



Permanent Post of Deputy Senior Teacher (Data for Improvement and MIS 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 four Teaching Allowances

The post holder will be responsible to the Deputy Principal and Senior Teachers and through them 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, Deputy Principal and Senior Teachers the Deputy Senior Teacher 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 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 Deputy Senior Teacher 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 Deputy Senior Teacher 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.

- Promote a school ethos which extends opportunities for learning and encourages extra-curricular involvement
- Promote a positive image of the school and the development of positive relationships between the school, parents and the wider community
- Support the implementation of the school's 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
- Working with the Deputy Principal and senior colleagues including the Learning Support Coordinator, lead the development, monitoring and evaluation of the school's Use of Data strategy to ensure that both hard and soft data is used to improve pupil outcomes in learning, attainment, attendance, behaviour and well-being by both curricular and pastoral teams
- Working with the Deputy Principal and senior colleagues, including the Learning Support Coordinator, lead the implementation of the school's strategy regarding baselining tests to ensure that their analysis and use at whole school and departmental level is used to inform and support learning and teaching
- Working with the Deputy Principal and senior colleagues including the Learning Support Coordinator, lead the whole-school data tracking process, including the use of hard and soft data sets to track pupil performance against targets, inform intervention strategies and support the self-evaluation of curricular and pastoral teams
- Working with the Deputy Principal and senior colleagues including the Learning Support Coordinator support middle leaders (curricular and pastoral) in developing effective practice in the use of data to monitor and evaluate their progress against School Development Plan priorities
- Working with the Deputy Principal, lead the strategic development, implementation and management of the School's Management Information System (MIS) to ensure effective integration across academic, pastoral and administrative functions in support of the school's use of data strategy
- Act as MIS Manager to plan for and implement system upgrades on the school Management Information System such as SIMs/ Bromcom

- Working with the Deputy Principal provide guidance and training for staff on the effective use of data, assessment practices, tracking systems and the school MIS platform
- Coordinate the internal tracking cycle calendar and procedures, including internal grade cards, internal examinations
- Coordinate reporting procedures for parents, including written reports, and consultation meetings
- Coordinate the arrangements for parents' evenings
- Coordinate arrangements for data returns required by DE, Education Authority, CCEA and other external agencies.
- Act as key point of contact on a site-specific basis within our split site
- Lead the co-ordination of the cover arrangements including the induction and deployment of substitute teachers
- Be part of the timetabling team and be responsible for any updates or adjustments to the timetable during the school year
- Have responsibility for the co-ordination and oversight of all Link Courses and all related arrangements within the Fermanagh Learning Community
- Working with the Sixth Form Year Heads, have responsibility for the coordination and oversight of involvement of pupils in voluntary work/work experience within the Sixth Form Enhancement programme
- Take responsibility for the updating and production of the Staff Handbook on an annual basis
- Take responsibility for the development and oversight of staff duty rotas and any other lists associated with the day to day running of the school
- Assist the Head of Careers in student applications to Further and Higher 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 Year 14 in August.

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 one teaching allowance or more within the last three years
- Demonstrate the ability to achieve and sustain high standards of teaching and learning and pastoral support, displaying a pupil-centred approach
- Demonstrate effective leadership and management skills, including the ability to contribute strategically to whole-school improvement planning, self-evaluation and policy implementation
- Demonstrate experience in the effective use and analysis of a range of quantitative and qualitative data to monitor pupil progress, inform intervention strategies and support school improvement
- Demonstrate the ability to use the MIS system (C2K) to record, monitor and evaluate pupil progress.