

INFORMATION BOOKLET



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

# Inclusive Education Policy & Development Officer

**Ref 23.26**



**Closing Date:**  
**Wednesday, 14<sup>th</sup> October 2026 at noon.**

Interviews will be held on week commencing 19<sup>th</sup> October 2026

ETBI is committed to a policy of equal opportunity.

## Inclusive Education Policy & Development Officer (Ref: 23.26)

### 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. Core values are like "branding" but on the inside. They help ETBI to make informed decisions and unify the culture. This will help ETBI 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.

## **Inclusive Education Policy & Development Officer – Job Description**

Education and Training Boards Ireland are recruiting an Inclusive Education Policy & Development Officer to lead best practice in inclusive, special education and associated research, across the ETB sector in post primary Community Colleges and Community National Schools. The National Inclusion, Special Education and Research Coordinator will support the associated priorities of the sector and our key stakeholders with an emphasis on inclusive education for students with additional educational needs and disabilities.

Reporting to the Director of Schools in ETBI, the National Inclusion, Special Education and Research Coordinator's primordial role is to act as a central point of contact and support for all ETBs under the guidance of ETBI.

Duties Include:

- Collaborate with ETBs personnel and relevant stakeholders in leading learning and teaching and developing curriculum and supports in inclusive education.
- Partner with ETB Schools Directors, in developing inter-discipline and inter-agency collaborative best practices in inclusive education.
- Support ETBs and schools with school self-evaluation, DEIS/school improvement planning and teacher professional learning.
- Support ETBs with access to guidance, resources, workshops, and professional learning to further develop and embed inclusive education practice.
- Support ETBs with ongoing leadership development and capacity building within and between schools.
- Develop and implement a strategic plan for the ETB Sector in inclusive education for students with additional educational needs and disabilities in line with the *Programme for Government*

and the *ETBI Strategy Statement*.

- Contribute to developing and implementing effective strategies and policies to deliver key pedagogical approaches to learning, teaching and assessment specifically in relation to special education needs and disabilities.
- Support ETBs on statutory, governmental, and professional body requirements to ensure the delivery of education a quality in line with relevant benchmarks.
- Support ETBs in leading and managing the provision of special educational needs and learning support.
- Contribute and lead research and engagement with the Department of Education and Youth (DEY), the National Council for Special Education (NCSE), the National Educational Psychological Service (NEPS), and other school management bodies to analyse school, local and national data and develop appropriate strategies and interventions.
- In consultation with Directors of Schools, develop appropriate resources, for effective, efficient and safe teaching and learning across the school: accommodation, agreed budgets, staff, time, courses, development opportunities and ICT equipment.
- Assist with monitoring progress of special education students and communicate progress with Directors of Schools and relevant stakeholders.
- Participate in regular briefing meetings with the Directors of Schools and with the Schools Directorate in ETBI.
- Other duties as may be assigned from time to time by the Director of Schools ETBI or General Secretary.

### **Competencies Required:**

The Inclusive Education Policy & Development Officer will be required to show evidence of the following competencies:

### **Leadership**

Inspiring and energising self and 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.

### **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 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.

### **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.

### **Specialist Knowledge & Expertise**

Develops and maintains the skills and expertise required to perform in the role effectively and be able to apply their expertise to make a positive impact in the following areas:

- Experience in working at senior level, in inclusive and special education with schools.
- Experience in delivering at senior leadership level within the Irish Post Primary or Primary sector
- Strong knowledge of inclusive and special education in the Irish education system
- Experience in conducting relevant educational research
- Experience in developing and facilitating research informed professional learning opportunities for teachers
- Demonstrated senior leadership skills/working with teams
- Demonstrable negotiation and conflict resolution skills

### **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 learners/stakeholders are kept informed as their requests are being managed.
- Seeks feedback from learners/stakeholders, listening and responding positively to suggestions and criticisms.

### **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 continuously focus their activities to meet the team's objectives and sets measurable targets.
- Establishes team priorities and identifies critical tasks and milestones to help keep projects and individuals on track.

### **Communication**

Exchanging information and ideas with others to promote effective discussion and decision making; promoting 2-way communication.

**Exchanges information in an open, honest and clearmanner 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.

### **Requirements for the role**

- Hold a relevant Honours Degree (First or second class) or equivalent, and a relevant post graduate qualification.
- Minimum five years of experience of proven effective leadership and management, with at least two of those years as full-time professional experience.
- Extensive understanding of the area of special education and inclusion in the Irish education system.
- Be highly motivated with strong organisational and leadership skills.
- Have excellent interpersonal and communication skills, and an ability to work on their own initiative.
- Be experienced in working effectively with or through representative committees and teams.
- Have a demonstrable capacity for initiative and leadership.

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, interviews or any element of the selection process is not acceptance of eligibility.

## **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 be in a state of health such as would indicate a reasonable prospect of 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 a one- year fixed term contract subject to a six-month probationary period. During the probationary period, the performance, conduct, attendance, capability and overall suitability for the post will be monitored and reviewed. ETBI may, where considered appropriate, extend the probationary period to a maximum of 11 months. Where, during, or at the conclusion of the probationary period, ETBI determines that the required standards of performance, conduct, attendance, capability or suitability for the role have not been achieved, employment may be terminated. This post is eligible for secondment from the Education sector.

### **Remuneration.**

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

### **Annual Leave**

The Inclusive Education Policy & Development Officer will be entitled to 30 working days of holidays each year (in addition to the usual 10 Public 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, and during the summer school recess.

### **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 also be waived if agreed by both parties.

### **Location**

The place of work for the Schools' Leadership and Management Advisor will be ETBI Head Office or such other office location within the ETBI as determined by the General Secretary. The Inclusive Education Policy & Development Officer may be required to travel, within and/or outside, of Ireland in the performance of his/her duties. Hybrid Working may be available in agreement with your line manager.

### **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 Skills. The provisions of the Parental Leave Act, 1998 and any subsequent Acts replacing or amending that Act will apply to Force Majeure Leave.

## **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](http://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 **12 noon on Wednesday, 14<sup>th</sup> October 2026** deadline.

### **Closing Date and Time:**

Your application must be submitted and received no later **12 noon on Wednesday, 14<sup>th</sup> October 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

### **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:**

**Wednesday, 14<sup>th</sup> October 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**