and Scholars Integrated Primary and Nursery 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 £32.

Further details in relation to legislative requirements can be accessed on [www.nidirect.gov.uk/vetting](http://www.nidirect.gov.uk/vetting) or [www.accessni.org.uk](http://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 the closing date of the applications, 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.

<b>Factor</b>	<b>Essential Criteria</b>	<b>Method of Assessment</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	Shortlisting by Application Form
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to plan structured, engaging lessons with clear learning intentions and success criteria</li> <li>• Ability to differentiate learning to support, challenge and extend pupils</li> <li>• Ability to assess pupil learning and use this to inform next steps</li> <li>• Ability to create a positive, inclusive and well-managed classroom environment</li> </ul>	Shortlisting by Application Form
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A minimum of two years' teaching experience (in a paid capacity) within the primary phase, gained within the last five years. This experience can be either part-time or full-time capacity.</li> <li>• Experience of planning and delivering lessons which meet the needs of a range of learners</li> <li>• Experience of supporting pupils with additional learning needs within the classroom, including examples of strategies used</li> <li>• Experience of using digital technology to support and enhance teaching and learning</li> </ul>	Shortlisting by Application Form
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of the Northern Ireland Curriculum</li> <li>• Knowledge of effective teaching and learning strategies appropriate to the primary phase</li> <li>• Knowledge of how assessment is used to support pupil progress</li> </ul>	Shortlisting by Application Form
<b>Other</b>	<ul style="list-style-type: none"> <li>• Be registered with the General Teaching Council for Northern Ireland (GTCNI) before taking up post</li> </ul>	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
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Secure knowledge of the Northern Ireland Curriculum, particularly across Key Stage 1 and/or lower Key Stage 2, including progression in Literacy and Numeracy</li> <li>• Knowledge and understanding of effective teaching and learning strategies, including differentiation to meet a range of pupil needs</li> <li>• Knowledge of assessment for learning and summative assessment, and how data is used to inform teaching and improve pupil outcomes</li> <li>• Knowledge and understanding of the SEND Code of Practice, including practical classroom strategies to support pupils with additional needs</li> <li>• Knowledge and understanding of safeguarding and child protection procedures, including appropriate responses to concerns</li> <li>• Knowledge of how digital technologies can be used to enhance teaching and learning</li> </ul>	Interview
<b>Skills / Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to plan and deliver effective teaching that is well-structured and appropriately pitched for Key Stage 1 and/or lower Key Stage 2</li> <li>• Ability to improve pupil outcomes, with clear examples of impact on learning</li> <li>• Ability to differentiate effectively to support, challenge and extend all learners</li> <li>• Ability to use assessment effectively to inform teaching and support pupil progress</li> <li>• Ability to manage behaviour positively and effectively, maintaining a purposeful learning environment</li> <li>• Ability to use questioning effectively to check understanding and deepen learning</li> <li>• Ability to work collaboratively with colleagues, parents and others to support pupils</li> <li>• Ability to communicate clearly and professionally</li> </ul>	Interview
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A clear commitment to the integrated ethos of Saints and Scholars IPS</li> <li>• A child-centred approach, with high expectations for all pupils</li> <li>• Professional integrity, including a strong commitment to safeguarding and pupil wellbeing</li> <li>• A reflective approach to practice, demonstrating willingness to learn, adapt and improve</li> <li>• A positive, flexible and collaborative attitude</li> </ul>	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.

<b>Factor</b>	<b>Desirable Criteria</b>	<b>Method of Assessment</b>
<b>Qualifications and Experience</b>	<ol style="list-style-type: none"><li>1. Experience of coordinating or contributing to the coordination of an area of learning across the primary school, with particular reference to <u>The World Around Us</u> or <u>ICT</u></li><li>2. Evidence of willingness to organise and lead extracurricular activities, such as after-school clubs</li><li>3. Relevant additional qualifications or coaching awards (e.g. sports coaching, ICT, wellbeing programmes)</li><li>4. Experience of delivering or contributing to whole-school initiatives, for example Shared Education, wellbeing programmes or school improvement priorities</li><li>5. Experience of writing and implementing Individual Education Plans (IEPs) and/or Personal Learning Plans (PLPs)</li><li>6. Demonstrable working knowledge of pastoral care and child protection, including supporting pupil wellbeing within a school setting</li><li>7. Successful completion of Induction and Early Professional Development (EPD)</li></ol>	Shortlisting by Application Form