



Permanent Post of Senior Teacher (Pastoral Care, Positive Behaviour and Wellbeing Lead)

Required from 1st September 2026

INTRODUCTION

Enniskillen Royal Grammar School is an academically selective, co-educational, non-denominational voluntary grammar school which opened on 1 September 2016, bringing together the two school communities of Collegiate Grammar School and Portora Royal School. Our enrolment currently stands at 967 and we have over 260 pupils in our Sixth Form where we offer twenty-eight subjects, the majority of which are delivered in-house. Sixth Formers access a wide range of university courses in the UK, Ireland and beyond with an increasing number choosing to access Higher Level Apprenticeships as our CEIAG provision seeks to provide agile and up to date advice and guidance for our young people. We are also a fully committed member of the Fermanagh Learning Community, supporting its development work in curriculum provision, staff development and professional learning.

At the heart of the vision for our school is our commitment to make it a centre of excellence where pupils are challenged and supported in equal measure by a staff committed to pursuing the highest standards across a rich diversity of curricular and extra-curricular learning experiences. Our staff work hard and with real purpose to provide a holistic school experience underpinned by strong and healthy relationships at all levels and characterised by processes which build open and productive lines of communication between pupils, staff, parents and carers and Governors. Rooted in our proud heritage, we are also outward and forward looking in our aspirations and we strive to ensure that our pupils are well prepared for the future through strong partnerships with local, regional and national organisations.

As we look forward to celebrating our first decade in September 2026, our school is embarking on a new and exciting chapter in its development, following the Minister of Education's recent announcement of capital funding which will see our new school build progress to construction. This will allow our vibrant school community to flourish in state-of-the-art accommodation enhanced by the refurbishment of our iconic listed building, as together we pursue the four pillars of our ERGS ethos:

Engagement in a rich range of curricular, co-curricular and extra-curricular learning experiences which inspire in our pupils, curiosity, independence of thought, enjoyment of learning and motivation to contribute positively to their community

Resilience in an environment where pupils learn to persevere, adapt and grow through challenge, developing into resourceful and confident young adults

Growth for our pupils as we nurture them academically, socially, emotionally and physically and as we encourage them to understand themselves, build strong character and develop values such as respect, tolerance and responsibility

Support for each member of our school community to feel safe, respected and listened to as we foster strong relationships, open communication and close partnerships with parents and carers and as we aim to ensure that pupils know that help and encouragement are always available.

This post will attract five Teaching Allowances

The post holder will be responsible to the Deputy Principal and through him to the Principal. They will be required to carry out a wide range of key whole school duties and responsibilities in order that the responsibilities of the Board of Governors are fulfilled and that the ethos and strategic direction of the school are reflected in the school's strategic and operational plans. Working under the Leadership of the Principal and Deputy Principal, the Senior Teacher (**Pastoral Care, Positive Behaviour and Wellbeing Lead**) will have a key role in the development and implementation of policy and in the provision of high-quality leadership and management. The postholder will work closely with their colleagues in the Senior Leadership Team where collaborative working relationships, together with a strong sense of corporate responsibility, are essential: their duties complement each other and are not mutually exclusive. They may also be required to deputise for the Principal or Deputy Principal on occasion. They should also be able to demonstrate the following: -

Management, Knowledge and Skills

- Ability to play a leading role in decision making and communicate decisions effectively
- Ability to think strategically and contribute to building and communicating a shared coherent vision
- Ability to provide direction in promoting a culture of high expectations, successful learning and achievement
- Ability and experience in a robust use of data to support self-evaluation and target setting for improvement
- Ability to take a lead in the school development planning process
- Ability to form and foster good interpersonal relationships with pupils, colleagues and parents
- Effective conflict resolution skills
- Good communication skills, both oral and written

- Good organisational and planning skills and the ability to deal with complex administration tasks in a timely fashion.

Leadership Qualities

- Ability to lead and motivate staff in pursuit of the school's aims and objectives and their own professional development
- Ability to build effective teams to enable continuous school improvement
- Ability to develop strategies to promote high standards in pupil achievement, attendance, behaviour, appearance and well-being
- Ability to communicate and lead by example the school's pastoral care, well-being and positive behaviour management strategies
- Ability to develop partnerships within the school community and with the wider community
- Ability to demonstrate by example the school ethos in action.

Personal Qualities

- A commitment to high quality teaching, learning and pastoral support
- A commitment to collaborative working and team building
- A sound value system consonant with the ethos of the school and an ability to lead by example
- A willingness to promote and support the school's extra-curricular provision
- A commitment to personal professional development and to the professional development of all staff
- Integrity, energy, enthusiasm, determination, resilience, compassion, sensitivity and flexibility.

The Senior Teacher (**Pastoral Care, Positive Behaviour and Wellbeing Lead**) is expected to be fully committed to and involved in the leadership and management of all aspects of school life in Enniskillen Royal Grammar School. This means a flexible approach and a commitment to working outside school hours. Due to the nature of the senior leadership role, the postholder will be a full-time member of staff.

Teaching Load will be agreed in light of the curricular needs of the school and considering the specific duties of the post. Currently the members of the Senior Leadership Team do not have a teaching allocation due to the particular demands of the split site; this will be kept under review annually as we move towards our new build on one site.

As a member of the Senior Leadership Team, operational duties will involve the following: -

- Attending scheduled regular meetings of SLT and any other meetings of SLT as may be required to ensure the efficient management of the school. All members of the Team undertake a share of the various management duties that arise from these meetings
- Making contributions to the Board of Governors and its committees, as appropriate

- Promoting the ethos of the school. Members of SLT are expected to have a strong visible presence around the school, in the corridors and recreational areas to develop positive relationships with all members of the school community and ensure that our high expectations and standards of behaviour and discipline are maintained. They will also model an inclusive celebration of all activities in which students and staff are involved by their presence and support at a wide range of events and activities embracing the broad extra-curricular provision of the school.

The duties associated with the Senior Teacher (**Pastoral Care, Positive Behaviour and Wellbeing Lead**) post are outlined in the list below. This is not an exhaustive or prescriptive list and may be amended according to the needs of the school.

A. Pastoral Care and Behaviour Management

- Working with the Principal, Deputy Principal and Heads of Year lead the day-to-day pastoral responses to presenting issues
- Working with the Principal and Deputy Principal lead the implementation of the school's pastoral care, well-being and behaviour management strategies, processes and procedures
- Working with the Principal and Deputy Principal, monitor the work of curriculum and pastoral leaders and their teams: chair team meetings as appropriate
- Lead the development, monitoring and evaluation of appropriate policies and procedures
- Lead the development, monitoring and evaluation of the school's pastoral data strategy within the school's overall Use of Data strategy to ensure that both hard and soft data is used to improve pupil learning, attendance, behaviour and well-being
- Lead staff in the implementation of strategy and processes to promote positive behaviour, attendance and punctuality
- Communicate and liaise with parents/guardians and other stakeholders in matters relating to the School Code of Conduct and the promotion of positive behaviour, attendance and punctuality
- Lead the implementation, monitoring, evaluation and development of the Personal Development and Preventative Curriculum programmes
- Lead the implementation, monitoring, evaluation and development of the RSE programme
- Lead the implementation, monitoring and evaluation of the school's Addressing Bullying strategy
- Lead the implementation, monitoring, evaluation and development of the school's Well-being strategy
- Implement, monitor and evaluate a Health and Well-being Policy for Staff
- Act as Link Teacher for the School Counsellor
- Liaise with external agencies including Social Services, CAMHs and the Education Welfare Service

- Promote the pupil voice through, for example the School Council and Peer Mentoring Schemes
- Lead, monitor and evaluate the school's programme of Student Induction at key transition points
- Work with the Principal and Deputy Principal in the selection and supervision of Senior Pupil Leaders
- Be a member of the school's Safeguarding team
- Be a member of the school's Critical Incident Team.

B. Developing the School Community within the Community

- Work with the Principal and Deputy Principal to promote a positive image of the school and the development of positive relationships between the school, parents and the wider community
- Work with the Principal and Deputy Principal in the development of effective channels of communication between the school and the local and wider community
- Develop and implement appropriate strategies to maximise students' potential in promoting a school ethos which extends opportunities for learning and encourages extra-curricular involvement
- Promote links with former pupil associations
- Work with the Principal and Deputy Principal in leading the organisation of key school events such as Open Evenings, Prize Giving and Remembrance Events on an annual basis
- Work with the Principal and Deputy Principal in the production of key school communications such as the Prospectus and Sixth Form Prospectus on an annual basis
- Take a lead role in school assemblies
- Assist the Head of Careers in student applications to Higher and Further Education and employment, including the writing of references for students
- Be part of the team involved in guidance interviews for pupils at key transition points e.g guidance interviews for entrants to Year 13 and 14 in August.

C. Staff Development

- Working with the Principal and Deputy Principal, lead staff in the development of self-evaluation and self-improvement strategies
- Working with the Principal and Deputy Principal, plan, implement and evaluate a pupil-centred approach to Staff Continuing Professional Development and PRSD
- Working with the Principal and Deputy Principal co—ordinate, monitor and evaluate the school INSET programme.

Essential criteria

Applicants must: -

- have a recognised teaching qualification and be recognised as a teacher by the GTCNI
- hold or have held a position of leadership with whole school responsibility which attracts three teaching allowances or more within the last three years
- demonstrate significant experience in pastoral leadership, management and organisation on a whole school basis.