

INFORMATION BOOKLET



etbi
Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

Educational Policy and Development Officer ***ETB Ethos and 'Goodness Me! Goodness You' (Primary and Special Schools)***

Ref 28.26



**Closing Date: Friday, 4th September 2026
at 12 noon.**

Interviews will be held the week commencing 14th September

Education and Training Boards Ireland (ETBI) is an equal opportunities employer.

Education and Training Boards Ireland (ETBI) is committed to attracting, recruiting, developing and retaining the highest caliber of staff to build a diversified, supportive, innovative and inclusive workforce reflective of the wider community. Our aim is to attract the best people who have the experience, knowledge, skills, abilities and competencies to support ETBI's mission. ETBI supports equality of opportunity, diversity and inclusion and encourages underrepresented groups to make applications and accommodates candidates with disability to apply for posts.

Educational Policy and Development Officer – ETB Ethos and GMGY (Primary and Special Schools) Education and Training Boards Ireland (ETBI)

Overview of main functions carried out by Education and Training Boards Ireland

Education and Training Boards Ireland (ETBI) is the national representative body established to collectively represent the sixteen Education and Training Boards (ETBs) and promote their interests, which is recognised by the Minister for the purposes of the Education and Training Boards Act 2013. ETBI comprises of the staff of ETBI, the ETBI Chief Executives, Directors of Further Education and Training, Directors of Schools, Directors of Organisation, Support and Development Forums and the respective networks and groups associated with these forums.

Mission

ETBI'S mission is to lead and advance the continued development of education, training, and youth work in Ireland.

Vision

To harness our strength to influence and promote a strong education and training sector through collaboration and collective effort.

Values

ETBI's five core values represent the core values of the ETB sector working collectively. Our values help ETBI to make informed decisions and unify the culture. This helps ETBI to hold ourselves accountable and others accountable in decision-making and our engagement with partners and other stakeholders.

The five core values are **Excellence, Care, Equality, Community and Respect**.

- **Excellence** includes excellence in education, training, and support. It is underpinned by the core values of care, respect, community, and equality. Excellence encompasses outcomes, experiences, and expectations of the people involved.
- **Care** is about the welfare, well-being, and safety of all who are involved in education and training. It is exemplified in meaningful relationships, connectedness, and empathy, alongside support and solidarity.
- **Equality** is about treating everyone equally and recognising and celebrating the diversity of those involved in education, training, and youth work. It is exemplified by targeting resources for those who have the need and prioritising a culture of inclusion.
- **Community** encompasses learners, their families, staff, and the local communities in which our services are based. It is about having a shared vision, values and purpose, a sense of belonging, and a voice that is listened to. It is exemplified in productive collaboration, positive contributions, and effective communication among all stakeholders.
- **Respect** is about upholding the dignity, rights, and recognition of the identity and background of all those involved in education, training, and youth work. It is exemplified in relationships between all stakeholders, and decision-making that impacts positively on the rights, feelings, and aspirations of the diversity of people.

Equality, Diversity and Inclusion

At ETBI, we believe that diversity and inclusion are essential to the success of our goals and exist at the core of our values. Diversity not only includes ethnicity and gender identity but also age, disability status, sexual orientation, religion and many other parts of one's identity. We are committed to cultivating a workplace of individual differences which embraces unique perspectives and fosters a culture of belonging. Our team is strengthened by a growing diverse workforce, and we actively seek individuals representing various backgrounds, experiences, and ideas to join us in our mission. At ETBI, diversity and inclusion are everyone's responsibility and are the foundations of our collective growth and prosperity.

Role Description

The Educational Policy and Development Officer (ETB Ethos and GMGY: Primary and Special Schools), reporting to the Director of Schools and working as part of the CNS and ETB Patronage team, will lead and support national work relating to Community National Schools, Community Special Schools and Community Hospital Schools, with a particular focus on schools that have reconfigured from religious-run schools to ETB patronage and the enactment of the ETBI Patrons' Framework on Ethos and the Goodness Me, Goodness You! patrons' curriculum across all schools.

The role will provide policy, professional learning, curriculum enactment and stakeholder support to ETBs and their schools and will contribute to the delivery of the services and outputs agreed between ETBI and the Department of Education and Youth. This will be a 3-year post, subject to the terms of the relevant funding and secondment arrangements.

Job Description

The post holder will support ETBs and their schools in the development of the Community National School model and the wider ETB patronage role at primary level (including special schools). This will include providing advice, resources, professional learning and practical support to ETBs engaging with schools that may consider reconfiguration to multi-denominational ETB patronage, in line with Department of Education and Youth processes and the agreed protocol for patrons.

The role will also lead national supports for the sustained enactment of the ETBI Patrons' Framework on Ethos and the Goodness Me, Goodness You! curriculum across CNSs, CSSs and CHSs. This will involve designing and facilitating staff induction, ongoing professional learning experiences, communities of practice, school support visits, professional learning events, and developing resources for teachers, school leaders, Boards of Management, ETB Ethos Coordinators and GMGY Coordinators.

The below is a non-exhaustive list of the main aspects of the role:

- Support the Director of Schools in providing support to ETBs with the reconfiguration of schools to ETB patronage, including the development and delivery of information, guidance, templates and professional supports for schools considering or undertaking transition to become Community National Schools.
- Provide sustained support to CNSs, CSSs and CHSs in enacting the ETBI Patrons' Framework on Ethos, including induction for new staff, support for ethos leads, ethos leadership teams and collaboration with ETB Ethos Coordinators.
- Lead out on the enactment and ongoing development of Goodness Me, Goodness You! including induction, online and in school training, summer courses, support materials,

teacher handbooks, website content and accessible resources for mainstream and special educational settings.

- Coordinate and support the national GMGY Coordinators' network and related communities of practice, ensuring that schools are supported to embed GMGY as part of a whole-school approach to ethos, inclusion and values education.
- Support developing or reconfigured CNSs through a structured "Becoming a CNS" implementation process, including school visits, planning supports and practical guidance on transition from a denominational to a multi-denominational ethos, as appropriate.
- Lead, in conjunction with relevant personnel, the development of training and resources for teachers enacting GMGY and the Patrons' Framework in Community Special Schools, Community Hospital Schools and special educational settings.
- Work with Initial Teacher Education providers and partner organisations to support the development and recognition of qualifications to teach Ethical, Multi-Belief and Values Education, and deliver lectures and seminars on GMGY, ethos and ETB patronage as required in colleges of education
- Prepare reports, briefings, enactment updates and performance information for the Director of Schools, ETBI leadership, the Department of Education and Youth and relevant national fora.
- Represent ETBI professionally in engagements with ETBs, schools, the Department of Education and Youth, education partners, ITE providers and other stakeholders, ensuring that ETBI's work is evidence-informed, collaborative and aligned with sectoral priorities.
- Assist the Department of Education and Youth with their request to explore the development of a new online resource based on GMGY for use in religious schools where parents exercise their right for their children to opt out of religious instruction

Essential Requirements

The successful candidate will:

- Hold a recognised teaching qualification and be registered, or eligible for registration, with the Teaching Council of Ireland;
- Have significant experience of teaching, school leadership, curriculum development, professional learning, education policy or another area directly relevant to the role;
- Demonstrate a strong understanding of primary education and the role of ETBs as patrons and managers of schools;
- Demonstrate excellent written and oral communication skills, including the ability to produce clear policy, guidance and professional learning materials;
- Have experience of working collaboratively with multiple stakeholders and managing complex work programmes to agreed timelines;
- Demonstrate commitment to equality, inclusion, multi-denominational education, public service values and the mission and values of ETBI.
- Hold a full, valid Irish driving licence or have access to a suitably insured vehicle.

Desirable Professional Knowledge and Experience

- Experience in a Community National School, Community Special School, education support service, Initial Teacher Education setting or national education organisation.
- Post-graduate studies in an area related to inclusive school ethos or ethical, multi-belief and values education.

- Knowledge of the Schools Reconfiguration for Diversity process and the practical and cultural issues that arise when a school transfers from denominational to multi-denominational patronage.
- Experience of developing or supporting curriculum in the area of ethical, multi-belief, values, religious, social or inclusive education.
- Experience of coordinating professional learning networks, communities of practice, conferences, summer courses or national training programmes.
- Experience of developing accessible digital learning resources, podcasts, online modules or website content for teachers and schools.
- Experience of working in or supporting special educational settings, including the development of inclusive pedagogical or curriculum supports.

NOTE: Qualifications/eligibility may not be verified by ETBI until the final stage of the process. Therefore, those candidates who do not possess the eligibility requirements, and proceed with their application, are putting themselves to unnecessary effort/expense and will not be offered a position from this campaign. An invitation to tests, interview or any element of the selection process is not acceptance of eligibility.

Competencies Required:

The Educational Policy and Development Officer will be required to show evidence of the following competencies:

Leadership

Inspiring and energising others to achieve personal and organisational success.

- Creates team spirit and helps direct individuals towards the achievement of the team and organisational goals.
- Remains visible, available and approachable to others.
- Provides a clear definition of individual and team member roles and responsibilities.
- Explains what needs to be done and why.
- Allows the team to take the glory.
- Regularly finds ways to celebrate and reward successes with the team.
- Takes a stand on issues he/she feels strongly about but supports a decision once it is made.
- Accepts accountability for own actions and maintains a positive outlook.
- Conveys a positive outlook even during periods of stress or change.
- Accepts responsibility and holds themselves accountable for getting things done.
- Quickly adapts to changing priorities/decisions, demonstrating support for the team and organisational goals.

Developing Self and Others

Finding ways to keep skills current and maintain up-to-date knowledge of specific and broad-range topics; providing developmental opportunities to others and taking ownership of own learning and others.

- Promotes information sharing within the team and encourages learning as integral to the team's daily activities.
- Provides time for the team to share information from a variety of sources, demonstrating that learning is integral to work.

- Surrenders the interesting jobs to others to help broaden and strengthen their capabilities.
- Exchanges information with a wide range of contacts to keep abreast of new ideas, technology etc.
- Take responsibility for their own learning.
- Listens to feedback and makes appropriate changes.
- Finds expedient ways to develop new skills in the absence of formal training.
- Shows a genuine interest and time commitment to developing their own skills and knowledge.
- Admits to, takes responsibility for, and learns from their own mistakes.

Innovation & Creative Thinking

Generating and implementing creative solutions to achieve ETBI Strategic goals, conceptualising and articulating future opportunities and trends.

- Assists the team in the development of new ideas and ways to work.
- Considers how new ideas/trends may affect the team.
- Shares new ideas/trends with the team, asking how those trends could be turned into opportunities for the team.
- Engages others in “what if” thinking to encourage them to find new and better ways of working.
- Provides time for brainstorming and the sharing of ideas.
- Stays informed and find more effective ways of working.
- Asks questions, reads etc. To stay well informed.
- Thinks “outside the box” and is not constrained by traditional ways of doing things.
- Offers suggestions to improve the ways things are done.
- Takes the initiative to try new things.

Learner & Stakeholder Focus

Maintaining learner/ stakeholder focus, understanding their needs, providing realistic commitments, and taking responsibility for delivering on those commitments.

- Works with the team to develop a better understanding of the learner or stakeholders’ circumstances to provide the most effective service.
- Engages with stakeholders whenever possible to better understand their business and build relationships.
- Works with the team to ensure that learner/stakeholders are kept informed as their requests are being managed.
- Seeks feedback from learners/stakeholders, listening and responding positively to suggestions and criticisms.
- Demonstrates awareness of their own ability to impact the learner or the stakeholder.
- Asks questions to clarify the learner/stakeholders’ needs.
- Provides realistic expectations at the outset of an interaction to build confidence and trust.
- Goes out of their way to help the learner or stakeholder and offers alternate solutions where the request is impossible to meet.
- Answers learner/stakeholder questions or helps them to find the answer elsewhere.
- Provides personal attention to ensure each learner/stakeholder feels treated as an individual.

Results Focused and Business Aware

Maintaining a focus on the important issues to achieve and improve results and awareness, applying sound business principles and effective operational practices to drive a successful outcome.

- Works with team to ensure that sound business principles and operational practices are being applied and focuses the team on activities to achieve goals.
- Brings discipline to the team, encouraging them to find easier and more efficient ways of working.
- Encourages the team to focus their activities to meet the team's objectives continuously and sets measurable targets.
- Establishes team priorities and identifies critical tasks and milestones to help keep projects and individuals on track.
- Seeks to understand and apply basic business principles and operations and commits to action to achieve results.
- Seeks and develops efficiencies in day-to-day activities and shares them with others.
- Asks questions to build a better understanding of business guidelines and operational Practices.
- Works to, and meets tight deadlines.
- Applies extra effort and a positive attitude to handle periods of high demand.

Communication

Exchanging information and ideas with others to promote effective discussion and decision making; promoting two-way communication.

- Exchanges information in an open, honest and clear manner to enhance team effectiveness.
- Regularly asks for, and listens to, the views and opinions of others, showing genuine respect for what they have to say.
- Responds to others in a way that demonstrates he/she has heard and considered their opinions.
- Adjusts language, style and tone of communication to suit the audience.
- Brings forward to Management the ideas and concerns of his/her team to ensure they are heard.
- Openly voices and constructively shares differences of opinions yet is willing to modify perspective and demonstrate flexibility.
- Effectively communicates with others.
- Actively listens and asks questions to ensure mutual understanding.
- Uses the most effective means of communication, showing respect for the time constraints of others.
- Conveys ideas clearly and concisely and gets to the point quickly.
- Writes clearly and concisely, checking with the reader to ensure understanding.
- Uses open-ended and probing questions to elicit information beyond the initial request.
- Shares information in an open and direct manner to help others make informed decisions.

Specialist Knowledge & Expertise

- Develops and maintains specialist knowledge of primary education, ETB patronage, Community National Schools, Community Special Schools, school reconfiguration, ethos enactment, curriculum development, professional learning, and Ethical, Multi-Belief and Values Education, and applies this expertise to support high-quality policy and practice across the ETB sector.
- Demonstrates the capacity to translate policy, curriculum and ethos commitments into practical supports for schools and ETBs, including guidance documents, professional learning programmes, enactment plans, communities of practice and evidence-informed resources.
 - A strong understanding of the Irish primary education system, including, curriculum, school leadership, patronage and the distinctive context of Community National Schools.
 - Knowledge of the ETBI Patrons' Framework on Ethos, Goodness Me, Goodness You!, Ethical, Multi-Belief and Values Education and inclusive approaches to values and beliefs education.
 - Experience in designing, delivering and evaluating professional learning for teachers, school leaders and/or system leaders.
 - Ability to develop high-quality written materials, policy briefings, curriculum supports, guidance documents, reports and presentations for a range of audiences.
 - Capacity to work collaboratively with ETBs, schools, Department officials, ITE providers and education partners while maintaining clarity of purpose and accountability for agreed outputs.

Essential Requirements

The successful candidate will:

- Hold a recognised teaching qualification and be registered, or eligible for registration, with the Teaching Council of Ireland;
- Have significant experience of teaching, school leadership, curriculum development, professional learning, education policy or another area directly relevant to the role;
- Demonstrate a strong understanding of primary education and the role of ETBs as patrons and managers of schools;
- Demonstrate excellent written and oral communication skills, including the ability to produce clear policy, guidance and professional learning materials;
- Have experience of working collaboratively with multiple stakeholders and managing complex work programmes to agreed timelines;
- Demonstrate commitment to equality, inclusion, multi-denominational education, public service values and the mission and values of ETBI.
- Hold a full, valid Irish driving licence or have access to a suitably insured vehicle.

Desirable Professional Knowledge and Experience

- Experience in a Community National School, Community Special School, education support service, Initial Teacher Education setting or national education organisation.
- Post-graduate studies in an area related to inclusive school ethos or ethical, multi-belief and values education.

- Knowledge of the Schools Reconfiguration for Diversity process and the practical and cultural issues that arise when a school transfers from denominational to multi-denominational patronage.
- Experience of developing or supporting curriculum in the area of ethical, multi-belief, values, religious, social or inclusive education.
- Experience of coordinating professional learning networks, communities of practice, conferences, summer courses or national training programmes.
- Experience of developing accessible digital learning resources, podcasts, online modules or website content for teachers and schools.
- Experience of working in or supporting special educational settings, including the development of inclusive pedagogical or curriculum supports.

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Health

A candidate for, and any person holding, the office must be fully competent and capable of undertaking the duties attached to the office and in a state of health such as would indicate a reasonable prospect of the ability to render regular and efficient service.

Candidates must:

- Have the knowledge and ability to discharge the duties of the post concerned.
- Be suitable on the grounds of character.
- Be suitable in all other relevant respects for appointment to the post concerned

And if successful, they will not be appointed to the post unless they:

- Agree to undertake the duties attached to the post and accept the conditions under which the duties are or may be required to be performed.
- Are fully competent and available to undertake, and fully capable of undertaking the duties attached to the position.

Citizenship Requirement:

Candidates should note that eligibility to compete is open to citizens of the European Economic Area (EEA) or to non-EEA nationals with a valid work permit. The EEA consists of the Member States of the European Union along with Iceland, Liechtenstein, Norway, Switzerland and Norway. Swiss citizens under EU agreements may also apply.

CONDITIONS OF SERVICE

Terms of Appointment

This appointment will be for a three-year period, subject to annual review and subject to a six-month probationary period. ETBI reserves the right to extend the probation period to a maximum of eleven months.

Secondment from the education sector will be facilitated for the filling of the position.

Remuneration

The successful candidate will be paid in line with the national salary scale for primary school teachers and associated allowances.

Annual Leave

The employee will be entitled to 30 working days of holidays each year (in addition to ten Public and Bank Holidays) to be taken at a time or times agreed with ETBI. The successful candidate will be required to take annual leave for the period of the Christmas closure of ETBI.

Sick Leave

Sick Leave will be in accordance with established procedures and conditions for ETBI staff.

Different conditions may apply, if, the successful candidate is seconded from the education sector (public servant).

Termination

The appointment will be terminated by one month's notice in writing on either side. The notice period may be waived, if agreed, by both parties.

If the employee is seconded from the education sector (public service), the rules of the superannuation scheme applicable to their substantive grade will apply.

Location

The contractual place of work is the Education and Training Boards Ireland (ETBI) Head Office or such other ETBI office location as may be determined by the General Secretary from time to time.

The nature of this role is such that the successful candidate will ordinarily perform their duties remotely, subject to the operational requirements of ETBI, with the prior agreement of the Line Manager. Remote working is an agreed working arrangement and does not alter the contractual place of work. ETBI reserves the right to review, amend or withdraw remote working arrangements in accordance with organisational requirements.

Travel is a fundamental requirement of this role. The successful candidate will be required to travel regularly within Ireland and, where necessary, internationally in the performance of their duties. The successful candidate is expected to maintain the flexibility necessary to fulfil these travel requirements and to attend such locations as may reasonably be required by ETB

Maternity / Adoptive / Carers / Parental / Force Majeure Leave

Maternity / Adoptive / Carers / Parental Leave will be granted in accordance with the arrangements authorised by the Minister for Education and Youth. The provisions of the Parental Leave Act, 1998 and any subsequent Acts replacing or amending that Act will apply to Force Majeure Leave.

Benefits

- Employee Assistance Service
- Pension Scheme
- Hybrid Working
- Workspace Assessments
- Staff Learning and Development

General

The above represents the principal conditions of service and is not intended to be the comprehensive list of all terms and conditions of employment which will be set out in the successful candidate's employment contract.

SELECTION PROCESS

How to Apply

Applicants should follow the link to the online application form at www.etbi.ie/recruitment. Only applications made through the online application process will be accepted.

The admission of a person to this competition, or invitation to take tests or attend the interview is not to be taken as implying that the ETBI is satisfied that such a person fulfils the requirements.

Notes:

Please note that it is the responsibility of the applicant to ensure that all applications are received on time. Any technical difficulties encountered by the sender when submitting applications are not the responsibility of ETBI. Therefore, candidates are strongly advised to submit applications well before the **Friday, 4th September 2026** deadline.

Closing Date and Time:

Your application must be submitted and received no later **than noon on Friday, 4th September 2026**. It will not be possible to submit applications after this date and time.

Please Note:

We acknowledge receipt of all applications. We endeavour to give as much notice as possible for interview dates etc. Candidates should make themselves available on the date(s) specified by the ETBI.

The Selection Process may include:

- Shortlisting of candidates based on the information contained in their application
- Qualifying for a preliminary interview

The Selection Process will include:

- A competitive interview
- Reference checking

Shortlisting:

Normally the number of applications received for a position exceeds that required to fill existing vacancies in the position. If the numbers applying for the position are such that it would not be practical to interview everyone, ETBI may decide to employ a short-listing process to select a group for interview who, based on an examination of the documents provided by you, appear to be the most suitable for the position.

This is not to suggest that other candidates are necessarily unsuitable, or incapable of the job, but rather that some candidates are, *prima facie*, better qualified and/or have more relevant experience. During any short-listing exercise that may be employed, ETBI examines the application forms and assesses them against pre-determined criteria based on the requirements of the position. It is therefore in your interest to provide a detailed and accurate account of your qualifications/experience on the application form.

GENERAL INFORMATION

Security Clearance:

ETBI is registered with the National Vetting Unit (NVU). As part of the Board's recruitment and selection process, offers of employment to all posts may be subject to NVU disclosure.

Other Important Information

ETBI will not be responsible for refunding any expenses incurred by candidates.

The admission of a person to a competition, invitation to attend an interview, or a successful result letter, is not to be taken as implying that the ETBI is satisfied that such a person fulfils the requirements or is not disqualified by law from holding the position.

Prior to recommending any candidate for appointment to this position Education and Training Boards Ireland will make all such enquiries that are deemed necessary to determine the suitability of that candidate. Until all stages of the recruitment process have been fully completed a final determination cannot be made nor can it be deemed or inferred that such a determination has been made. Should the person recommended for appointment decline or having accepted it, relinquish it, or should another vacancy arise, Education and Training Boards Ireland may at its discretion, select and recommend another person for appointment on the results of this selection process.

Candidates should note that any attempt to canvass support for an application will lead to disqualification.

Confidentiality

All enquiries, applications and all aspects of the proceedings are treated as strictly confidential and are not disclosed to anyone, outside those directly involved in that aspect of the process.

Deeming of candidature to be withdrawn

Candidates who do not attend for interview or another test when and where required by ETBI or who do not, when requested, furnish such evidence as the ETBI requires regarding any matter relevant to their candidature, will have no further claim to consideration.

Data Protection

ETBI processes data in compliance with current Data Protection legislation.

Feedback

Feedback will be provided on written request.

The latest date for receipt of completed applications for the above post is:

12 noon on Friday, 4th September 2026.

- **IT WILL NOT BE POSSIBLE TO SUBMIT APPLICATIONS AFTER THIS DATE AND TIME**
- **CV's WILL NOT BE CONSIDERED**
- **SHORTLISTING OF CANDIDATES MAY TAKE PLACE**

ETBI IS AN EQUAL OPPORTUNITIES EMPLOYER