



Phoenix Integrated Primary & Nursery

Vice Principal

Candidate Information Pack



Phoenix Integrated Primary & Nursery School

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Principal:

Steven Kelly

B.Ed. (Hons), PQH (NI)

Dear Applicant,

Thank you for responding to our advertisement seeking a Vice Principal for Phoenix Integrated Primary School and Nursery Unit. This candidate's booklet contains a job description, person specification and all relevant information relating to the advertised post. Below is a brief summary about the origins and aims of our school.

Situated in Cookstown, County Tyrone, Phoenix Integrated Primary and Nursery opened in 2004 with 12 Year 1 pupils. The school has gone from strength to strength and current enrolment is 220. The school community recently celebrated twenty years of Integrated Education in Mid-Ulster, and in September 2024 we moved into our new state-of-the-art building. The school accommodates a Nursery Unit and 7 classrooms welcoming children from Cookstown and the surrounding areas.

Our integrated ethos means we open our arms to the whole community, irrespective of social, cultural or religious background. It is our belief that the future for our children and our community is brighter if children live and work together in an atmosphere of reconciliation and trust.

We are committed to the four main principles of integrated education:

- Faith and Values
- Equality
- Social Responsibility
- Parental Involvement

When we moved into our new school building, we felt it was a good time to revisit our vision and values. Our mission statement is; "Achieving and celebrating together"

Our Vision is; "At Phoenix Integrated Primary and Nursery Unit we are whole heartedly committed to our integrated ethos and providing a stimulating and nurturing environment which offers an enriching educational experience for all pupils."

Our Values are; Respect, Inclusion, Honesty, Joy, Resilience, Responsibility, Curiosity, Welcoming.

Further information about the school and its activities and achievements can be found on our website at www.phoenix-ips.org and Facebook page.

Yours sincerely,

S Kelly

Principal



Achieving and Celebrating Together ... in the heart of Mid-Ulster

JOB DESCRIPTION

JOB TITLE: Teaching Vice Principal (teaching five days per week)

CONTRACT TYPE: Permanent

STATUS: Full-time

HOURS PER WEEK: Full-time

WORKING PATTERN: Monday-Friday

GRADE/SCALE: Vice-Principal • L5-L9

CLOSING DATE: 9am on Thursday 21st May 2026

ANTICIPATED INTERVIEW DATE: 4th June 2026

ANTICIPATED START DATE: September or October 2026

PROFESSIONAL DUTIES OF A VICE-PRINCIPAL

Teachers' Terms and Conditions of Employment Regulations (NI) 1987

Schedule 2 - Regulation 4

TERMS AND CONDITIONS OF EMPLOYMENT OF VICE-PRINCIPALS

A person appointed Vice Principal in a school, in addition to carrying out the professional duties of a teacher, shall play a major role under the overall direction of the Principal in:

- (a) formulating the aims and objectives of the school;
- (b) establishing the policies through which they will be achieved;
- (c) managing staff and resources to that end
- (d) monitoring progress towards their achievement;
- (e) undertaking any professional duties of the Principal delegated to him/her by the Principal
- (f) undertaking to the extent required by the principal or the relevant body or employing authority the professional duties of the principal in the event of his/her absence from the school; and
- (g) entitlement to a break of at least 30 minutes between the hours of 12 noon and 2pm.

JOB DESCRIPTION - VICE PRINCIPAL

The successful candidate will work within the agreed Terms and Conditions of Employment of Vice Principals.

The Vice-Principal will be required to deputise for the Principal when necessary and take an active part in all aspects of school life.

In addition to a full-time teaching commitment, the Vice-Principal's duties will include:

1. Assisting the Principal in leading the strategic management of the school including: leading School Development Planning, School Evaluation, Self-Evaluations and Staff Development (INSET).
2. Responsible for the operational management of the school.
3. Leading learning through example by high standards in teaching and learning.
4. As part of the Leadership Team, assisting the Principal in all areas of leading learning and teaching, school administration, management and organisation.
5. Curriculum Co-ordination including:
 - a) overseeing the development and delivery of the curriculum across all key stages, leading learning through example by, demonstrating outstanding standards of teaching and learning.
 - b) Assisting the Principal in co-ordinating curriculum development planning, assessment, benchmarking, target setting, EPD, BT, PRSD and monitoring the quality of provision within the school.
6. Assessment Co-ordinator and Literacy Co-ordinator for the school.
7. Responsibility for Health and Wellbeing within the school community.
8. Responsible for Pastoral Care in the school, including responding to parent, pupil, staff and community enquiries, issues and concerns.
9. Assisting the Principal and Pastoral Team in the promotion of positive behaviour management.
10. Member of Safeguarding Team and Chair of this if required.
11. Assist the Principal in the management of all staff and with responsibility as line manager for classroom assistants, lunchtime supervisors, placement students and volunteers.
12. Responsibility for the coordination and management of timetables and rotas within the school.
13. Assisting the Principal with financial administration including budget planning and projections, allocations and monitoring spend and reconciliations.
14. Maintaining, developing and promoting formal and informal links with parents including the school's Parents' Council.
15. Assisting the Principal in organisation of major school events.
16. Assisting with lunchtime cover
17. To co-ordinate and manage medical needs, training and resources within the school
18. Responsibility for school compliance with Health and Safety regulations, guidance and procedures.
19. Undertaking such other duties as the Principal may require within the working time agreements.

This job description may be amended at any time after discussion with the Principal.

PROFESSIONAL DUTIES OF A TEACHER

Schedule 3 - Regulation 5

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 the Board on terms under which he/she 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 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.

JOB DESCRIPTION – TEACHING POSTS

Main duties and Responsibilities

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. Staff cover

8.1 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.

A successful candidate will be able to demonstrate relevant experience, knowledge and skills associated with the following key areas.

Shaping the Future

- Keep abreast of and anticipate educational trends;
- Think strategically to build and communicate a shared coherent vision;
- Create an ethos and provide direction, which promotes a culture of high expectation, successful learning and achievement;
- Inspire, challenge, motivate and empower others to carry the vision and ethos forward;
- Model the values and ethos of the school.

Leading and Managing Staff

- Provide high quality leadership to secure improvement;
- Collaborate and network with others within and beyond the school;
- Foster a culture of shared/ distributed leadership;
- Develop, empower and sustain individuals and teams;
- Support the development of an open, fair, equitable culture and manage conflict effectively;
- Support and challenge performance in order to raise standards;
- Work with others to lead professional development for all staff within the context of the school's development plan in order to support effective teaching and learning.

Leading Learning and Teaching

- Cultivate enthusiasm for and commitment to the learning process.
- Lead and manage the development of an effective learning and teaching culture.
- Lead and manage the self-evaluation process; work with staff and others to analyse a range of data, interpret outcomes and plan for improvement.
- Ensure effective implementation of the NI Curriculum, share good practice and work with others to challenge and address pupil under-achievement.

Developing the School in the Community

- Lead and manage the development and promotion of a positive image of the school within the local community and beyond;
- Develop and maintain strong and effective relationships with parents and the local and wider community;
- Ensure effective channels of communication are in place between the school and the local and wider community;
- Listen to, reflect and act on community feedback;

- Recognise and lead others to ensure that strategic planning takes account of the richness and diversity of the school's communities and community feedback;
- Work closely with other relevant statutory and voluntary agencies to enhance the education of all pupils.

Managing the Organisation

- Prioritise, plan and organise themselves and others;
- Think creatively to anticipate and solve problems;
- Make sound decisions based on a range of informed judgments;
- Establish and maintain appropriate structures and systems;
- Lead and manage the development and implementation of the School Development Plan;
- Delegate tasks and monitor their implementation;
- Manage resources efficiently and effectively: human, physical and financial.

Ensuring Accountability

- Create and develop a culture in which all Governors and staff recognise that they are accountable for the success of the school;
- Combine the outcomes of regular self-evaluation, ETI inspection evidence and other external evaluations in order to develop the school;
- Lead and manage the process of monitoring and evaluating effectively school outcomes, policies and procedures;
- Work with the leadership team and others to recognise and disseminate effective practice and challenge and address unacceptable performance;
- Work closely with and provide effective reports to Governors on the school's progress and development.

Conditions of Service

The conditions of service for this post will be in accordance with the Regulations of the Department of Education for Northern Ireland.

This job description will be subject to review in light of changing circumstances and is not intended to be rigid and inflexible but should be regarded as providing guidelines within which the individual works.

Other duties of a similar nature and appropriate to the grade may be assigned from time to time.

In accordance with Section 75 of the Northern Ireland Act (1998), the post-holder is expected to promote good relations, equality of opportunity and pay due regard for equality legislation at all times.

Disclosure of Criminal Background

If you have applied for a post that involves “regulated activity” under the Safeguarding Vulnerable Groups (NI) Order 2007, Phoenix Integrated Primary 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.

Further details in relation to legislative requirements can be accessed on ww.nidirect.gov.uk/vetting or www.accessni.org.uk. Details of how to make payment will be sent to you at the pre-employment stage.

Further information can be accessed at NI Direct or the Department of Justice.

PERSON SPECIFICATION

Notes to Job Applicants

1	<p>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.</p> <p>You should clearly demonstrate this for both the essential and desirable criteria, where relevant.</p>
2	<p>You must demonstrate how you meet the criteria by the closing date for applications, unless the criteria state otherwise.</p>
3	<p>The stage in the process when the criteria will be measured is outlined in the table below.</p>
4	<p>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.</p>
5	<p>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.</p>
6	<p>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.</p>
7	<p>The Appointment Process</p> <p>Phase 1 - Shortlisting based on the Application Form. The closing time and date for applications is 9am on Thursday 21st May 2026. Applications received after this time and date will be treated as LATE and will not be considered.</p> <p>Phase 2 - Shortlisted candidates will be invited to a formal interview, to be held at the beginning of June 2026</p>



Phoenix Integrated Primary School and Nursery Unit
Primary Vice-Principal
Essential Criteria

ESSENTIAL CRITERIA - SECTION 1

The following are **essential** criteria which will initially be measured at the shortlisting stage, and which **may also be further explored during the interview 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.

The Board of Governors reserves the right to enhance the essential criteria, if necessary, in order to facilitate a manageable shortlist.

	Essential	Method of Assessment
Other	Applicants must at the closing date for applications: 1) Be registered with the General Teaching Council for Northern Ireland (GTCNI) before taking up post.	Application form and Pre-employment Checklist
Qualifications	2) Hold a teaching qualification which meets the requirements for recognition to teach in grant-aided schools in Northern Ireland.	Shortlisting by Application Form
Experience Please note that experience must be accrued by the closing date for receipt of completed applications.	3) Have a minimum of 7 years post qualification teaching experience in primary education, and/or equivalent experience in an affiliated educational body working in an area that relates to the primary sector, within the last 12 years; 4) Currently hold or have held for a minimum of 2 years AND within the last 7 years: <ul style="list-style-type: none"> • A position with experience of strategic leadership or co-ordination of a whole school area <i>at a minimum level of Subject Co-ordinator/Head of Key Stage/Head of Department/SMT/SLT</i> to include monitoring and evaluation resulting in measurable school improvement; and/or • A post of Principal or Vice-Principal; and/or 	Shortlisting by Application Form

	<ul style="list-style-type: none"> • A post with leadership and management experience within an affiliated body. <p>The above promoted posts may be in an acting capacity.</p> <p>From your experience demonstrate;</p> <p>5) Evidence of how your leadership has led to school improvement;</p>	
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Offers of employment may be subject to the following checks in addition to Access NI:

- Right to work in UK.
- Satisfactory references.
- Suitability to work with children.



Phoenix Integrated Primary School and Nursery Unit
Primary Vice-Principal
Essential Criteria

ESSENTIAL CRITERIA -SECTION 2

The following are **additional essential criteria** which will be measured during the interview stage and do not need to be demonstrated on the application form.

Factor	Essential	Method of Assessment
<p style="text-align: center;">Knowledge</p>	<p>The successful candidate must demonstrate extensive knowledge of:</p> <ul style="list-style-type: none"> • The Northern Ireland Primary Curriculum and current policies and procedures; • Integrated Education and the Integrated Ethos. • Current educational developments and the ability to evaluate and respond to new educational challenges and manage change effectively; • Effective classroom pedagogy and how to ensure high standards of teaching, learning and achievement throughout the school; • Effective data management; • Effective organisational management including the appropriate deployment of resources. 	<p style="text-align: center;">Interview</p>
<p style="text-align: center;">Skills</p>	<p>The successful candidate must demonstrate highly developed skills in order to:</p> <ul style="list-style-type: none"> • Lead, motivate, manage, challenge and enthuse others; • Create an ethos and articulate vision for the future of the school; • Develop good relationships at all levels and promote a collaborative and team approach among staff, pupils, parents and governors; • Lead strategically and develop self and others in order to achieve outcomes; • Promote, achieve, monitor and evaluate high standards of teaching, learning and achievement throughout the school; • Develop effective partnerships between the school and the local community; • Communicate effectively orally and in writing; 	<p style="text-align: center;">Interview</p>

	<ul style="list-style-type: none"> • Organise and prioritise workload effectively; • Deal with staffing matters in accordance with school policies and procedures; • Manage time effectively. 	
Personal Qualities	<p>The successful candidate must demonstrate:</p> <ul style="list-style-type: none"> • Vision; • A sound value system; • Enthusiasm and motivation; • Assertiveness and confidence; • A caring child centred approach; • Integrity; • Advocacy and empathy; • Discretion; • An ability to cope under pressure; • Tact and diplomacy; • Decisiveness; • Adaptability. 	Interview



Phoenix Integrated Primary School and Nursery Unit
Primary Vice-Principal
Desirable Criteria

DESIRABLE CRITERIA – SECTION 3

Some or all of the desirable criteria may be applied by the Selection Panel in the following 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.

	Desirable	Method of Assessment
Experience	<ol style="list-style-type: none">1. Demonstrable experience of having led a curricular area as a curriculum co-ordinator, responsible for school improvement in one or more of the following areas: Literacy, Numeracy, UICT, WAU, PDMU, Integration (Equality, Diversity and Inclusion) or Special Educational Needs (SENCO) within the last 10 years.2. Can demonstrate evidence of involvement in leading staff development within school/s.3. Have demonstrable experience of leading or assisting with whole-school Assessment in a school setting.	Shortlisting by Application Form

APPLICANT GUIDANCE NOTES

Terms and Conditions

The terms and conditions of service for the person appointed will be those that apply to teachers serving in all grant-aided schools in Northern Ireland. These are set out in what is commonly referred to as the Jordanstown Agreement of 1987 and in Department of Education circulars published since then. Copies of the 1987 agreement on terms and conditions of service for teachers, and of subsequent amendments can be found on the Department of Education website, www.deni.gov.uk

The person appointed must have such qualifications as may be approved by the Department of Education and must comply with all other legal conditions applicable to the post. An applicant must establish that he/she possesses the appropriate qualifications required for the post before submitting an application. Only application forms from persons who meet the terms of the post will be considered.

The appointment is subject to the person offered the post signing an acceptance form and is subject to the approval of the Department of Education and such terms and conditions as it may attach. The salary for this post will be in accordance with the regulations of the Department of Education. The general functions and professional duties attached to this post are set out in the attached job description which will form part of the successful candidate's contract.

Candidate Checklist

Those interested in being considered for appointment to this post should note the following:

- applications are to be made by means of the official application form: letters of application, statements of a curriculum vitae, testimonials or extracts from ETI reports and additional pages will not be accepted
- the application form must be completed in full and according to the instructions provided, duly signed and dated and delivered by email or in person to the school by or before the designated closing date and time, which is 9am, Thursday 21st May 2026. If receipt is not confirmed by email please phone the office.
- applications which arrive after the closing time and date will not be considered
- Postal applications will not be considered.
- no payment in receipt of travelling or removal expenses shall be paid to candidates
- full details of what the interview stage involves will be given to all those short-listed
- the panel of governors responsible for making the appointment reserves the right to go to a second round of interviews, if necessary, and not to make any appointment
- if the post is offered to one of those short-listed and he or she accepts, the panel of governors will confirm the appointment only after all the conditions on which it is offered have been fully met
- direct or indirect canvassing will lead to immediate disqualification.

Some notes about completing the application form

It will help candidates for this post - and the panel of governors responsible for making the appointment - if those who make applications:

- complete all the sections of the form
- applications may be word-processed or handwritten, but the space provided for responses may not be extended and the font size used must not be below point 10. Additional pages will not be accepted
- provide all the evidence that they believe demonstrates that they meet the various criteria set out in the personnel specification and referred to in the form
- sign and date the form
- complete and return the Monitoring Form and Health Declaration Form along with the Application Form.
- ensure that the application reaches the school by email, or hand delivered in hard copy by, or before, the designated closing time and date which is 9am, Thursday 21st May 2026.