

**Information for Applicants**

**Special Class Teacher**

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**School Profile**

**Gorey Hill School**

**Establishment, patronage and governance**

In 2023, the Department of Education (DE) granted patronage of a new special school in County Wexford to Waterford and Wexford Education and Training Board (WWETB). WWETB looks forward to working with all the stakeholders to build a school that meets the needs of our students, their parents and the wider school community.

Gorey Hill School, Gorey, Co. Wexford is a Special School will provide an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of autism and complex learning needs **or** complex learning needs, with a professional recommendation for a Special School who require the support of a Special School setting.

The student must have reached 4 years on or before 31st August of the school academic year for which they seek enrolment. To facilitate this age band, the range of classes extend from primary to post primary and are based on relevant and appropriate peer groupings and the individual needs of each child. As per the Department of Education regulations, students will leave school at the end of the school year in which they reach the age of 18 years old.

The school operates within the regulations as outlined by the Rules for National Schools and relevant circulars and directives issued by the Primary/Special Education sections of the Department of Education. The school is funded by grants from the Department of Education. Staffing allocations are in line with those set out by the Department of Education.

Under the direction of WWETB, the school will be managed on an interim basis by a Single Manager pending the appointment of a Board of Management. The Board of Management is made up of representatives of WWETB, parents, school staff and the community.

Gorey Hill School delivers the curriculum as prescribed by the Department of Education and adapted to meet the educational needs of each student. A variety of methodologies and strategies are adopted to maximise the students’ learning potential. Supported by the child’s multidisciplinary team, the teachers and staff provide a caring and challenging learning environment which fosters personal, social and academic development. All students have an Individual Educational Plan designed specifically for them.

Forging meaningful relationships with the students, their parent(s)/guardian(s) and all involved in their care and education, is essential to ensuring a quality educational experience for our learners.

WWETB looks forward to opening Gorey Hill School and welcoming students in the 2024/2025 academic year.

**Location**

The new school will be located on an interim basis in a shared facility in Gorey town.

**Capacity and Resources**

It is intended that the new school will cater for an initial enrolment of up to 24 students when it is established and, on a phased basis, is expected to grow its capacity in the short to medium term, pending a new permanent school building being provided on a permanent site. The school will be supported by the necessary staffing and resources provided by the Department to new special schools. The National Council for Special Education (NCSE) will also liaise closely with WWETB and the school to ensure that a requisite training and support programme is developed and tailored to the needs of the new school community. The NCSE will also liaise with NEPS and the Department’s Inspectorate in this regard.

**Ethos and Characteristic Spirit**

Gorey Hill School is a state, multidenominational, co-educational school underpinned by the core values of:

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* Excellence in Education
* Care
* Equality
* Respect
* Community

In Gorey Hill School, all students are given equal opportunity for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, Gorey Hill School strives to provide all students with equal opportunities to engage in learning and in school life. All members of our school community are treated equitably, regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Gorey Hill School provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. It strives to enable every student to realise their full potential regardless of any aspect of their identity or background. Our schools promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents/guardians and staff. Students of all religions and beliefs are treated equally. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

Our school is a place where everyone is encouraged to feel a sense of belonging and ownership. The school actively seeks to promote an ethos that supports a safe, caring and welcoming environment, where all members of the school community are valued and are treated with respect and dignity.

Gorey Hill School seeks to ensure that all members of the school community work in partnership, and having the best interests of our students is at the heart of all we do.

**Curriculum**

Gorey Hill School delivers the curriculum for Special Schools as prescribed by the Department of Education and adapted to meet the educational needs of each student. A variety of methodologies and strategies are adopted to maximise the students’ learning potential. Supported by the child’s multidisciplinary team, the teachers and staff provide a caring and challenging learning environment which fosters personal, social and academic development.

**Participation in the School**

While it is envisaged that, once admitted, most students will remain in Gorey Hill School until they complete their education at 18 years of age, a child’s ongoing participation is contingent upon the child’s continued adherence to the Code of Behaviour. The policy of the school is to admit students whose Parent(s) / Guardians(s) confirm that the Code of Behaviour is acceptable to them and that they shall make all reasonable efforts to ensure that their child complies with the Code of Behaviour. Where possible, students are expected to participate in all aspects of the school curriculum. The Principal/Board of Management places Parent(s) / Guardian(s) as responsible for ensuring that their child co-operates with these policies in a reasonable manner.

**Changing and evolving student needs**

Some students’ needs may change over time and exceed what the school can cater for. If at any point during the student’s time in the school, a psychiatrist or psychologist assesses the child and confirms in writing that allowing the child to remain in the school may result in adverse educational outcomes for the child or other children, a review meeting with the class teacher, principal and clinical team will be held to consider the child’s progression and continued participation in the school.

Where the principal/board of management deems that further resources are required to meet the child’s needs, an application will be submitted to the Special Education Needs Organiser (SENO) supported by relevant professional report(s). These resources may include access to or the provision of any of the following: special needs assistance, specialised equipment or furniture, transport services or other. Parent(s) / Guardians(s) will need to complete relevant NCSE documentation to enable the school to apply for such resources.

**Job Description**

**Special Class Teacher**

**Gorey Hill School**

The teacher will work in liaison, contact and co-operation with:

* The CE, Director of Schools and deputed officers of WWETB.
* The Principal/Coordinator and management team.
* Members of the School Community.
* Organisations, networks and support services relevant to the teacher and educational needs of students, including Disability Services.
* Inspectorate of the Department of Education (DE).
* Parents and the local community.
* National Council for Special Education (NCSE) and Special Educational Needs Organisers (SENOs).

**(This list is not exhaustive)**

**Duties and Responsibilities:**

Conditions of Service of a Teacher are as determined by the regulations of the Department of Education.

**Salary**

Salary in accordance with relevant Department of Education salary scales and allowances. Further information available; <https://wwetb.ie/about/organisation/human-resources/pay/>

**Shortlisting and Interview Selection Criteria**

Applicants will be assessed at interview based on the evidence provided of their skills, knowledge and demonstrated competencies across each of the areas listed below which comprise the key responsibilities of the role.

**Key Responsibilities**

**Teaching and Learning:**

Deliver effective instruction to classes, groups and individual students as assigned by the Principal/Coordinator and in accordance with curriculum requirements, to meet the needs of the students.

This includes:

**Assessment:**

* Assess student work, development and progression in accordance with local and national policy and the requirements of awarding bodies e.g. Department of Education.
* Maintain records in relation to student attendance, achievement, progress and behaviour and make available to authorised parties as required in the educational interests of students.

**Classroom Management and Learning Environment:**

* Create and maintain a stimulating classroom environment.
* Create a culture of high expectation for all.
* Foster and maintain good order and discipline among students.
* Implement the School Code of Behaviour.

**Communication:**

* Engage and communicate in a professional and appropriate manner with all stakeholders.
* Treat all stakeholders with dignity and respect at all times.

**Planning:**

* Develop instructional practice and prepare lessons in line with curriculum and appropriate to the needs, interests and experience of students.
* Participate in and contribute to educational planning and development within the School Community, including subject and curricular planning.
* Maintain records of School planning, curricular and subject planning as per local policy and DE.

**Professional Development & Practice:**

* Engage in reflective practice in relation to his/her role and responsibilities.
* Proactively participate in professional development to extend knowledge and skills.
* Contribute in a constructive and committed manner to the life of the School.
* Ensure the proper care of any property or equipment of the Board or School for which he/she may be responsible.
* Behave in a manner which upholds the culture and values of the School and WWETB.

*Other duties and responsibilities as may be lawfully assigned from time to time.*

**Profile**

The successful candidate will:

* Be committed to the highest standards of education provision.
* Embody the characteristic spirit and values of Gorey Hill School.
* Show a deep commitment to an inclusive school environment.
* Have a passion for special education.
* Have a thorough knowledge of special education provision.
* Be community minded and conscious of the role the school plays in the community.

Terms and conditions of employment are as per the Department of Education directives.

**Person Specification**

**Special Class Teacher**

**Gorey Hill School**

**Qualifications (Essential)**

On application for the post of principal the applicant must meet the following eligibility criteria:

* Be fully registered with the Teaching Council under Route 1 (Primary) or Route 4 (Other) or Route 2 (Post Primary).
* Applicants must comply with the eligibility criteria as set out in Circular Letter 44/2019 from the Department of Education.

**Qualifications (Desirable)**

* A post-graduate qualification in Special Education is desirable.

**Experience (Desirable)**

* Significant experience working in educational setting(s) with children who have a diagnosis of autism and complex learning needs, including moderate and severe/profound general learning disability is desired.
* Applicants should be willing to engage with a variety of strategies and approaches and have a genuine interest in teaching children with Autism and Additional Educational Needs.
* Genuine enthusiasm, interest and dedication to working with the children towards developing their potential are important qualities we will be looking for.

**Registration with the Teaching Council of Ireland (Essential)**

* Applicants must be currently registered with the Teaching Council of Ireland as set out above.
* Applicants shall provide a current registration certificate, or confirmation of registration.

**Garda Vetting**

* Applicants are advised to make application to the Teaching Council at least 3 months in advance of seeking employment to ensure that their Garda Vetting can be arranged in a timely manner.
* No applicant may take up a vacancy without satisfactory Garda Vetting clearance. If an applicant has not achieved Garda Vetting clearance by the time his/her vacancy is due to commence, the offer of employment will be withdrawn.
* Any person being appointed to a teaching position of any duration must also provide a child protection related Statutory Declaration and an associated Undertaking unless one was provided in the previous calendar year.

**Occupational Health**

* Appointments will be subject to vetting requirements and Occupational Health Screening.

**Panel**

* An internal panel of suitable applicants may be set up to fill vacancies which may occur within a specific time period from the date on which the ETB approves the successful candidate.

**Permission to Work in Ireland**

* All applicants must be eligible to work in Ireland. Non-EEA nationals (unless exempted) must be in possession of a valid work permit and must provide original documentation of same.