

Candidate Information Pack

The School and its location:

Thank you for your interest in Blackwater Integrated College. I hope the information contained in this brief outline will give you an up to date and accurate picture of our school. Blackwater Integrated College was opened in 2008 and was an amalgamation of two existing schools, Rowallane Integrated College and Down Academy. Blackwater Integrated College is situated on the outskirts of Downpatrick and the school's intake is drawn from both the town and the surrounding community.

As an Integrated College we are very proud of the fact that we accept students from the two main religions in Northern Ireland as well as other religions and none. Integration to us means respecting yourself and others, even when they have different beliefs from yours. We have high standards, asking that everyone works and learns to their full potential, helps those around them to do their best, and develops into thoughtful, caring members of their community.

We are very proud of the fact that we cater for the needs of all of our students. We have an excellent Learning Support Centre for students with a statement of special educational needs who also join mainstream classes for some lessons. We also provide vocational options at Key Stage 4 for students who are looking for a more practical pathway. With a restructuring of our curriculum at both Key Stages 3 and 4 we are now in a position to inspire success in all of our students in the coming years. Realistic targets are set for students at KS3 and KS4 to encourage them to meet or exceed their potential.

Our accelerated learning groups are aimed at students who are more academically able so they can be encouraged to progress with both stimulation and pace. The intention is to make sure that they are happy, that they feel stretched and that they fulfil their potential. Our current Year 8 accelerated group consists of many students who narrowly missed out on grammar school places and I am very confident that the environment we provide will allow those students to excel in their studies over the next five years.

The curriculum in Blackwater Integrated College is delivered by subject specialist teachers who regularly update their knowledge and skills through training and sharing of practice. Students have the opportunity to engage in active learning experiences and Google Chromebooks are used widely in all classes. Excellent pastoral systems support the students in their learning and guidance on how to study effectively is delivered in the Personal Development programme and supplemented by enjoyable practical workshops at appropriate times. If you have any further queries please do not hesitate to refer to our website at www.blackwateric.org for up to date news and information on College life.

Yours faithfully
Mr Stephen Taylor
Principal

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School: Blackwater Integrated College

Post title: Teacher of Religious Education (Key Stage 3/4)

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<p>Applicants must:</p> <ul style="list-style-type: none"> Hold a teaching qualification as approved by the Department of Education (NI) and be qualified to teach Religious Education to at least GCSE level. Hold an honours degree or teaching qualification with Religious Education as the main component. 	<ul style="list-style-type: none"> Have qualifications to teach KS3 Maths or Science as well as Religious Education Have qualifications to assist with an extracurricular activity.

	ESSENTIAL	DESIRABLE
EXPERIENCE	<ul style="list-style-type: none"> Have experience of teaching Religious Education to GCSE Level or related Level 2 Religious Education qualification within the last 5 years (teaching practice acceptable.) 	<ul style="list-style-type: none"> Have training or experience to teach KS3 Maths or Science as well as Religious Education Have training and/or experience to assist with an extracurricular activity. Have experience of teaching using Google Classroom in a classroom setting (teaching practice accepted) Have experience of teaching in a non-selective school (as a trainee or qualified teacher)

	ESSENTIAL	DESIRABLE
KNOWLEDGE	<ul style="list-style-type: none"> Knowledge of Northern Ireland post primary Curriculum; Display an understanding of post primary school pupils and their needs; Knowledge of Child Protection issues for post primary aged pupils. 	

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SKILLS	<ul style="list-style-type: none"> • Communication skills; • Organisational skills; • Interpersonal skills; • ICT skills. 	
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Flexible; • Enthusiastic; • Ability to work as a member of a team; • Confidentiality; • Ability to use initiative; • Ability to deal appropriately with pupils and parents; • Committed to raising pupils achievement; • Ability to motivate self and others; • Child centred approach. • Commitment to the Integrated ethos 	

KEY TASKS:

A1 To teach Religious Education to a high standard using varied and innovative teaching strategies.

A2 To aid the Curriculum Coordinator in drawing up schemes of work in line with the requirements of the appropriate statutory bodies and examination boards.

A3 To be aware of and implement as necessary, developments in Religious Education teaching that will further student progress.

A4 To maximise students' involvement in the production of attractive and useful wall and other displays.

A5 To implement all departmental policies.

A6 As directed by the Principal, to teach an additional subject which best meets the curricular needs of the School.

A7 To exhibit and promote the School's values, vision and aims.

A8 To help organise and participate in the department's visits and educational trips.

A9 To plan and deliver curriculum based small group intervention.

B1 To set, annotate and mark appropriate homework, class work, tests and examinations and to maintain a well ordered and up-to-date mark book or computer record of all work set and marks recorded in line with school policies.

B2 To provide students with regular constructive feedback and positive reinforcement on all aspects of their performance.

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B3 To report to parents through written reports

B4 To report to parents through Parents' Meetings and Open Nights.

C1 To maintain an up-to-date knowledge of the courses being taught.

C2 To review pedagogy regularly in order to ensure the most effective and appropriate style to improve student performance.

C3 To ensure INSET participation is directly related to the needs of the School as assessed by the Management of the School.

C4 If eligible, to participate in all aspects of the School's Performance Review and Staff Development Scheme (or any similar performance management scheme) as directed by the Principal.

D1 To aid the Curriculum Coordinator in requisition of materials annually.

D2 To ensure that all equipment and accommodation used is kept in best condition.

D3 To ensure the Health and Safety of all students and staff within the classroom and other work places.

GENERAL TEACHER DUTIES:

E1 To carry out duties as detailed in the Teachers' (Terms and Conditions of Service) Regulations (NI) 1987.

E2 To carry out all duties in a manner in which they comply with:

- a. Current Health and Safety legislation;
- b. The requirements of the Children's Order;
- c. The School's security requirements;
- d. The requirements of the schools' policies; and

E3 To act as a Form Teacher to an assigned Form Class.

E4 To carry out a share of student supervisory duties in accordance with published rosters.

E5 To participate in appropriate meetings with colleagues, parents and students.

E6 To implement all School policies and procedures.

E7 To play an active part in furthering the School's Ethos

E8 To undertake any reasonable duties as requested by the Principal or their appointed deputy.

NOTES: Applicants should give detailed information of modules, courses and subjects studied as part of their qualifications, together with the number of years each was studied. Applicants should also give details of experience of teaching, indicating length of experience of teaching the GCSE specifications.

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These duties are not necessarily comprehensive and are subject to annual amendment by the Principal, after consultation with the post holder.

The panel reserves the right to enhance these criteria.

On taking up this post the successful applicant must be a registered teacher with the General Teaching Council for Northern Ireland.

Posts involving work in educational institutions are subject to the provisions of the Safeguarding Vulnerable Groups (NI) Order 2007. The successful applicant will require an enhanced disclosure check which at present costs £33. Further details regarding the payment of this check will be issued with the contract of employment.

The closing date for the receipt of application is

Wednesday 8th June 2022 at 12 noon

CANVASSING WILL DISQUALIFY

NB Notes of guidance are attached.

TEACHERS' (TERMS AND CONDITIONS OF EMPLOYMENT) REGULATIONS
(NORTHERN IRELAND) 1987

SCHEDULE 3

TERMS AND CONDITIONS OF EMPLOYMENT OF A TEACHER

Exercise of general professional duties

1. 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

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

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(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.

Professional duties

3 The following duties shall be deemed to be included in the professional duties which a teacher may be required to perform: -

Teaching

- (1) (a) planning and preparing courses and lessons;
- (b) 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 the school and elsewhere;
- (c) assessing, recording and reporting on the development, progress and attainment of pupils.

Other activities

- (2) (a) promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
- (b) providing guidance and advice 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;
- (c) 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;
- (d) communicating and consulting with the parents of pupils;
- (e) communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and in the case of a controlled school, the Board of Governors;
- (f) participating in meetings arranged for any of the purposes described above;

Assessments and reports

- (3) 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;

Performance review

- (4) Participating, if required, in any scheme of staff development and performance review;

Review

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- (5) (a) reviewing from time to time his/her methods of teaching and programmes of work;

Further training and development

- (b) participating in arrangements for his/her further training and professional development as a teacher;

Educational methods

- (6) 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;

Discipline health and safety

- (7) Maintain 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;

Staff meetings

- (8) 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;

Cover

- (9) 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 a 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 not otherwise 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 or from the first day of the fact that the teacher would be absent or not otherwise available for more than 1 day was known to and agreed by the employing authority in advance.

Public examinations

- (10) 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;

Management

- (11) (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;

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

Administration

(12) (a) participating in administrative and organisational tasks relating 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 provision 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.

Working time

13 (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 1265 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 for 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 midday supervisor, a teacher shall not be required to undertake mid-day supervision.

(e) Subject to paragraph (f) all teachers shall be required to have a break of at least 30 minutes between the hours of 12:00 noon and 2.00 pm.

(f) Teachers in nursery schools and in nursery units in primary schools shall be required to have a break of at least 30 minutes between the hours of 12:00 noon and 2.30 pm.

(g) For the purpose of this paragraph a 'year' means a period of 12 months commencing on 31 July and a 'week' means a period of 7 days commencing on a Sunday.