



**lwetb**

*Bord Oideachais agus Oiliúna  
an Longfoirt agus na hIarmhí*  
Longford and Westmeath  
Education and Training Board

## Information Guide

- 1.1 Please note that candidates are advised to apply to this role well in advance of the closing date and time to ensure their application is received before the closing date and time.
- 1.2 The application form, when completed, should be returned online at [www.etbvacancies.ie](http://www.etbvacancies.ie) . Please note by submitting online an automatic message will be issued to your etbvacancies account to confirm receipt of your application form. This should not be taken as confirmation that the submission is a valid application. **If you do not receive a confirmation message via your portal within two days and PRIOR to the closing date and time, please email [recruitment@lwetb.ie](mailto:recruitment@lwetb.ie)**
- 1.3 All enquiries regarding your application should be submitted to [recruitment@lwetb.ie](mailto:recruitment@lwetb.ie) and please ensure that you quote the job reference number in all correspondence.
- 1.4 Qualifications, Salary Scale and conditions of service are in accordance with the regulations of the Department of Education.
- 1.5 Appointment is to Longford and Westmeath Education and Training Board.
- 1.6 **Provisional date for interviews is week commencing 9th June 2025 – 20th June 2025.**
- 1.7 Canvassing by or on behalf of the applicant will disqualify.
- 1.8 All applicants should note that Longford and Westmeath ETB reserve the right to shortlist applicants on agreed predetermined criteria.
- 1.9 For persons entering a recruitment grade for the first time, starting pay will be at the minimum of the new reduced scale. The rate of remuneration may be adjusted from time to time in line with Government pay policy.
- 1.10 Vacancies are subject to the post not being required for the Department of Education Redeployment process.
- 1.11 Any travel or other expenses incurred by candidates whilst undertaking or attending any elements of the selection process will not be refunded by LWETB



- 1.12 Shortlisting will apply.
- 1.13 Selection will be by way of competency-based interview.
- 1.14 Providing incorrect information or deliberately concealing any relevant facts may result in disqualification from the selection process or, where discovery is made after an appointment, in summary dismissal.
- 1.15 If successful at interview referees will be contacted directly by LWETB at its convenience and without further notice to candidate.
- 1.16 Longford and Westmeath is an equal opportunities employer.
- 1.17 LWETB is registered as a Data Controller. Data will be processed in accordance with the ETB's Data Protection Policy and retained in accordance with the records' retention schedule therein. The personal data supplied on this application form and supplementary documents are required for the purposes of recruitment (including shortlisting and interviewing), assessment of qualifications, general administration, and to fulfil our other legal obligations, including the election of staff representatives to the ETB under the Education and Training Boards Act 2013. While the information provided will generally be treated as confidential to LWETB, from time to time it may be necessary for us to exchange personal data on a confidential basis with other bodies including the Department of Education, the Department of Social Protection, Gardaí, the CSO, the Teaching Council, Revenue, other statutory bodies, or with former or subsequent employers. Should you wish to update or access your personal data you should write to the CE.

## TEACHER COMPETENCIES

### 1. Professional Knowledge (*Comprehension of Content and Pedagogy*)

#### Teachers should:

- 1.1 Know and understand the fundamental ideas, principles and structure of the disciplines they teach.
- 1.2 Understand the links to other content areas and be able to integrate learning across and between content areas. (esp. literacy, numeracy)
- 1.3 Know and understand and articulate a range of philosophies of learning.
- 1.4 Critically evaluate the range of teaching and learning theories and know how to apply them where appropriate.

### 2. Professional Practice (*Instruction & Classroom Environment, Planning & Preparation*)

#### Teachers should:

- 2.1 Plan and communicate clear, challenging and achievable expectations for pupils/students
- 2.2 Apply their knowledge and experience in facilitating students' holistic development
- 2.3 Create an environment where students can become active agents in the learning process and develop lifelong learning skills
- 2.4 Establish a climate where learning is valued and fostered and effectively manage the range of behaviours and situations that can occur in the classroom.
- 2.5 Plan for learning and employ a range of strategies that support differentiated learning in a way that respects the dignity of all students.
- 2.6 Plan for learning, and apply a range of assessment techniques both formative and summative and report on learning in a variety of contexts.
- 2.7 Take all reasonable steps in relation to the care of students under their supervision, so as to ensure their safety and welfare.



### **3. Professional Development**

#### **Teachers should:**

- 3.1 Take personal responsibility for their own professional development and continually reflect on their professional practice to ensure it is effective.
- 3.2 In a context of mutual respect, be open and responsive to constructive feedback regarding their professional practice and, if necessary, seek appropriate support, advice and guidance.
- 3.3 Demonstrate an openness and adaptability to respond effectively to a continually evolving education environment.

### **4. Professional Values & Relationships**

#### **Teachers should:**

- 4.1 Motivate, inspire and celebrate students' effort and success.
- 4.2 Respect the uniqueness, individuality and specific needs of students and promote their holistic development.
- 4.3 Work in a collaborative manner with students, parents, school / centre leadership, other members of staff, relevant professionals and the wider school / centre community, as appropriate, in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for students.
- 4.4 Be committed to equality and inclusion and to respecting and accommodating diversity.
- 4.5 Uphold high professional ethics with regard to their own conduct.
- 4.6 Communicate effectively with students, colleagues, parents, school / centre management and others in the school / centre community in a manner that is professional, collaborative and supportive, and based on trust and respect.

### **5. Contribution to the School and Community / Further Education and Training Centre and Community (*Extra-curricular / other competencies*)**

#### **Teachers should:**

- 5.1 Participate in and support the work of extra-curricular programmes / activities.
- 5.2 Have an understanding of the School / Centre context within the Education and Training Board.
- 5.3 Possess a capacity to support and promote wider student endeavours and overall school development.