

Engage Programme FAQ

The following questions and answers are set out below to advise and guide Hiring Managers on frequent questions or concerns that may arise when recruiting a position through EA as part of the Engage Programme.

Q. What methods of recruitment are available to me in filling this vacancy?

A. Where a position is required for a period of 6 months or more, this will normally be publicly advertised in the interest of fair and open recruitment as a fixed term position. It is important that the fixed-term employee is issued with a contract of employment stating a commencement date, an end date and the reason for the fixed-term contract. In due course, this will act as the trigger to bring the fixed-term contract to an end. To begin this process schools can raise a requisition on the EA online recruitment platform.

If a position is required for a period of less than 6 months then a temporary teacher may be engaged using NISTR in accordance with DE Circular 2008/10 'Employment of Substitute Teachers – Northern Ireland Substitute Teachers Register (NISTR)'. The website for NISTR is www.nistr.org.uk.

If the school wish to fill this vacancy with a current member of staff and backfill that member of staff's position on a fixed term basis, the school should do this through an internal trawl within the school. If this is preferred option please contact your local resourcing team for guidance on recruitment through an internal trawl procedure. If the internal member of staff is employed on a part-time basis and wishes to take on this role in addition to their current role this must be clearly communicated for the additional hours in order that these hours are paid correctly and only for the length of time of this programme.

Q. I wish to advertise this position, how do I do this and what resources are available?

A. EA has step by step guidance on how to advertise using our online recruitment platform on our website: <https://www.eani.org.uk/ea-staff-hub/hr-online/hiring-managers-recruitment-information>

This resource contains all of the information you need as a Hiring Manager to plan, requisition and deliver a recruitment and selection process. It includes HR guidance on the recruitment process, practical tools and templates required at each stage and learning resources including videos and user guides for the on-line recruitment system.

To assist with the planning of your advertisement we have attached samples of both a primary and post-primary teaching job description and person specification.

Q. I am now in a position to advertise, how long will it take to complete a recruitment process?

A. On average it will take 10 weeks to complete a recruitment exercise. The table below indicates the expected timeline for each step of the process. Please ensure that you provide information that this position is either a direct position to deliver the Engage Programme or is a backfill for a member of staff delivering the programme.

This timeline is only an estimate to assist with the planning of your school’s advertisement and may be subject to change.

Week 1 - Requisition
School to work on job specification, raise requisition and send for approval.
Week 2-3 - Advert
Advertisement published on EA and Jobcentre’s websites for a period of two weeks.
Week 4 - Shortlisting
Shortlisting of applications by panel. To be completed face to face or via secure teleconferencing.
Week 5-6 - Interviews
Interviews conducted by panel. To be completed face to face or via secure teleconferencing.
Week 7-8 – Pre-employment Checks
Checks to be carried out as required. Eg. Access NI, Qualifications, References, MTAC.
Week 9-10 - Offer
Electronic offer issued to successful candidate by recruiter, includes contract, appropriate placement point on teachers’ pay scale, terms and conditions, policies and procedures.

Q. Given the current circumstances with the COVID19 pandemic, how do I ensure the safety of panel members and candidates?

A. Any Government restrictions and advice on social distancing, as current at the time of recruitment, will need to be carefully adhered to. Further information is available by clicking the following link. <https://www.eani.org.uk/ea-staff-hub/hr-online/hiring-managers-recruitment-information/covid-19-recruitment-information>

Contact Information

If you need any additional information or support please contact EA Recruitment teams as indicated below:

Email:

School Recruitment schoolsrecruitment@eani.org.uk

Online Recruitment System Administration Support: onlinerecruitmentsystemadmin@eani.org.uk

Telephone: 028 9056 4301 then press:

1. East School Recruitment
2. North School Recruitment
3. South West School Recruitment
4. Headquarters/Corporate Recruitment
5. Pre-employment Checks/Access NI
6. System helpdesk

SAMPLE - JOB DESCRIPTION

JOB TITLE: Teacher - Primary

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

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.

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 for 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.

Factor	Essential Criteria (List of suggestions – please delete any criteria you do not wish to include. Alternatively add any criteria you would wish to include in the order to be applied at shortlisting. When doing so please review the method of assessment. Criteria in blue text cannot be amended)	Method of Assessment
Qualifications/ Professional Membership	<ul style="list-style-type: none"> • Hold a teaching qualification which meets the requirements for recognition to teach in grant-aided schools in Northern Ireland by the closing date for completed applications/by the date of taking up duty 	Shortlisting by Application Form
Experience	<ul style="list-style-type: none"> • Demonstrable experience of teaching << >> at Key Stage <<>> to achieve positive learning outcomes 	Shortlisting by Application Form

Knowledge	<ul style="list-style-type: none"> • Demonstrable Knowledge of Northern Ireland << >> Curriculum • Demonstrable working knowledge of Pastoral Care: Promoting Positive Behaviour • Demonstrable working knowledge of a range of teaching strategies to suit different learning styles • Demonstrable working knowledge of Information Technology systems such as the following: <ul style="list-style-type: none"> ▪ Digital classroom tools/media, use of tablets/mobile technologies 	Shortlisting by Application Form Shortlisting by Application Form Shortlisting by Application Form 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 (List of suggestions – please delete any criteria you do not wish to include. Alternatively add any criteria you would wish to include in the order to be applied at shortlisting. When doing so please review the method of assessment.)	Method of Assessment
Knowledge	<ul style="list-style-type: none"> • Knowledge of current assessment methods to inform teaching • Knowledge and understanding of Safeguarding and Child Protection policy/practice • Knowledge of the SEND Code of Practice 	Interview Interview 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 work collaboratively to promote positive relationships with pupils, colleagues, parents and the wider community 	Interview Interview Interview

	<ul style="list-style-type: none">• Ability to work as an effective member of a team, and to motivate self and others	Interview
Values Orientation / Identification with School Ethos	Evidence of how your experience and approach to work reflect the School's Values/ethos. You will find information about our Values/ethos here INSERT LINK	Interview

SAMPLE - JOB DESCRIPTION

JOB TITLE: Teacher – Post Primary

REPORTS TO: Principal

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Factor	Essential Criteria (List of suggestions – please delete any criteria you do not wish to include. Alternatively add any criteria you would wish to include in the order to be applied at shortlisting. When doing so please review the method of assessment. Criteria in blue text cannot be amended)	Method of Assessment
Qualifications/ Professional Membership	<ul style="list-style-type: none"> • Hold a teaching qualification which meets the requirements for recognition to teach in grant-aided schools in Northern Ireland by the closing date for completed applications/by the date of taking up duty 	Shortlisting by Application Form
	<ul style="list-style-type: none"> • Hold a degree or equivalent Level 6 qualification or teaching qualification which has prepared the applicant to teach << >> as his/her main subject 	Shortlisting by Application Form
Experience	<ul style="list-style-type: none"> • Demonstrable experience of teaching << >> at Key Stage << >> to achieve positive outcomes 	Shortlisting by Application Form

	<ul style="list-style-type: none"> • Demonstrable experience of using a range of effective classroom approaches to provide support and challenge children and young people of all abilities, including those with Special Educational Needs. • Demonstrable experience of developing positive relationships for learning with children and young people • Demonstrable experience of promoting and developing the subject area through enrichment activities 	<p>Shortlisting by Application Form</p> <p>Shortlisting by Application Form</p> <p>Shortlisting by Application Form</p>
Knowledge	<ul style="list-style-type: none"> • Demonstrable current knowledge of the subject area • Demonstrable knowledge and understanding of the Northern Ireland Curriculum • Demonstrable knowledge of the range of qualifications available within the subject area at post-primary level • Demonstrable and current knowledge of approaches to promoting positive behaviour for learning eg. Restorative Practice • Demonstrable and current working knowledge of subject specific teaching approaches 	<p>Shortlisting by Application Form</p>
Skills/Abilities	<ul style="list-style-type: none"> ▪ Demonstrate the ability to seek and avail of opportunities to increase his/her own professional competence as a teacher 	<p>Shortlisting by Application Form</p>
Other	<ul style="list-style-type: none"> • Be registered with the General Teaching Council for Northern Ireland (GTCNI) before taking up post 	<p>Pre-employment Check</p>

SECTION 2 - ESSENTIAL CRITERIA

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

Factor	Essential Criteria (List of suggestions – please delete any criteria you do not wish to include. Alternatively add any criteria you would wish to include in the order to be applied at shortlisting. When doing so please review the method of assessment.)	Method of Assessment
Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of approaches to assessment in order to promote effective teaching and student progress 	Interview
	<ul style="list-style-type: none"> • Knowledge and understanding of Safeguarding and Child Protection policy/practice and its implications 	Interview
	<ul style="list-style-type: none"> • Knowledge of the SEND Code of Practice and its implications 	Interview
Skills / Abilities	<ul style="list-style-type: none"> • Effective communication and interpersonal skills 	Interview
	<ul style="list-style-type: none"> • Ability to provide a supportive and challenging learning environment within and beyond the classroom 	Interview
	<ul style="list-style-type: none"> • Ability to use initiative, solve problems and be flexible 	Interview
	<ul style="list-style-type: none"> • Ability to work collaboratively to promote positive relationships with pupils, colleagues, parents and the wider community 	Interview
	<ul style="list-style-type: none"> • Ability to work as an effective member of a team, and to motivate self and others 	Interview

	9. Have experience of and/or professional development in teaching English as an Additional Language	Shortlisting by Application Form
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