



## **The Professional Development Service for Teachers (PDST)**

### **Team Leader for DEIS and Social Inclusion**

#### **Job Description and General Notes**

##### **1. Overview**

The Professional Development Service for Teachers (PDST) is a cross-sectoral support service under the remit of the Teacher Education Section (TES) of the Department of Education (DE) which offers professional development support to primary and post-primary teachers and school leaders. The work of the PDST contributes to school improvement by providing high quality Continuing Professional Development (CPD) on curricular and educational issues, fostering reflective practice and ongoing professional learning among teachers and school leaders.

Priority areas for the coming years are:

- Literacy
- Numeracy
- Science, Technology, Engineering and Mathematics (STEM)
- Embedding Digital Technologies in Teaching and Learning as per the DE Digital Strategy for Schools
- School Self-Evaluation (SSE)
- Health and Wellbeing
- School Leadership
- Post-Primary Subjects and Programmes
- DEIS and Diversity

**The PDST currently has a vacancy for the role of Team Leader for DEIS and Social Inclusion**

S/he will work as part of a middle management team and will report directly to the senior management team of Deputy Directors and the National Director.

**The closing date for applications is 5pm on Thursday 23 June.**



## 2. Job Description

The Team Leader for DEIS and Social Inclusion is a two-fold role in the organisation albeit the two areas have elements of linkage. The Team Leader will work as part of a middle management team and will report directly to the senior management team of Deputy Directors and the National Director.

- **DEIS**

Delivering Equality of Opportunity in Schools (DEIS) is the DE's main policy to tackle educational disadvantage at school level. Schools in the DEIS Programme are required to develop and implement three-year improvement plans as a condition of their participation in the programme. It is a requirement that the school's DEIS Action Plan for Improvement is reviewed on an annual basis. It is important that the DEIS Action Plan for Improvement includes baseline data to support appropriate target setting under each of the key themes. It is essential that other relevant school documentation demonstrates a specific focus on linking interventions back to the objectives of the school's DEIS Action Plan for Improvement.

Schools in the DEIS programme are engaged in effective action planning for improvement under the key themes of;

- Attendance
- Retention
- Literacy
- Numeracy
- Supporting Educational Transitions
- Partnership with parents and others
- Examination attainment (post-primary only)

While the Team Leader's responsibility is in relation to DEIS in the Primary Sector, it is expected that he/she will collaborate closely with the Post Primary DEIS Team Leader in matters, which are cross-sectoral.

- **Diversity**

The Department leads on the education actions of the National Traveller and Roma Inclusion Strategy (NTRIS)<sup>1</sup> and Migrant Integration Strategy (MIS)<sup>2</sup>. There are preparations underway for new strategic policy approaches in both of these areas. The MIS refers to training for teachers on managing diversity and tackling racism. In

<sup>1</sup> <https://www.gov.ie/en/publication/c83a7d-national-traveller-and-roma-inclusion-strategy-2017-2021/>

<sup>2</sup> <https://www.gov.ie/en/publication/983af-migrant-integration-strategy/>



addition, arising from the *White Paper on ending Direct Provision*<sup>3</sup>, there is a commitment for specific training to be made available for teachers to support school students who reside in International Protection Accommodation Service (IPAS) centres. From an education perspective, a key focus on supporting integration is on CPD for teachers to deal with teaching and learning needs of all students from all cultural backgrounds and to provide support for pedagogical practices that promote inclusion and celebrate diversity. This will help to promote a positive culture of respect and protection for the cultural identity of Traveller and Roma across the education landscape and support migrant integration. This Team Leader role will be a secondee with relevant experience and insights into the professional learning needs of teachers. The person in this role will need to have the relevant skills and experience to support all aspects of DEIS and Social inclusion within the PDST, where duties will include but are not limited to:

- Overseeing and prioritising PDST requests for support received from schools in the DEIS programme and providing for customised support to schools in the programme.
- Managing the provision of contextualised school support during and after school hours in all areas of teaching, learning, assessment, action planning and school leadership.
- Supporting PDST advisors when providing sustained school support to meet the diverse and bespoke needs of schools in the DEIS programme.
- Organising the sustained support to be provided over a period of time, as part of a deliberately planned process, involving the school and teachers working towards clear and agreed-upon goals.
- Co-ordinating DEIS action planning where schools are required to use data effectively to identify priority areas and set targets and actions for improvement through the lens of the DEIS themes.
- Providing for PDST advisors to work with schools in the following ways:
  - Working with whole staff
  - Working with groups of teachers / subject departments
  - Working with school leaders (Principals, Deputy Principals, Post Holders)
  - In-class modelling of pedagogical approaches
- Joint decision making with other Team Leaders as to the optimal mode of CPD delivery to facilitate a particular learning need for teachers in DEIS schools.
- Co-ordinating the development and delivery of CPD programmes for all schools (DEIS and non DEIS) to support social inclusion initiatives and meet education commitments under relevant current and emerging cross-Government strategies, (for example the Migrant Integration and National Traveller and Roma Inclusion strategies).

<sup>3</sup> <https://www.gov.ie/en/publication/7aad0-minister-ogorman-publishes-the-white-paper-on-ending-direct-provision/>



### 3. Roles and Responsibilities

The Team Leader for DEIS and Social Inclusion will have the following responsibilities:

#### General

- contributing as part of the Management Team to support the PDST through the period of re-structuring and change as they move to a single integrated support service.
- planning, scheduling, monitoring and evaluating national and regional CPD events
- Inputs into annual and regional events for school leaders (e.g. DP/IPPN).
- monitoring, recording and extraction of CPD support data entered by advisors into the PDST Data Management System.
- preparing and providing resource materials as part of professional development and support.
- supporting the senior management team in co-ordinating the work of PDST.
- liaising and working with DES, educational bodies/third level institutions as appropriate.
- undertaking administrative tasks as required by senior management.
- writing reports and managing documentation.
- organising and maintaining effective communication.
- any other appropriate tasks that may be assigned as needs arise.

#### DEIS

- Engage with schools in the DEIS programme and support them to ensure CPD is a reoccurring theme within the school's DEIS action plan.
- Ensure the schools new to the DEIS programme in 2022 are supported to avail of all relevant CPD provided in 2022/23.
- As part of the engagement with schools in the DEIS programme, as appropriate, identify and signpost specific PDST supports to the schools.
- Identify and engage with schools in the DEIS programme that are not proactive at facilitating a culture where staff are encouraged to identify CPD requirements and engage with the available supports.
- Identify any barriers preventing schools in the DEIS programme from full participation in CPD.
- Promote the role of PDST with schools in the DEIS programme, including the range of supports available.
- Identify any current gaps in the supports currently available.
- Engage with Tusla Education Support Service and DE Inspectorate in the context of the development, design and delivery of appropriate CPD for staff in schools in the DEIS programme.
- Monitor, record, extract and report relevant data internally and externally when required.



## Diversity

- Providing for the development of bespoke CPD on anti-racism.
- Promoting diversity amongst school leaders and teachers to enable them to support the learning needs of all students from all cultural backgrounds and provide support for pedagogical practices that promote inclusion.
- Engage with the Social Inclusion Unit of the Department of Education in the context of the development, design and delivery of appropriate CPD for teachers and school leaders in the area of diversity.
- Liaising with National Educational Psychologists Service (NEPS) on the development of training currently underway with regard to diversity to fulfil the commitments given by the Department of Education in relevant strategies.
- Developing CPD for interculturalism for the interim period pending the National Council for Curriculum and Assessment (NCCA) review of intercultural guidelines in 2022.

**The responsibilities of the Team Leader may vary in accordance with emerging needs and priorities and as assigned by the National Director.**

## 4. Range of knowledge, experience and skills required:

The ideal candidate will possess a range of competencies and skills to support the role, in particular a thorough knowledge and understanding of;

- DEIS Plan 2017 and supports, services and materials relevant to the DEIS programme
- effective teaching, learning and assessment methodologies
- effective teacher education and models of professional learning

As a member of the PDST management team the ideal candidate will have:

- Excellent interpersonal skills
- Leadership knowledge and skills
- Excellent negotiation, staff management and motivation skills, and proven ability to lead and manage change
- A strong work ethic
- Project management and project delivery skills (budget management also desirable)
- A range of teaching experience, good knowledge of national curricula, the operation of schools and relevant legislation (including Section 24 of the Education Act 1998)
- Knowledge of current and emerging education research issues



- Knowledge and experience of effective teacher education, school leadership, SSE and school-improvement strategies
- Experience in the design, development and provision of teacher professional development including evidence of a capacity to mobilise and support teacher reflection, enquiry and school-based research
- The ability to pro-actively organise and co-ordinate the work of others
- An understanding of the role of digital technologies in teaching, learning and assessment
- Experience of teaching through Irish, fluency in the language and willingness to work through the language of Irish will be an advantage for this post but is not essential

*Flexibility is a key feature of the role in order to meet the needs of the organisation, and so will include a willingness to engage in travel and/or evening work as may be reasonable and necessary for the proper performance of duties subject to the limits set down in the Organisation of Working Time Act 1997.*

## 5. Location

- Successful candidates will be seconded to Dublin West Education Centre and will report to the PDST management team
- It is not a requirement that the Team Leader be based in Dublin West Education Centre. S/he will however, be required to travel there and elsewhere as necessary
- The successful candidate will be required to have their own means of transport and to possess and retain a full driving license
- Public service travel and subsistence rates will apply and will be calculated from your local designated Education Centre, or home, as appropriate

## 6. Eligibility

- This post is open to all qualified teachers who hold a recognised post in a recognised school
- Secondments shall be in accordance with the terms of the DE Secondment Circular – presently 0029/2018
- Successful candidates will be appointed on a secondment basis for one school year, subject to satisfactory completion of a three-month probationary period
- The secondment is subject to annual review and renewal and to annual school authority/Board of Management and DE approval

### **Department of Education Sanction**

- Each appointment is subject to the sanction of the DE
- No definitive offer of appointment can be made before sanction is given



### Contract

- Each successful candidate will be required to sign a secondment contract, which will provide for an on-going performance and development process

### Other

- Each appointment is subject to evidence of Garda Vetting clearance and evidence of a satisfactory sick leave record being provided by the successful candidate to Dublin West Education Centre
- Each appointment is subject to satisfactory references, including from the applicant’s current employer
- Dublin West Education Centre in consultation with the Department of Education reserves the right to re-advertise the post where it considers there are an insufficient number of eligible applicants. Eligible applicants will be informed and given the option of leaving their application on file
- The successful candidate will work exclusively for Dublin West Education Centre and may not take on other employments for the period of their contract without the appropriate approval

## 7. Salary

For secondment the salary for a Team Leader is in accordance with Category 3 as provided for by the 2003 Arbitration Award in respect of teachers on secondment, subject to the conditions outlined below.

Remuneration is at all times subject to the relevant DE or Department of Public Expenditure and Reform policies and regulations. Current Department of Education Pay Circulars will apply – current Circular is 0056/2021.

A Team Leader (pre 2011 entrant to teaching) is entitled to the following:

- Her/his relevant point on the Teachers’ Common Basic Scale, plus
- An honours primary degree allowance
- An honours Higher Diploma in Education allowance
- The standard Category 3 secondment allowance, which is pensionable (see table below)

Seconded Category	Position	Teachers’ Common Basic Scale	Honours Degree Allowance	Honours H.D.E Allowance	Standard Secondment Allowance
3	Team Leader	As Applicable	€5,229 pa	€1,314 pa	€13,976 pa

A Team Leader (post 1 January 2011 and pre 1 February 2012 entrant to teaching) is entitled to the following:

- Her/his relevant point on the Teachers’ Common Basic Scale, plus
- An honours Higher Diploma in Education allowance if the teacher already holds such an allowance
- The standard Category 3 secondment allowance, which is pensionable (see table below)



Seconded Category	Position	Teachers' Common Basic Scale	Honours H.D.E Allowance	Standard Secondment Allowance
3	Team Leader	As Applicable	€1,314 pa	€13,976 pa

A Team Leader (post 1 February 2012 entrant to teaching) is entitled to the following:

- Her/his relevant point on the Teachers' Common Basic Scale, **plus**
- The standard Category 3 secondment allowance, which is pensionable (see table below)

Seconded Category	Position	Teachers' Common Basic Scale	Standard Secondment Allowance
3	Team Leader	As Applicable	€13,976 pa

All additional qualification and post of responsibility allowances will not be payable to seconded personnel who are in receipt of the above secondment allowances.

The secondment allowance is payable while on secondment and shall not be retained in any capacity beyond the secondment period.



## 8. Selection Procedure

- Selection will be way of a competitive interview
- Completed application forms should be submitted as an e-mail attachment to [recruitment@pdst.ie](mailto:recruitment@pdst.ie) by: **5pm on Thursday 23 June**. Late applications will not be considered
- A selection committee will be established to carry out all aspects of the selection process
- Shortlisting may apply
- It is the responsibility of the candidates to make themselves available for interview on the appointed date, if invited to attend. Candidates should note that it may not be possible to provide an alternative date
- Those called for interview will be asked to make a five-minute presentation to the interview panel focusing on the applicant's vision for the position and the contribution s/he could make to teacher professional development with PDST
- This interview will be competency based in line with the skills outlined in Part 3 above of the job description
- A panel may be formed from which future vacancies may be filled
- Canvassing directly or indirectly will disqualify applications
- Candidates will be responsible for all expenses incurred in connection with their application and interview

## 9. Release from Present Post

- It is a matter for successful candidates to secure the agreement of their school authorities for release to take up a post for the period concerned
- Successful candidates will be expected to be available to take up appointment as soon as possible. Commitment of release from your employer will be required. On receipt of an offer the successful candidate will be asked to seek immediate confirmation from his/her employer to agree to the release of the successful candidate as per application form attached to the secondment circular 0029/2018, which requires Part 3 of the application form to be signed by the School Principal and the Chairperson of the Board of Management/Chief Executive (ETB only).

## 10. Queries

Any queries in relation to this document should be emailed to [recruitment@pdst.ie](mailto:recruitment@pdst.ie)