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Teaching & Education



2013

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- the inside track on planning your teaching career

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Professional Qualification for Second Level Teaching Cáilíocht Ghairmiúil do Mhúinteoireacht Dara Leibhéal

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- National University of Ireland, Galway
- National University of Ireland, Maynooth
- Coláiste na hOllscoile, Corcaigh
(Ollscoil na hÉireann, Corcaigh)
- An Coláiste Ollscoile, Baile Átha Cliath
(Ollscoil na hÉireann, Baile Átha Cliath)
- Ollscoil na hÉireann, Gaillimh
- Ollscoil na hÉireann, Má Nuad



Autumn 2013 Admission

Application Closing Date:

1st December 2012

Late Closing Date 9th January 2013

Iontrálacha d'Fhómhar 2013

Dáta deiridh le haghaidh iarratas:

1ú Nollaig 2012

Iarratais Dhéanacha 9ú Eanáir 2013

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Introducing your teaching career

Teaching careers in the Republic of Ireland

Opportunities for graduates in education at all levels are more uncertain in the current economic climate: recent changes to pupil-teacher ratios and the withdrawal of posts at both primary and post-primary level mean that the supply of teachers will outstrip demand over the next number of years. However, high birth rates recorded in the ROI are expected to lead to increased enrolment in education at all levels up to 2030 (though variations in migration patterns will impact on this). The numbers enrolled in primary education in Ireland are expected to peak in 2017 at 554,700 (medium estimate); this is an increase of just over 45,000 on numbers enrolled in 2010-2011. The numbers enrolled in post-primary education are expected to peak in 2024 at 383,100 (medium estimate); an increase of just under 27,000 on numbers enrolled in 2010-2011.

FIVE REASONS TO GO INTO TEACHING

- 1. A wide choice of careers** Within teaching, there is a huge number of roles and specialisms from special education to curriculum development.
- 2. The students** Building up a rapport with your students, and watching their progress, can be extremely rewarding.
- 3. You don't stop learning** A teaching career provides great opportunities to continue your study and professional development.
- 4. Making a difference** Teachers can have a significant influence on students' futures, whether children or second-chance adult learners.
- 5. Career prospects** Promotion to positions such as special duties teachers and assistant principals can be achieved at an early stage.

A good teacher is someone who...

- is committed to the highest standards of professional practice and conduct
- is highly conscientious
- has excellent communication and organisational skills
- is caring and motivated by the best interests of his or her students
- can foster a love of learning
- is willing to engage in ongoing professional development
- can relate well to the relevant age group
- is a team player, who can collaborate with colleagues.

Wide-ranging opportunities

The education sector offers a wide range of rewarding career opportunities. These include mainstream teaching at primary and post-primary level, special education, learning support, language support, teaching English as a foreign language (TEFL), in-service teacher education, adult education, curriculum development, careers and educational guidance and counselling, third-level education, educational psychology, educational research and ancillary areas. The continuing high demand for places on Teaching Council accredited teacher education programmes and for academic positions in higher education means that entry into the sector is highly competitive. You will need to be determined and flexible when looking for your first step on the career ladder. Job applicants need to be really well prepared, particularly where interviews are conducted as part of the selection procedure.

Teaching careers in Northern Ireland

In contrast to enrolment in the ROI, the school system in Northern Ireland has been experiencing a major reduction in pupil population resulting in a decline in demand for teachers. Between 1996/97 and 2005/06 there was a decline of almost 13 per cent in primary school enrolments, and this decline is expected to continue. The post-primary population in 2011-2012 was 146,751, this is a decrease of 1,151 since 2010. There is currently a significant oversupply of teachers in Northern Ireland.

Getting a job

How to qualify as a teacher and where to look for work.

Entry requirements

For all teaching posts you will need a recognised teaching qualification such as a Bachelor of Education (BEd), Professional Diploma in Education (PDE) or Postgraduate Certificate in Education (PGCE). Recent changes to accredited courses by the Teaching Council in the Republic mean that BEd programmes are now four years' duration (from September 2012); from September 2014 onwards, the PDE will become a two-year course. For entry onto PDE courses at NUI colleges, points will not be awarded for teaching experience. See www.pac.ie. For specialist posts such as learning support, special education needs and guidance counselling (but not language support) you will also need a specialist postgraduate qualification. See the 'areas of work' articles for more details about particular areas of teaching.

Graduates of Teaching Council accredited Montessori programmes are eligible for employment as teachers in some school settings.

Registration

To pursue a career as a teacher you will need to be registered with the Teaching Council in ROI (www.teachingcouncil.ie) or the General Teaching Council for Northern Ireland (www.gtcni.org.uk), which regulate the profession in the respective jurisdictions. Competency in the Irish language is a prerequisite for registration at primary level in ROI.

If you have qualified outside your own jurisdiction and want to return home to teach, you must submit details of your qualifications to the relevant Teaching Council to determine if they meet the requirements for registration.

In ROI, from 2013, everyone applying to the Register of Teachers must have a level 8 degree and a teacher qualification. This will apply to all sectors.

Induction and probation

All newly qualified primary teachers in ROI are required to complete an induction programme and undergo a probationary period. The National Induction Programme for Teachers (NIPT) is now available in all 21 full-time Education Centres and for all newly qualified teachers who are registered with the Teaching Council.

Full information on the NIPT is available on www.teacherinduction.ie.

Students who started a teacher education qualification in another EEA member state from 1 January 2011 onwards must also complete any required period of post-qualification professional practice (eg NQT or Induction year) in that

member state. Additionally they must be fully recognised/registered under the terms of the Directive 2005/36/EC by the designated authority of that member state prior to seeking registration with the Teaching Council in Ireland.

Primary and post-primary teachers must be registered with the Teaching Council before they can commence the induction programme and probation. Full registration with the Council is granted when a teacher has successfully completed an induction and probation (and met any other conditions of registration).

Probation for post-primary teachers involves a period of Post-Qualification Employment (PQE) where a teacher must provide evidence of 300 hours' teaching experience that has been verified and signed by a school principal.

Newly qualified teachers in Northern Ireland complete their induction during their first year of teaching. This is the equivalent to probation in ROI. Induction is not compulsory but is the norm. This is followed in years two and three by Early Professional Development (EPD), and then a Performance Review Staff Development (PRSD) on an annual basis.

How to find work

Jobs in schools, further education and higher education in the ROI are advertised online and occasionally in daily national newspapers. Teachers in state-funded schools, although they are paid directly by the Department of Education and Skills, are recruited by individual schools.

Institutions in higher education recruit directly through newspaper advertisements and through higher education, national and institutional websites. Posts within education departments in higher education institutions, which are advertised publicly, may also be filled by seconding teachers with specialist expertise and qualifications from the primary or post-primary sectors.

Vacancies in primary and post-primary schools in the Republic are advertised on www.educationposts.ie (operated by the Irish Primary Principals' Network) and other websites such as www.educationcareers.ie. You can also submit speculative applications to school principals and can apply to have your name on a Vocational Education Committee (VEC) panel.

In Northern Ireland, recruitment is through national newspapers and websites and on the Northern Ireland Substitute Teacher Register (www.nistr.org.uk).

See pages 15–16 for more information about qualifications and professional development.

Primary teaching

In Ireland, primary teachers are qualified to teach the entire range of subjects in the curriculum to children from Junior Infants to Sixth Class (normally in the age group 4–12). The teacher is responsible for creating a community of learning by planning and organising appropriate activities in each area of the curriculum.

A typical job involves some whole-class teaching, but may also involve group teaching or individual teaching. In the course of a school day, a class teacher will often deal with a number of other professionals including other class teachers, resource teachers, special needs assistants, home-school liaison officers, school principals, and outside experts such as educational psychologists. Teachers generally follow a timetable, which often needs to be flexible to cope with unexpected events.

Teachers also assess pupils and keep records of achievement in order to inform discussions with parents/guardians and also to pass on to the next teacher as the pupils progress. Additionally, many teachers involve themselves in extra-curricular activities with the children in their own and other classes, which can include sporting, musical, dramatic or other activities – many of which take place outside the normal scheduled school day.

Teachers strive to create a positive learning environment for the children in their care and often act as facilitators as well as imparting knowledge. They plan and prepare to present lessons that cater for the needs of the whole range of abilities within their class.

Key skills

Any good teacher must be an effective communicator, both in expressing themselves and when listening to others. Subject knowledge is important, but more important is the need to foster curiosity among learners. The core values of the teaching profession are described in the Teaching Council's *Code of Professional Conduct for Teachers*, a copy of which is given to all newly qualified teachers.

Entry requirements

There are two entry routes into primary teaching in both jurisdictions:

1. A recognised full-time programme leading to a Bachelor of Education (BEd) degree.
2. A level 8 degree or a major award at level 9 qualification plus a recognised postgraduate diploma/certificate in education (primary). In ROI this is the Graduate Diploma in Education (primary) of 90 European Credit Transfer and Accumulation System (ECTS) credits. This course will become a two-year programme from September 2014. In NI it is the



Postgraduate Certificate in Education (PGCE), which lasts one academic year. Applicants are required to have an honours degree in subject/s relevant to the primary school curriculum.

Primary teachers in the ROI are educated to teach the full age range in school, while primary teachers in Northern Ireland may opt to specialise in early childhood education or to teach the full age range (Key Stage 1 and 2).

Montessori teachers

Qualified Montessori teachers can work in private Montessori schools, crèches, special primary schools, special classes within mainstream primary schools and in pre-schools funded by the Health Service Executive (HSE). Teachers with the three-year full-time AMI Diploma or the National Diploma or Degree from St Nicholas Montessori College may work as resource teachers in primary schools in the ROI. In Northern Ireland, Montessori teachers who do not hold a recognised teaching qualification (approved by GTCNI) are not eligible for employment in grant-aided schools.

FIND OUT MORE

- The Teaching Council (ROI) www.teachingcouncil.ie
- INTO www.into.ie Irish National Teachers' Organisation (ROI and NI)
- Educate Together www.educatetogether.ie Representative organisation for multi-denominational primary schools in ROI
- Association of Independent Junior Schools in Ireland www.aijs.info
- Association Montessori Internationale (AMI) www.montessori-ami.org
- Teaching Montessori www.montessori.edu/info.html
- General Teaching Council for Northern Ireland www.gtcni.org.uk

Post-primary teaching

The three main categories of post-primary schools in ROI are voluntary secondary schools, vocational (VEC) schools, and community/comprehensive schools. All these schools follow the same state-prescribed curriculum and take the same state-public examinations. They are staffed by similarly qualified teachers, who are paid on the same salary scale.

In Northern Ireland there are two main school categories: grammar schools and secondary schools. Post-primary schools currently operate under the auspices of the five Education and Library Boards, or the Council for Catholic Maintained Schools. All post-primary schools follow the Northern Ireland curriculum.

A standard working week for a post-primary teacher consists of 22 class-contact hours, plus time spent in lesson preparation and grading assignments. Teachers must also be available for other activities such as parent-teacher meetings, which may take place inside and outside of school hours.

Typical duties include planning and teaching lessons, and setting and grading assignments and exams. Teachers also liaise with other teachers and other professionals such as guidance counsellors and educational psychologists.

Teachers may participate in extra-curricular activities such as school trips or sporting activities. Many teachers opt to supervise or correct State examinations.

Post-primary teachers usually specialise in one or two subjects and teach these subjects to students in all years. They may teach up to eight lessons in one day to different classes, frequently of differing ability levels, depending on school policy on streaming.

Key skills

The core skills for a post-primary teacher are communication and organisational skills. An in-depth knowledge and enthusiasm for their subject area is vital. Strong self-belief, good classroom management and the ability to relate to students of different ages and ability levels are important. Teachers starting out in their career find that the workload is most intensive in the early years. Preparation is extensive and dealing with different groups of students within one working day is challenging. Enabling students to gain confidence and knowledge of their subject area is rewarding. The core values of the teaching profession are laid out in the Teaching Council's *Code of Professional Conduct for Teachers*, a copy of which is given to all newly qualified teachers.



Teaching can sometimes be very challenging and the qualities that I regard as vital to teaching are the ability to remain calm, be understanding, and always well prepared. You also need to love teaching and teenagers; otherwise the profession is not for you.

Anu Meehan, Post-Primary Teacher

Entry requirements

The most common entry route into post-primary teaching is through a Professional Diploma in Education (PDE: ROI) or a Postgraduate Certificate in Education (PGCE: NI) geared towards the post-primary age range: 12–18 years in ROI or 11–18 years in NI. There are also several recognised four-year undergraduate/concurrent degrees in post-primary teacher education leading to a Bachelor of Education (BEd), a Bachelor of Science (BSc) or a Bachelor of Arts in Education (BA).

As a prerequisite to entering a PDE, you need to hold a degree that enables the holder to teach at least one post-primary curriculum subject to Leaving Certificate Higher Level and which satisfies the Teaching Council requirements for registration. In practice, the more teaching subjects you can offer, the greater the chances of employment.

From 2013, in accordance with *The Teaching Council [Registration] Regulations, 2009*, all teachers in the VEC and further education sectors will be required to have a level 8 degree on the National Qualifications Framework and a teacher education qualification. Further information is available from www.teachingcouncil.ie.

FIND OUT MORE

- The Teaching Council (ROI) www.teachingcouncil.ie
- Postgraduate Applications Centre www.pac.ie Central assessment of applications for admission to the Professional Diploma in Education (NUI)
- Association of Secondary Teachers in Ireland (ASTI) www.asti.ie
- Teachers Union of Ireland www.tui.ie
- Central Admissions Office www.cao.ie

Other teaching roles

Resource teacher

RA resource or special needs teacher works with children with learning difficulties or other special needs (eg visual, hearing or other physical disabilities) or with emotional or psychological disabilities. These teachers may be based in special or mainstream schools. Typical work activities include developing and adapting materials and teaching strategies, producing 'individual education plans' for each student, monitoring students, setting targets, writing progress reports and liaising with parents and other educational and medical professionals.

The work can be extremely rewarding but can be emotionally demanding and physically strenuous. It is important to be able to work well with other staff, to be creative, enthusiastic and self-motivated. Resource teachers are paid on the same scale as primary and post-primary teachers, with additional allowances for special needs qualifications.

Learning support teacher

Learning support teachers in primary and post-primary schools provide intensive instruction in English and/or mathematics to pupils who have difficulties with basic literacy and numeracy. Learning support teachers may work with groups and on a one-to-one basis with students. They

plan and implement effective teaching strategies, and liaise with parents, other teaching staff and with the designated educational psychologist for their area.

This work can be very intensive, and teachers need to be highly motivated, organised and committed. Creativity, patience and enthusiasm are important.

To satisfy the entry criteria for a postgraduate qualification in learning support, a mainstream teacher should initially gain experience in learning support teaching.

In some schools, the role of the resource and learning support teacher may be amalgamated.

Language support teacher

The Department of Education and Skills allocates English as an Additional Language (EAL) teachers to schools catering for pupils with significant English language deficits. EAL teachers identify pupils requiring additional language support, assess pupils' proficiency in English, devise appropriate language programmes, deliver the programmes and record pupils' progress.

EAL teachers must have qualified as teachers, but are not required to have additional qualifications, although many undertake a Certificate in English Language Teaching (CELT) course. The English Language Support Teachers' Association (ELSTA) was established in 2007.



FIND OUT MORE

- Irish Learning Support Association www.ilsa.ie
- English Language Support Teachers' Association www.elsta.ie
- Special Education Support Service www.sess.ie
- National Council for Special Education www.ncse.ie

English Language Teaching (ELT/TEFL)

English language teachers (ELTs) plan and teach courses for people who wish to learn English for educational, cultural or business purposes. ELT courses can range from those aimed at improving basic conversational skills to those designed for teaching business people who need an advanced level of English for their work. Typical employers are language schools in Ireland and abroad and classes can be made up of adults or children. Opportunities are increasing for qualified teachers to work in bilingual schools overseas, especially in Spain, and an ELT qualification would be very useful in this regard.



Entry requirements

All teachers working in recognised language schools in Ireland must have a degree and a recognised teaching English as a foreign language (TEFL) qualification. A list of recognised TEFL course providers is available on the Advisory Council for English Language Schools website. If you need to check the status of your academic qualifications, you should contact the Higher Education and Training Awards Council.

FIND OUT MORE

- Advisory Council for English Language Schools www.acels.ie
- Higher Education and Training Awards Council www.hetac.ie
- MEI/RELSA www.mei.ie Association of English Language Schools Ireland
- Department of Education and Skills www.education.ie
- Education and Training Inspectorate www.etini.gov.uk

Education and Training Inspectorate

The Education and Training Inspectorate is a division within the Department of Education and Skills and at present has a complement of 130 primary and post-primary inspectors. It is responsible for the inspection and evaluation of the quality of schooling, advising on educational policy and supporting teacher and school management.

The Inspectorate in Northern Ireland provides inspection services for the Department of Education (DENI), the Department for Employment and Learning (DELNI) and for the Department of Culture, Arts and Leisure (DCALNI). The majority of inspectors have previously been school teachers. Staff are recruited into the Inspectorate by open competition, which is publicly advertised.



To work as an Inspector, strong organisational skills, good interpersonal skills, and a deep understanding of the fundamentals of primary school teaching and learning are key. You need a strong appreciation for the manner in which teachers and schools develop as learners and agents of education.

John White, District Inspector



gradireland.com/teaching

Lecturing

Lecturers are usually based in institutions of higher and further education. The work involves lecturing to groups of students, both undergraduate and postgraduate; supervising students in their research activities; planning and preparing teaching materials and exams; correcting exams; designing and developing courses; ongoing research and writing; submitting journal articles; and presenting papers at conferences, both national and international.

Key skills

Good organisational skills are essential in managing teaching commitments along with other duties, as are excellent presentation skills. There are a number of postgraduate courses on academic practice that you can pursue. Some institutions also provide in-house training in teaching methodologies. It is important to be confident, able to communicate well and to relate well to an increasingly diverse student population.

Entry requirements

Most academic staff working full time in higher education are expected to be studying for, or to already have, a doctorate in their subject area; to have research, teaching and administrative experience in higher education; and to have published in their field. A professional qualification in higher education is not generally a requirement for academic staff in the Republic, but in-service courses in teaching and learning are available on a continuous basis to academic staff in higher education.

In Northern Ireland, all lecturers are required to have a Postgraduate Certificate of Education and Further Education (PGCFHE), which must be obtained within three years of appointment.

Finding a job

Vacancies in state-aided higher education institutions are advertised in national daily papers, on institutions' own websites and on specialist websites such as www.heanet.ie and www.jobs.ac.uk.

Most applicants for contract or permanent positions are required to have a doctorate level qualification. Successful applicants need to have administrative experience, in addition to extensive research experience and publications.



Getting experience

Postgraduates wanting to work in higher education should take up tutoring positions in their own or in other institutions. Short-term contracts are a common and effective way of gaining initial experience. Publications, research activities and attendance at conferences and symposia are essential for networking and making contacts within your field.

FIND OUT MORE

- National education and research network www.heanet.ie
- UK jobs in higher education www.jobs.ac.uk
- Research opportunities in ROI www.euraxess.ie

gradireland.com/teaching

Adult education

This can be an extremely varied area in which to work. Adult education in community settings in the ROI is usually provided by the local Vocational Education Committees (VECS). Initiatives include the Vocational Training Opportunities Scheme (VTOS), the Back to Education Initiative, Adult Literacy and higher education access courses. City of Dublin VEC, for example, has established six area teams to co-ordinate the adult education services in its area.

Adult education in Northern Ireland is provided by the colleges of further education. There are currently six regional colleges of further education in Northern Ireland, which are members of the Association of Northern Ireland Colleges. The colleges cater for the needs of all learners so courses can be part time or full time and range from the essential skills of numeracy and literacy through to degree studies. They offer an increasing range of courses, including foundation programmes, higher education diplomas and degrees.

Adult education guidance

The Adult Education Guidance Initiative (AEGI) in ROI is co-ordinated by the National Centre for Guidance in Education. It consists of 40 guidance projects throughout the country with the aim of providing a quality adult educational guidance service to participants in VTOS, literacy and other adult and community education programmes nationwide.

The Educational Guidance Service for Adults (EGSA) in Northern Ireland is a local, independent, not-for-profit, frontline service that was established to provide adults with information about learning. It is funded by the Department

for Employment and Learning (DELNI). EGSA has a network of local offices through which it provides services to adult learners, learning advisers, providers, employers and anyone interested in improving access to learning for adults.

Entry requirements

From 2013, in accordance with *The Teaching Council [Registration] Regulations, 2009*, all teachers in primary, post-primary and further education will be required to have a degree or equivalent (carrying 180 ECTS credits) and an appropriate teaching qualification. Further information is available from www.teachingcouncil.ie.

In NI, the qualifications required vary according to subject area. In general, graduate level qualifications are the norm for academic subjects and City and Guilds qualifications apply to more practical subject areas.

Finding a job

Part-time work is prevalent in adult education. Most graduates in the ROI working in this area are employed by Vocational Education Committees. Positions are advertised on VEC websites (see www.ivea.ie). You may apply to have your name on a panel with a VEC. Positions in adult guidance are advertised in national dailies.

In NI, adult education vacancies are advertised in local newspapers. You may also apply to be registered on a lecturers' panel with individual colleges to be notified of vacancies.

If you are looking for work in adult education, try to get part-time teaching hours with your local VEC or with NALA (National Adult Literacy Association).



FIND OUT MORE

- National Centre for Guidance in Education www.ncge.ie
- National Adult Literacy Agency www.nala.ie
- Adult Education Officers' Association www.aeo.ie Professional body of Adult Education Officers employed by VECs
- Adult Educational Guidance Initiative www.ncge.ie/adult_guidance.htm Adult education in ROI
- Educational Guidance Service for Adults www.egsa.org.uk Adult education in NI

Careers guidance



Republic of Ireland

Guidance counsellors in the Republic are employed by and based in post-primary schools. They are usually teachers who have spent some time in mainstream teaching before undergoing further professional development to specialise in careers guidance and counselling. This work is quite varied, involving vocational, educational and personal counselling of students.

Guidance counsellors work with whole classes and also on an individual basis with students. This is a rewarding job, but it can also be quite solitary in comparison with teaching.

Guidance counsellors and careers advisers can be employed outside of school settings. This could be working with early school leavers, disadvantaged groups and adults as well as working in private practice.

In higher education, careers advisers work with both undergraduate and postgraduate students, covering such topics as subject choice, career exploration, goal-setting, further study and job-seeking strategies. This work also involves liaising with employers seeking to recruit graduates, preparing and delivering presentations, attending in-service training, reporting on the destination of graduates and involvement in collaborative projects with careers advisers in other institutions. Most careers advisers working in state-funded higher education institutions are members of the Association of Higher Education Careers Services (AHECS), which is an all-Ireland association. Find out more: www.ahecs.ie

Key skills

You will need to be detail-conscious with good organisational skills as you will need to manage your time effectively, manage a lot of information, plan ahead and work to deadlines. You will also need the interpersonal skills to encourage students and facilitate them in taking responsibility for their choices and future. As with

teaching, the relationships that guidance counsellors have with students is very important. You need to be approachable, empathetic and hold the respect of pupils and other staff.

Entry requirements

Schools: To be employed as a guidance counsellor in a mainstream post-primary school, you need to be a registered post-primary teacher, with a degree in at least one teaching subject, a recognised teaching qualification and an appropriate postgraduate qualification. Most guidance counsellors are members of the Institute of Guidance Counsellors, which provides in-service training each year.

Higher education: Careers advisers in higher education come from a range of academic and employment backgrounds but all must hold a primary degree level qualification in addition to a postgraduate qualification at either diploma or masters level. Graduates who wish to work in higher education careers guidance need to have good presentation, research and administrative skills.

Adult education: Guidance staff employed in Adult Education Guidance Services in ROI need to have a degree and a professional postgraduate qualification in guidance. Careers advisers employed in the Educational Guidance Service for Adults in Northern Ireland are required to have a NVQ Level 4 in Advice and Guidance.

Finding a job

School-based vacancies in guidance counselling are advertised through Qualifax (www.qualifax.ie).

Northern Ireland

Careers services in Northern Ireland are part of the Northern Ireland Civil Service and operate under the auspices of the Department for Employment and Learning (DELNI). Staff are not located in schools but in Jobs and Benefits Offices or in Job Centres. The Careers Service is an all-age service. Careers advisers are assigned to schools in the area where a Careers Resource office is located. Salary levels are based on the Civil Service scale.

FIND OUT MORE

- The Association of Higher Education Careers Services (formerly Graduate Careers Ireland) www.ahecs.ie
- Institute of Guidance Counsellors www.igc.ie
- National Centre for Guidance in Education www.ncge.ie
- Careers Service NI www.nidirect.gov.uk

Educational psychology

Educational psychologists deal with the psychological and educational development of people in the education system.

Republic of Ireland

The National Educational Psychological Service (NEPS) is a service of the Department of Education and Skills. NEPS psychologists specialise in working with the school community and are concerned with the learning, behaviour, and social and emotional development of pupils in primary and post-primary education. Each psychologist is assigned to a group of schools. They work in partnership with teachers, parents and children in identifying educational needs, and offer a range of services aimed at meeting these needs.

Other employers of educational psychologists include colleges of education and other third-level institutions. There is also the possibility of working in private practice.

Entry requirements

To qualify as an educational psychologist you need to have an undergraduate degree or postgraduate diploma in psychology followed by a masters or PhD in educational psychology. This needs to be recognised by the British Psychological Society (BPS) or the Psychological Society of Ireland (PSI).

You can improve your chances of getting a place on an educational psychology programme by gaining a teacher education qualification. Working with students with disabilities would also be helpful.

Finding a job

Qualified psychologists can apply to have their names listed on a panel, SCPA (Scheme for Commissioning Psychological Assessment), to carry out psychological assessment on behalf of NEPS. Positions in NEPS are advertised on www.publicjobs.ie and in national dailies.

FIND OUT MORE

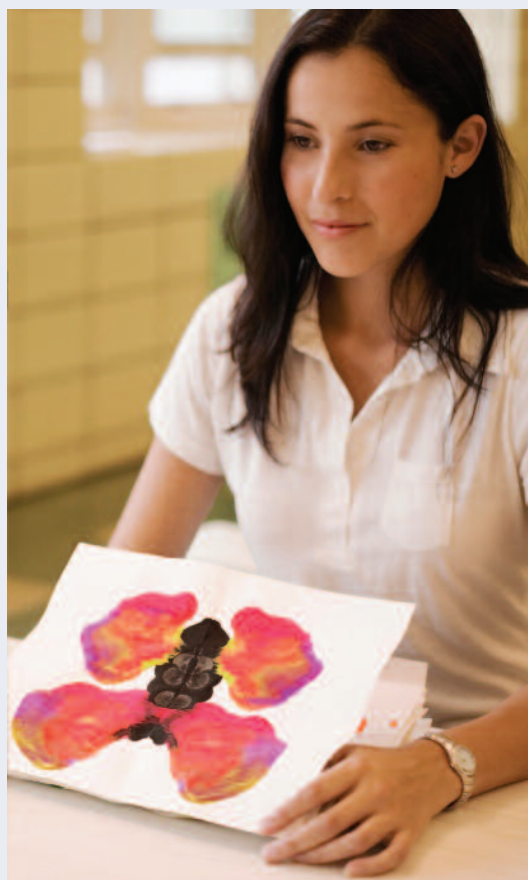
- Psychological Society of Ireland www.psihq.ie
- British Psychological Society www.bps.org.uk
- Educational Psychology Service (NI) www.neelb.org.uk/parents/eps
- National Educational Psychological Service: NEPS (click on 'NEPS' on the main menu) www.education.ie
- Association of Educational Psychologists www.aep.org.uk

Northern Ireland

The Education Psychology Service (EPS) comprises three teams of psychologists based in the three regional offices in Coleraine, Ballymena and Newtownabbey. As well as providing a psychological service to school pupils, it also offers a Literacy Teaching and Support Service. This is run by staff who are trained and experienced in the teaching of children with specific and/or severe literacy difficulties. The intervention may involve the direct teaching of children or advice and support to schools.

Finding a job

Educational psychologists are employed within the Educational Psychology Service (EPS) under the auspices of the Education Library Boards. Vacancies for psychologists in the Education Library Boards are advertised in the local daily papers.



My teaching career

NAME Jennifer Coffey
JOB Primary School Teacher
EMPLOYER St. Conleth & Mary's National School, Newbridge
EDUCATION FCCA, Association of Chartered Certified Accountants (1999), Six Sigma Black Belt in Project Management (2007), Higher Diploma in Arts in Primary Education, Hibernia College (2011)



'IT'S SUCH A WONDERFUL CHANGE'

The HDip in Arts in Primary Education from Hibernia College is popular among people who want to change career as it is delivered through a combination of online and onsite tuition. This allows the flexibility of working while doing the course in your own available time.

Hibernia graduates have a good reputation because many bring with them a great deal of work and life experience – a mature and different perspective.

I studied while working most of my life, completing my professional ACCA accountancy exams in '99 while working full time in financial services on the Isle of Man. This later led to me getting a senior position with an American multinational in Ireland. I eventually decided, however, to make a change with my life – I'd rather contribute to children's education than to corporate profits. I took voluntary redundancy and used that to fund my further education.

The course ran for two full academic years. I volunteered as an assistant teacher and subbed in various local schools during the period, including St Conleth and Mary's NS, where I recently completed my probation. I was consistently asked back to sub in a variety of schools throughout the course and after graduation.

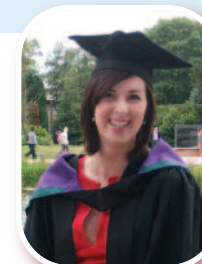
Working life

This year, a maternity cover teaching position became available at St Conleth and Mary's NS. Having subbed there, I was already familiar with the school and its policies. The principal and staff were also very supportive.

During my time there, I've found that children respond best to a well organised and fun-filled routine – I've tended to have the obligatory subjects (Irish, English and Maths) in the morning with the other subjects in the afternoon. My approach is to use a lot of concrete materials, interactive games, team challenges, group and pair work, but also to incorporate music, ICT and role-play into the teaching.

I've never regretted my career change and love working with the children. No matter how tired I feel, they can't help but perk me up. My particular highlights are watching their faces light up when they are enthusiastic and learning. It's such a wonderful change to contribute to the development of children.

NAME Catherine Bourke
JOB Science Teacher
EMPLOYER St Ursula's Convent, Greenwich, South London
EDUCATION BSc Applied Ecology, University College Cork (2007); PGCE, Edge Hill University, Liverpool (2011)



'I WAS BITTEN BY THE TEACHING BUG'

Teaching wasn't originally the career I wanted; my degree from UCC was in ecology. It was only after I spent a couple of years in Japan that I was bitten by the teaching bug. On my return, I managed to get a position based in the Japanese embassy in Dublin recruiting for the Japanese Exchange Teaching programme.

Wanting to study for the HDip in Ireland, I soon discovered I lacked the finances to make that happen. That's when I came across the PGCE Programme in Edge Hill University, Liverpool, which is a popular destination for Irish Students wanting to do that course. A bursary was available at the time, meaning I could afford to do it.

During my second term, I became aware of a position with St. Ursula's Convent, an all-girls' Catholic school in Greenwich. It's a state school – the girls who go here come from mixed backgrounds and all different parts of London. I was offered a position last February and I've since been made permanent. I teach Biology, Chemistry and Physics, but as an extra-curricular activity I also run a small Japanese club.

A different system

Our school is rated Ofsted Outstanding, the classification for the UK's best schools. We emphasise academic performance greatly: girls are expected to achieve As and Bs.

I really like St Ursula's – it is different from the other schools I've had placements in. The girls are very responsible about learning and respect their teacher. I'm living with another Irish teacher who works in a school in England, and they spend a great deal of their time in behaviour management.

There are some differences compared to Ireland. For instance, there is a lot more admin work involved, especially in Science. There are more opportunities for advancement in the UK though. I've already been promoted to a pastoral position where I'm in charge of raising standards.

There is an emphasis here on independent learning. The way I teach a lesson is practical, developing numeracy and literacy all the time. My intention is to work in Ireland in about three years.

Teaching qualifications

A career in education means lifelong learning – from initial teacher education to continuing professional development.

Information is provided below on institutions and courses that qualify you to work in various education sectors. You can find an up-to-date list of postgraduate courses on postgradireland.com and you should also check websites of individual institutions for further information on entry requirements etc. Check with the Teaching Council (ROI) for information on how each of these courses leads to entry onto the Register of Teachers (www.teachingcouncil.ie).

It is important to note that recent changes to accredited courses in the Republic mean that BEd programmes are now four years' duration (from September 2012); from September 2014 onwards, the PDE will become a two-year course.

Initial qualifications

Primary school qualifications: undergraduate (ROI)

Initial primary school teacher education courses at undergraduate level are provided at the following colleges:

- Church of Ireland College of Education www.cice.ie
- Coláiste Mhuire/Marino Institute of Education www.mie.ie
- Froebel College of Education www.froebel.ie
- Mary Immaculate College, Limerick www.mic.ul.ie
- St Patrick's College Drumcondra www.spd.dcu.ie

Application is through the Central Applications Office (CAO) and selection is based on the CAO points system. Mature applicants should check with the relevant college/university regarding application procedures.

Primary school qualifications: postgraduate (ROI)

The Graduate Diploma in Education (GDE) is provided by the following colleges:

- Coláiste Mhuire/Marino Institute of Education www.mie.ie
- Froebel College of Education www.froebel.ie
- Hibernia College (online) www.hiberniacollege.com
- Mary Immaculate College, Limerick www.mic.ul.ie
- St Patrick's College Drumcondra www.spd.dcu.ie

Postgraduate courses in primary teacher education are advertised in the national press and on college websites with details of closing dates and application procedures.

Qualified applicants are offered a place on the basis of an interview and oral examination in Irish.

Post-primary qualifications: undergraduate (ROI)

Recognised initial post-primary school teacher education

courses are provided by the following institutions:

- Dublin City University www.dcu.ie
- Galway-Mayo Institute of Technology www.gmit.ie
- Mater Dei Institute of Education www.materdei.ie
- National College of Art & Design www.ncad.ie
- NUI Galway www.nuigalway.ie
- NUI Maynooth www.nuim.ie
- St Angela's College, Sligo www.stacs.edu.ie
- St Patrick's College, Thurles www.stpats.ie
- Trinity College Dublin www.tcd.ie
- University of Limerick www.ul.ie
- University College Cork www.ucc.ie

Academic subjects are taught concurrently with education programmes and teaching practice.

Application is through the CAO and selection is based on the CAO points system.

Post-primary qualifications: postgraduate (ROI)

Initial post-primary school teacher education courses at postgraduate level are provided by the following institutions:

- CIT Crawford College of Art & Design www.cit.ie
- Dublin City University www.dcu.ie
- Galway Mayo Institute of Technology www.gmit.ie
- Hibernia College www.hiberniacollege.com
- Limerick Institute of Technology (Art and Design) www.lit.ie
- National College of Art & Design www.ncad.ie
- NUI Galway www.nuigalway.ie
- NUI Maynooth www.nuim.ie
- Trinity College Dublin www.tcd.ie
- University College Cork www.ucc.ie
- University College Dublin www.ucd.ie
- University of Limerick www.ul.ie

Application is through the Postgraduate Applications Centre (PAC) central application system (www.pac.ie) for NUI Colleges and Dublin City University. For other institutions, application is direct to the individual institution.

Primary school qualifications: undergraduate (NI)

Initial primary school teacher education courses at undergraduate level are provided by the following colleges:

- St Mary's University College Belfast (a bilingual course is available) www.stmarys-belfast.ac.uk

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NAME Karan McCarthy
JOB English Teacher (Secondary)
EMPLOYER Isle of Sheppey Academy, Kent
EDUCATION BA Education, Religion & English, Mater Dei Institute of Education (2006)



'WORKING IN THE UK HAS BENEFITTED ME A LOT'

My first three jobs in teaching all lasted less than a year, as I was covering people's maternity leave. I decided to move to the UK in search of a permanent position, which I really needed to support myself and my son.

One of my friends recommended finding a job through UTeach recruitment, as they had helped her to find a job in the UK, and had been friendly. They set up an interview for me in Dublin, which was followed by an assessment lesson at the Isle of Sheppey Academy in Kent. I was offered a job there soon after.

Positive feedback

I have been working here for a year and a half now, as an English teacher with 11 to 16 year olds. Lessons are 75 minutes long which means I have to work hard to keep students engaged. I also run extra lessons to help students with their literacy, as many students have problems with reading. My favourite thing about teaching is the appreciation that I get from my students, as I put a lot of effort into my classes. The worst part is the long hours and meetings after school.

Teaching in the UK is quite different from in Ireland. There is a lot more paperwork to do in UK schools because we monitor children's behaviour and grades continuously. There is also more pressure on teachers to make sure students achieve their target grades. However, now that I am used to the UK system, I like it and can appreciate its advantages. I have become much more confident meeting parents, as I deal with them more regularly than I would in Ireland. Working in the UK has without a doubt benefitted me in the long run. I hope to return to Ireland with my new skills, when there are more job opportunities.

Local Irish community

Although I am living in the UK, there are many Irish teachers working at the school. We support each other because we all know what it's like living and working away from home and family.

- Stranmillis University College Belfast www.stran.ac.uk
Application to St Mary's College is direct for all applicants. Application to Stranmillis is through UCAS.

Primary school qualifications: postgraduate (NI)

Initial primary school teacher education courses at postgraduate level are provided by the following institutions:

- St Mary's University College Belfast (Irish Medium) www.stmarys-belfast.ac.uk
- University of Ulster, Coleraine www.ulster.ac.uk
Application is direct to colleges in Northern Ireland.

Post-primary: undergraduate (NI)

Post-primary school teacher education courses at undergraduate level are provided by the following institutions:

- St Mary's University College Belfast www.stmarys-belfast.ac.uk
- Stranmillis University College, Belfast www.stran.ac.uk
Application is direct to St Mary's and through UCAS for Stranmillis.

Post-primary: postgraduate (NI)

Post-primary school teacher education courses at postgraduate level are provided by the following colleges:

- Queen's University Belfast www.qub.ac.uk
- St Mary's University College Belfast www.stmarys-belfast.ac.uk
- University of Ulster, Coleraine and Jordanstown www.ulster.ac.uk
- Open University (distance learning) www.open.ac.uk
Applications for PGCE courses should be made direct to the relevant institutions.

Further education qualifications (ROI)

With effect from 1 April 2013, applicants for registration for the further education sector must have attained a Council accredited further education teacher education qualification in addition to degree qualification requirements.

Undergraduate programmes:

- Waterford Institute of Technology www.wit.ie

Postgraduate programmes:

- NUI Galway www.nuig.ie
- Mary Immaculate College www.mic.ul.ie
- National College of Ireland www.ncirl.ie
- Waterford Institute of Technology www.wit.ie

Please contact the provider for information on the application process. Graduates of these programmes will be eligible to apply for registration as a teacher with the Teaching Council for the purpose of teaching in the further education sector.

Initial teacher education (England, Wales and Scotland)

Application is online through UCAS (undergraduate courses) at www.ucas.ac.uk and the Graduate Teacher Training Registry (postgraduate courses) at www.gtr.ac.uk with the exception of the University of West Scotland (www.uws.ac.uk).

Specialist postgraduate courses

Special education and learning support (ROI)

- Froebel College of Education www.froebel.ie
- St Patrick's College, Drumcondra www.spd.dcu.ie
- NUI Galway www.nuigalway.ie

Special education needs (ROI)

- Church of Ireland College of Education www.cice.ie
- Mary Immaculate College, Limerick www.mic.ul.ie
- St Patrick's College, Drumcondra www.spd.dcu.ie
- St Angela's College, Sligo www.stacs.edu.ie
- University College Dublin www.ucd.ie
- University College Cork www.ucc.ie

Specialist courses (NI)

Postgraduate courses are offered at masters level in inclusion and special education needs (and other options):

- St Mary's University College Belfast www.stmarys-belfast.ac.uk
- Queen's University Belfast www.qub.ac.uk
- University of Ulster www.ulster.ac.uk

Careers/educational guidance

- NUI Maynooth www.nuim.ie
- Trinity College Dublin www.tcd.ie
- University of Limerick www.ul.ie
- University College Cork www.ucc.ie
- University of Ulster www.ulster.ac.uk

Educational psychology

- University College Dublin www.ucd.ie
- Queen's University Belfast www.qub.ac.uk
- Mary Immaculate College, Limerick www.mie.ul.ie

Other courses in teaching and learning in higher education

- Dublin Institute of Technology www.dit.ie
- Waterford Institute of Technology www.wit.ie

Masters/doctorates in education

Masters and doctorates in education are available in most colleges with an education faculty with a range of options. See postgradireland.com for further information.

The smart way to choose your course

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Train to Teach with the “Outstanding” grade 1 University

Edge Hill University, Liverpool, is based at an award-winning campus and is the largest provider of Secondary Initial Teacher Training in the UK.

In the most recent Ofsted inspection the University achieved Grade 1 ‘outstanding’ results across all 33 possible graded areas covering every phase of initial teacher training - Primary & Early Years, Secondary and Post-Compulsory Education and Training. This confirms Edge Hill’s status as one of the leading providers of teacher training in the UK.

PGCE places are available in:

Early Years Education

Primary Education

Secondary Education

- Applied Art and Design
- Business Education
- Design and Technology
- English
- Geography
- History
- ICT
- Mathematics
- Modern Languages
(French, German, Mandarin, Spanish and Urdu)
- Music
- Physical Education
- Physics with Mathematics
- Religious Education
- Science (Biology, Chemistry or Physics)

Post-Compulsory Education and Training

Flexible places, which start throughout the year, are also available in Business Education, Design and Technology, ICT, Mathematics, Modern Languages, Music, Religious Education and Science.

We also provide subject knowledge training for those who want to teach in an area they do not have a degree in, along with equivalency tests in Maths, English and Science.

For more information contact our Course Information Team on:

T: +44 (0)1695 657000
E: study@edgehill.ac.uk



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Locations

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NI = Northern Ireland
ROW = Rest of the world

Advertisement key

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OBC = inside back cover



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Hibernia College



HIBERNIA
COLLEGE
DUBLIN

Background

Hibernia College is an international third-level college offering accredited, online, niche-focused educational programmes designed to address the growing demand for flexible, cost-effective education unrestricted by location or time. The college offers a blended learning format combining the advantages of interactive, multimedia-rich, online content with the proven qualities of face-to-face tuition through periodic onsite sessions. Hibernia College is accredited by the Higher Education and Training Awards Council (HETAC), the government agency responsible for accrediting third-level education in Ireland outside of the university sector.

Programmes

Hibernia College currently offers a range of accredited postgraduate programmes including:

Higher Diploma in Arts in Primary Education

This programme, academically accredited by HETAC and professionally accredited by the Teaching Council, is aimed at primary degree holders who wish to become fully qualified primary school teachers. It is delivered using a blend of online and onsite tuition with approximately 45% being web based. The onsite elements include 18 weeks of school experience and teaching practice, three weeks of tuition in the Gaeltacht and weekend tutorials in local centres around the country.

Higher Diploma in Arts in Post-Primary Education

This two year programme was established to encourage a broader range of people to consider teaching as a profession by providing a more flexible route to becoming a fully qualified post-primary school teacher. It is academically accredited by HETAC and professionally accredited by the Teaching Council. It is delivered using a blend of online and onsite tuition with approximately 45% being web based. It includes weekend tutorials in local centres around the country, 15 weeks of school experience and professional practice and is accredited for a range of teaching subjects.

M.A. in Teaching and Learning

This HETAC-accredited online Masters degree provides today's primary and post-primary teachers with the knowledge and skills necessary to deal with current issues in the modern classroom. Specific areas covered include additional learning needs; diversity, development and disadvantage; i-learning and contemporary issues in education. Note that this is not an initial teaching qualification but is designed for qualified and experienced teachers.

CONTACT

Hibernia College,
2 Clare Street, Dublin 2.

Tel: +353 (0) 16610168

Fax: +353 (0) 16610162

Email: info@hiberniacollege.net

Web www.hiberniacollege.com

APPLY

☒ online ☐ e-mail ☒ post

OPEN DAYS & EVENTS

Hibernia College holds information webinars throughout the year. Details are posted on www.hiberniacollege.com and on the college Facebook page at www.facebook.com/HiberniaCollege

The International Schools of Choueifat, UAE, Oman, Qatar & Bahrain



The International Schools
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SABIS® is a global education management organization that currently operates in 15 countries on four continents and educates thousands of students. Based on a proven proprietary system, SABIS® provides students with a top-quality education that prepares them to meet the challenges of a changing world.

The story of SABIS® dates back to 1886 when the International School of Choueifat was founded in the village of Choueifat, a suburb of Beirut, Lebanon. There, the founders Reverend Tanios Saad and Ms. Louisa Proctor brought together their vision, dedication, and ambition to provide basic education for Lebanese girls. Soon thereafter, the school became co-educational in response to market demand.

Each school has a library, a computer lab, three science labs, exam hall, gymnastics, a large multipurpose air-conditioned sports hall, a gymnasium, a swimming pool, a grass football field, outdoor courts, car tracks for young students, playground equipment and indoor air-conditioned play areas. It also has a large auditorium and a large cafeteria.

All of our schools enjoy a culturally diverse teaching faculty and student body. Most of our native English speaking faculty are Irish but most countries of the world are represented to some extent among our staff. Contracts are for one year renewable however most staff stay longer due to the attractive location and financial incentives.

Our Schools in the Arabian Gulf offer varied career opportunities for graduates of all disciplines, in teaching and many other positions related to the field of education and educational management.

'Working at ISC-Doha has provided me with a wealth of experience and opportunities that have allowed me to develop both as a teacher and as a person. I came to Qatar in August of 2000 to take up a position as an English teacher at the International School of Choueifat in Doha. When I was first introduced to the SABIS® system of teaching, I was immediately struck by how well organized it appeared to be. Many years later, I can look back at my time here with a sense of pride and achievement. It is an experience that I will be proud of in the future and one that I will never forget.'

Georgina Wise, Head of English Department, ISC-Doha

CONTACT

Sean Cooney
Recruitment Director for the Gulf
Region
scooney@sabis.net
Web www.sabis.net

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sabis.net/educational-services

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☒ online ☒ e-mail ☐ post

Closing date Early Spring 2013

OPEN DAYS & EVENTS

Presentation in UL, Career fair in Galway, Limerick, UCD and RDS plus others as advertised.

The Teaching Council



About the Teaching Council

The Teaching Council was established under the Teaching Council Act, 2001, to regulate the teaching profession and to promote professional standards in teaching.

The Council registers teachers from the primary, post-primary and further education sectors. Registration is a mark of professional recognition as a teacher and there are more than 73,000 teachers registered with the Teaching Council. Registered teachers are required to adhere to the standards set by the Council which include the Codes of Professional Conduct for Teachers.

The Council's role is similar to other professional regulatory bodies such as An Bord Altranais and the Medical Council. The Council:

- maintains a register of teachers
- sets standards for entry to teaching
- establishes professional education requirements for teachers
- publishes codes of professional conduct for teachers
- deals with complaints about the fitness to teach of registered teachers.

Requirement to register as a teacher

The Minister for Education and Skills, in accordance with Section 24 of the Education Act 1998, directs that school authorities, as employers, must ensure that teachers proposed for appointment to teaching posts for which a salary grant is being sought, must be:

1. Registered with the Teaching Council
2. Have qualifications appropriate to the sector and suitable to the posts for which they are proposed.

Teachers should also note that the Minister for Education and Skills has confirmed that he will commence Section 30 of the Teaching Council Act in the coming (2012/13) school year. This will mean that in order to be paid from State funds, teachers in recognised schools will need to be registered with the Teaching Council. See www.teachingcouncil.ie for more information about Section 30.

How to apply for registration

Registration with the Teaching Council is granted when a teacher meets the qualifications and evidence of character requirements of the Council.

There is a streamlined process for newly qualified teachers. As part of that process, the Teaching Council visits students teachers in their final year in college or university and briefs them on the role and functions of the Teaching Council and also on the Council's registration and Garda vetting requirements. On the day of the visit, students wishing to be registered as teachers are required to complete forms and, for that reason, it is important that all final year students attend this visit. Upon receipt by the Council of final exam results from the college or university (with student consent), newly qualified teachers are sent their registration application forms for completion.

Teachers who have qualified previously may log on to the registration pages of www.teachingcouncil.ie for information on how to register as a teacher.

All teachers who wish to register with the Council must complete a process of Garda Vetting. At peak periods, vetting may take up to eight weeks to complete and teachers should bear this in mind when applying for registration.

Registration must be renewed annually in order to remain on the Register of Teachers.

CONTACT

The Teaching Council, Block A,
Maynooth Business Campus,
Maynooth, Co. Kildare, Ireland

Tel LoCall 1890 224 224 or
+353 (0)1 651 7900

E-mail info@teachingcouncil.ie

Web www.teachingcouncil.ie

Uteach Recruitment



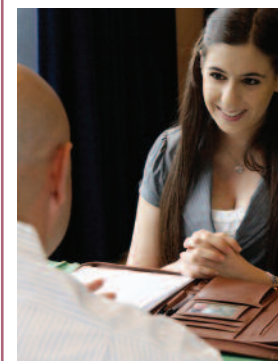
Uteach Recruitment is Ireland's specialist teacher recruitment agency. We are based in Cork and recruit for primary and secondary schools in England, The Middle East, South and Central America, Asia and Europe. We mainly offer full time and sometimes maternity posts. Also, from September 2012, Uteach will be starting a new, innovative scheme called 'Super Subs' in Kent, England. This is a new approach to substitute teaching, where teachers will be offered day-to-day work in schools but with a view of placing them into a full time job whenever a suitable post arises. Uteach will provide subsidised accommodation for them and provide them with pre-employment training and an induction – these services are unique to Uteach.

Uteach also offers a 'Student Placement Scheme' for all education students in Ireland, north and south. In 2012/2013, we will be placing dozens of trainee teachers into secondary schools in the south east of England for a one week placement to experience teaching in a new environment and to enrich their CV. The placement will be free to students – Uteach will cover flights and accommodation. Places are limited – contact us now to apply for this scheme.

We never charge fees to our teachers - all of our services are completely free. These services include arranging interviews and covering expenses. If a teacher is called to interview in a UK school, we organise the trip and cover up to £180 towards a flight and one nights' accommodation. On securing the job, we also assist with relocation and provide free pre-employment training. This training is unique to Uteach and aims to prepare new teachers for starting in their new school. It covers topics like assessment, the new curriculum, behaviour and schemes of work.

Uteach is run by a team of highly trained and experienced personnel, many of whom are qualified teachers. As the only teacher recruitment agency based in Ireland, we understand the challenges that can face an Irish teacher when they take up a new post abroad, so we provide lots of help and advice throughout the process. We have a proven track record of placing Irish teachers into jobs abroad and have an excellent reputation here in Ireland (see www.uteachrecruitment.com for testimonials).

We require teachers of all subjects and any candidate who is fully qualified or in the process of getting qualified here in Ireland is eligible to apply. If you have any questions about Uteach Recruitment or teaching abroad, please do not hesitate to contact us and feel free to email us a CV. If you wish, we can arrange an individual session for you with Claire Birch, our Irish Marketing and Resourcing Manager, to discuss your CV and interview. We look forward to speaking to you this year!



"Uteach were very good and organised when I was with them. They organised my interview and rang me the day after to tell me I had an interview in three schools and I had a choice of which school I wanted to go to.

After I got the job Uteach helped me organise accommodation and they ensured I settled in ok in the school and in my new home. I have nothing but good words to say about Uteach, best of luck with finding a job and the rest of your career."

Olivia Giltenane, secondary teacher of Business, RE and Maths.

CONTACT

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Web www.uteachrecruitment.com

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Email a CV to claire@uteachrecruitment.com, call 086 2296563 / 022 28761, post a CV to address above or register on Uteach website.

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The gradireland Careers Report is a new self-assessment and graduate job matching system. Written and developed specifically for Irish students, and linked to Irish job descriptions and careers information, the gradireland Careers Report generates a list of career options that are matched to your experience, skills, personality and interests.

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Time for change? Time to teach!



NOW ENROLLING

Hibernia College is now enrolling for its primary and post primary teacher education programmes. Both are academically accredited by HETAC and professionally accredited by the Teaching Council. Because the programmes are delivered through a blend of online and onsite tuition, they are ideal for anyone who wishes to structure their study around personal and work commitments.

HIGHER DIPLOMA IN ARTS IN PRIMARY EDUCATION

Established in 2003, graduates from this programme now work as primary school teachers and principals around the country. The programme includes three blocks of school experience and teaching practice, three weeks in the Gaeltacht and onsite workshops at weekends.

PROFESSIONAL DIPLOMA IN POST PRIMARY EDUCATION

Based on our highly successful Primary Education programme, this programme was established to encourage a broader range of people to consider post primary school teaching as a career. The programme includes three blocks of school experience and professional practice and onsite workshops at weekends.

KEY FACTS

- Professional accreditation: The Teaching Council
- Academic accreditation: HETAC (Level 8)
- Intakes: Spring and autumn
- Duration: 2 years
- Delivered online and onsite at regional centres throughout Ireland



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