



# HAZELWOOD

INTEGRATED COLLEGE

## Appointment of Vice Principal (Curriculum) Application Pack

April 2026

## **APPOINTMENT OF VICE PRINCIPAL CURRICULUM**

The Board of Governors of Hazelwood Integrated College invites applications for the post of Vice Principal Curriculum. The position offers the opportunity for the successful candidate to be a part of the senior leadership team and to play a key role in the success of our school. The appointment will take effect from 1st September 2026.

If you wish to be considered for this post, please complete an application form and provide the additional information requested using for guidance the Person Specification included in this pack.

The closing date for applications is Friday, 8th May 2026 at 11:00 am.

Shortlisted candidates will be invited to attend an interview on Thursday 14th May 2026.

I look forward to receiving your application form before 11:00am on Friday 8th May 2026.

Yours faithfully,



.....  
Trevor Parkhill

**Chairperson, Board of Governors**

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## **Other documentation**

Application Form

Equal Opportunities Monitoring Form

A copy of our Prospectus is available on our school website  
[www.hazelwoodcollege.co.uk](http://www.hazelwoodcollege.co.uk)

## COLLEGE VISION AND MISSION

### Our Vision: The Future We Are Building

At Hazelwood Integrated College, our vision is to be an *inclusive* and supportive college, where everyone is valued, motivated, and empowered to succeed.

### Our Mission:

At Hazelwood Integrated College, we are committed to nurturing a community where every individual can GROW.

We celebrate Gratitude by recognising the value in others, foster Resilience by encouraging persistence and determination, provide Opportunities that are inclusive for all, and spark Wonder by inspiring curiosity and a love of learning. Through this, we aim to create an environment where everyone is valued, motivated, and empowered to achieve their fullest potential.



We create an environment where everyone is valued, motivated, and empowered to achieve their fullest potential through four core commitments:

**G**

**R**

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#### Gratitude

We recognise the value in others and appreciate the support and opportunities we are given.

#### Resilience

We encourage persistence and determination, helping pupils develop the strength to bounce back and learn from challenges.

#### Opportunities

We provide a wide range of academic, creative, and extracurricular opportunities that are inclusive for all.

#### Wonder

We inspire curiosity and a lifelong love of learning, sparking the natural drive to question, explore, and create.

## Section 1: COLLEGE BACKGROUND INFORMATION

### Introduction

Hazelwood College is an integrated, all-ability, co-educational college. Our aim is to encourage reconciliation and mutual respect through excellence in education. Our school exists to provide a safe and happy environment in which young people will flourish, and which will further all aspects of their development—academic, social and personal. To that end, we have adopted a child-centred approach through which we develop the students' self-esteem, self-worth and personal expectations.

As an integrated school, Hazelwood is committed to an inclusive approach to education, and we have developed an innovative and successful approach to inclusion in mainstream education.

The success of our students is built on the high expectations that staff hold for them. Staff are optimistic and enthusiastic in their pursuit of student attainment and give freely of their time to support student learning.

As a result of staff support, the active involvement of students and working in a close partnership with parents, our external examination results continue to improve and are well above the average for similar post primary schools.

- Our management is vested in a Board of Governors on which parents and teachers are represented, along with elected Governors and nominees of the Department of Education.
- The Senior Management structure of the College. currently includes two Vice Principals, Senior Teaching staff, Director of Finance and Corporate Services, Support Services Manager and Curriculum Operations Manager.
- The current College enrolment is 1070 pupils. Our admissions are over-subscribed each year with 175 places available in Year 8.
- The most recent inspection report by the Educational and Training Inspectorate was published on 13th March 2019.
- The College has an outstanding reputation for academic success and pastoral care and offers a highly developed and much valued extra-curricular life.

### Accommodation

Hazelwood College is situated in a beautiful location in the shadow of the Cavehill and overlooking Belfast Lough. Our administration block is situated in Graymount House, a listed building which has been completely restored. To the rear of this building, we have a purpose-built Music Suite.

The Millennium Building, our main College building, houses the Science, Technology, Art & Design, ICT, English, Health & Social Care and Home Economics Departments. It also houses a Library, Multimedia Suites, Information Technology Suites and a Study Support Centre.

Our Assembly Building houses our Cafeteria, Assembly Hall and Maths Department.

The College currently has several mobile classrooms housing our Additional Educational Needs Department, Sixth Form Study Centre and Senior Common Room. We are looking forward to major capital development of a new college building in the very near future. Approval has recently been granted from the Department of Education for the development of 4G multi use sports pitches on the College site.

## Section 2: SELECTION AND APPOINTMENT PROCESS

The Board of Governors of Hazelwood Integrated College wish to appoint a Vice Principal Curriculum from 1st September 2026. The successful applicant will, in association with the Board of Governors, take on a leadership role in all aspects of the college's organisation, management and development. The Vice Principal Curriculum will have a key role in working with the Principal and the Board of Governors to maintain and enrich the college's existing integrated ethos.

An Appointments Panel made up of the Board of Governors and the Principal, will oversee the Selection and Appointment process which will include:

1. Completion of the College Application Form by candidates.
2. Shortlisting of candidates.
3. Interview and task (s) for shortlisted candidates.

All interviews are held in person and days / times cannot be changed.

### Return of Application Forms

Completed application forms must be received by the College no later than **11:00am on Friday 8<sup>th</sup> May 2026**. Applications which arrive after this time will not be considered. Applications must be signed. (Digital signatures are acceptable). A Curriculum Vitae should not be included. It is the responsibility of the applicant to ensure that their application is received on time and the application form is completed accurately, only the information provided will be used in the shortlisting process. Completed application and equality monitoring forms should be emailed to ***hrdept@hazelwood.belfast.ni.sch.uk***. All applications will be acknowledged by email. Alternatively, they may be posted or hand delivered to the College office, to arrive by the above date. It is the responsibility of applicants to ensure adequate postage and that applications by whatever means are received on time.

Applications which are being posted or hand delivered should be addressed as follows:

Strictly Private and Confidential

Alix Jackson

Principal

Hazelwood Integrated College

70 Whitewell Road

NEWTOWNABBEY

Co. Antrim

BT36 7ES

Candidates with a disability will be facilitated upon request. Candidates who wish to receive application forms and information packs in accessible formats are requested to advise Hazelwood Integrated College of their requirements as promptly as possible, allowing for the fact that the closing date for receipt remains the same for all applicants as noted above.

## Completed Applications

Completed applications received by the closing date will be assessed against the Essential and Desirable criteria set out in the Personnel Specification. The Appointments Panel will determine those candidates who meet the criteria set out in the Personnel Specification section and will determine those candidates to be shortlisted. Shortlisted candidates will be notified via email.

Shortlisted candidates will be invited to attend interview on Thursday 14th May.

The interview process will involve a task.

## Key Dates

<b>Friday 8th May</b>	Closing date for receipt of completed applications at 11:00am
<b>Thursday 14th May</b>	Task (s) and interview for shortlisted candidates

## Confirmation of Appointment

The successful candidate for the post will be notified by the Chairperson of the Board of Governors by a formal written offer.

Before anyone can be regarded as confirmed in the appointment, they will be required to:

- 1) Undertake a medical examination by a doctor nominated and paid for by the College to provide the College with an assurance that they are physically and mentally fit to undertake the responsibilities associated with the post
- 2) Provide certificates to authenticate the qualifications claimed or other acceptable evidence of them
- 3) Agree to their records being checked with the Department of Education for NI and a Criminal Records Check being carried out by Access NI, it being a condition of appointment that the applicant should have a record acceptable to the Board of Governors of the College. Please note that you will be expected to meet the cost of an Enhanced Disclosure Certificate. Details of how to make payment will be sent to you at the pre-employment stage.  
Further information can be accessed at [NI Direct](#) or the [Department of Justice](#).
- 4) Accept the right of the College to contact any or all their previous employers for references, it being a condition of appointment that such references should be acceptable to the Board of Governors of the College.

## Canvassing and False Information

Canvassing by any candidate, either directly or indirectly, will result in disqualification from the process.

Candidates who knowingly provide false information on their application form will be disqualified from the process. If this is discovered after the successful candidate has been appointed, they will be dismissed from their post.

***Hazelwood Integrated College is an Equal Opportunities Employer***

- Job Title:** Vice Principal (Curriculum)
- Reporting to:** The Principal
- Salary Scale:** Leadership Group, L20–L24
- Location:** Hazelwood Integrated College, Belfast

## **Core Purpose**

The Vice Principal (Curriculum) is a dynamic driver of high standards and academic excellence across the College. In accordance with the Teachers' Terms and Conditions of Employment (NI) 1987, the successful candidate will play a major role under the direction of the Principal in:

- Formulating the visionary aims, objectives, and policies of the College.
- Ensuring curriculum delivery, assessment practices, and classroom pedagogy are of the highest calibre.
- Managing staff and resources effectively to secure continuous school improvement.
- Undertaking the professional duties of the Principal in their absence or as delegated.

## **Roles and Responsibilities**

### **1) Strategic Leadership and Policy Development**

- Maintain expert knowledge of regional and national educational developments to ensure the College remains at the forefront of curricular and pedagogical innovation.
- Act as a catalyst for strategic change, translating educational research and departmental policy into effective, school-wide practice.
- Strategically lead the creation, implementation, review, and development of all key academic and curricular policies. Ensure these are living documents that drive standards and are regularly evaluated for impact.
- Play a lead role in the development and evaluation of the School Development Plan (SDP), specifically regarding Curricular and Instructional Excellence.
- Continuously evaluate and refine the curriculum offer to ensure it meets cohort needs, provides meaningful pathways, and secures positive outcomes for all pupils.
- Lead staff training and development in relation to curricular development, training and pedagogy alongside other members of SLT.

### **2) Leading and Managing Teams**

- Lead, manage, and empower the team of Heads of Department (HODs). Oversee the professional development and improvement of each HOD, ensuring their Departmental Action Plans align rigorously with the SDP.
- Directly work alongside the Assistant Principal (Teaching & Learning) to ensure a cohesive approach to pedagogical development.
- Lead and coordinate Curriculum Meetings and Development Days to ensure a unified approach to school improvement.
- Coordinate and lead strategic intervention meetings with HODs and Key Stage leads, VP Pastoral, as required. Ensure that all departments are working toward high standards in line with agreed school targets.
- Support the leader for PRSD in the quality assurance of the PRSD process in relation to departmental monitoring, including work scrutiny and lesson observations.

### **3) Standards, Data and Addressing Disadvantage**

- Act as the strategic lead for student progress and outcomes across the College; giving particular attention to those entitled to Free School Meals (FSM). Work with other core members of SLT to implement specific strategies to close the attainment gap and ensure equity of opportunity.
- Establish and maintain a robust school-wide system for tracking and monitoring pupil progression across all Key Stages. Use data-driven insights to trigger timely interventions where pupils are performing below target.
- Drive high standards in assessment. Work with the Data Manager to design the annual assessment schedule and ensure reporting systems provide clear insights for staff and parents.
- Lead the strategic delivery of the GCSE and A-Level options processes, ensuring they support both pupil ability and school recruitment/enrolment goals.
- Drive the delivery of whole school literacy and numeracy across the College, providing strategic leadership to the relevant leaders of each area.

### **4) Operational Management, Timetabling and Exams**

- Provide strategic oversight and support to the Timetabler, ensuring the appropriate allocation of classes and staff resources to maximize curriculum impact.
- Work alongside the Examinations Team. Ensure full compliance with examination board regulations and oversee the accuracy of all entries and internal/external cycles.
- Lead the strategic organisation of results days and ensure the accurate dissemination of information regarding all examinations.
- Lead the Post 16 admissions process and work with other core members of SLT to establish entry criteria and policy.

### **5) Inclusion, Careers and Alternative Pathways**

- Collaborate closely with the Pastoral and AEN (Additional Educational Needs) teams to ensure appropriate support is in place for students to achieve their full potential. Coordinate Intervention reports for the BOG.
- In consultation with the VP Pastoral, oversee learning and development guidance for pupils requiring alternative timetables or study support.
- Line manage the Careers (CEIAG) Department and oversee the mapping of careers provision across the College.

### **6) Governance, External Representation and Community**

- Represent the College on key external panels, boards, and professional forums. This includes active participation in the Area Learning Community (ALC) and other strategic educational partnerships.
- Prepare high-quality reports, attend Board of Governor meetings and present to the Board of Governors as required.
- Champion the College's vision and values, serving as a high-profile role model for pupils and staff.
- Lead parental engagement events and maintain strong relationships with the wider community, including participation in school functions and extra-curricular life.
- Foster and nurture links with business partners and external organisations to support and enhance the curriculum, student experience and future pathways.

## **Other Responsibilities:**

In addition to the specific duties, roles and responsibilities associated with the role, the successful candidate will be able to demonstrate relevant experience, knowledge and skills associated with the following key areas:

### **Shaping the Future**

- Keep abreast of and anticipate educational trends.
- Think strategically to build and communicate a shared coherent vision.
- Create an ethos and provide direction, which promotes a culture of high expectation, successful learning and achievement.
- Inspire, challenge, motivate and empower others to carry the vision and ethos forward.
- Model the values and ethos of the school.

### **Leading and Managing Staff**

- Provide high quality leadership to secure improvement.
- Collaborate and network with others within and beyond the school.
- Foster a culture of shared/ distributed leadership.
- Develop, empower and sustain individuals and teams.
- Support the development of an open, fair, equitable culture and manage conflict effectively
- Support and challenge performance in order to raise standards.
- Work with others to lead professional development for all staff within the context of the school's development plan in order to support effective teaching and learning.

### **Leading Learning and Teaching**

- Cultivate enthusiasm for and commitment to the learning process.
- Lead and manage the development of an effective learning and teaching culture.
- Lead and manage the self-evaluation process; work with staff and others to analyse a range of data, interpret outcomes and plan for improvement.
- Ensure effective implementation of the NI Curriculum, share good practice and work with others to challenge and address pupil under-achievement.

### **Developing the School in the Community**

- Lead and manage the development and promotion of a positive image of the school within the local community and beyond.
- Develop and maintain strong and effective relationships with parents and the local and wider community.
- Ensure effective channels of communication are in place between the school and the local and wider community.
- Listen to, reflect and act on community feedback.
- Recognise and lead others to ensure that strategic planning takes account of the richness and diversity of the school's communities and community feedback.
- Work closely with other relevant statutory and voluntary agencies to enhance the education of all pupils.

### **Managing the Organisation**

- Prioritise, plan and organise themselves and others.
- Think creatively to anticipate and solve problems.
- Make sound decisions based on a range of informed judgments.
- Establish and maintain appropriate structures and systems.
- Lead and manage the development and implementation of the School Development Plan.
- Delegate tasks and monitor their implementation.
- Manage resources efficiently and effectively: human, physical and financial.

### **Ensuring Accountability**

- Create and develop a culture in which all Governors and staff recognise that they are accountable for the success of the school.
- Combine the outcomes of regular self-evaluation, ETI inspection evidence and other external evaluations in order to develop the school.
- Lead and manage the process of monitoring and evaluating effectively school outcomes, policies and procedures.
- Work with the leadership team and others to recognise and disseminate effective practice and challenge and address unacceptable performance.
- Work closely with and provide effective reports to Governors on the school's progress and development.

### **Conditions of Service**

The conditions of service for this post will be in accordance with the Regulations of the Department of Education for Northern Ireland.

This job description will be subject to review in light of changing circumstances and is not intended to be rigid and inflexible but should be regarded as providing guidelines within which the individual works. Other duties of a similar nature and appropriate to the grade may be assigned from time to time.

In accordance with Section 75 of the Northern Ireland Act (1998), the post-holder is expected to promote good relations, equality of opportunity and pay due regard for equality legislation at all times.

## ANNEX B PERSON SPECIFICATION

		ESSENTIAL CRITERIA
1	<b>QUALIFICATIONS</b>	<p><i>The criteria that will be applied at shortlisting is as follows:</i></p> <p>Applicants must at the closing date:</p> <ul style="list-style-type: none"> <li>a) Hold an Honours Degree (2:2 or higher)</li> <li>b) Hold a teaching qualification which meets the requirements for recognition to teach in grant-aided colleges in Northern Ireland and be registered with the GTCNI.</li> </ul>
2	<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>a) Have a minimum of 10 years (out of the last fifteen years' experience) in a paid capacity as a teacher in a post-primary school.</li> </ul>
3	<b>LEADERSHIP</b>	<ul style="list-style-type: none"> <li>a) Minimum of 3 years paid experience (within the last 5) in a middle or senior leadership role with significant curricular responsibility.</li> </ul>
4	<b>STRATEGIC PLANNING AND CHANGE MANAGEMENT</b>	<ul style="list-style-type: none"> <li>a) Evidence of having led a strategic change initiative that resulted in measurable improvements in teaching standards or student outcomes. Please ensure evidence of impact is outlined.</li> </ul>
5	<b>DATA AND ADDRESSING DISADVANTAGE</b>	<ul style="list-style-type: none"> <li>a) Proven experience in using robust tracking and monitoring systems to analyse student data, with a specific focus on improving progress and outcomes for pupils entitled to Free School Meals (FSM) and those facing educational disadvantage. Please provide evidence of impact.</li> </ul>
6	<b>INTERVENTION AND ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>a) Evidence of coordinating strategic intervention meetings and mentoring staff to ensure high standards are met in line with school-wide targets, and with clear outcomes.</li> </ul>

		DESIRABLE
1	<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>a) Currently employed or have been employed for 2 years within the last 5 years as a Vice Principal or Senior Leader in a school or college of over 500 students which includes a sixth form</li> <li>b) Provide an evidence-based example of how you have developed your own professional learning and the impact this has had on your own practice.</li> </ul>
2	<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>a) Have successfully completed, or be in the process of completing, a relevant postgraduate qualification such as the Professional Qualification for Headship (PQH), Master's Degree in Leadership / Education or PGDip in Headship.</li> </ul>

\*Please note that criteria may need to be enhanced to facilitate the shortlisting process.

\*Hazelwood Integrated College has the right to rescind this appointment before the start date.

**INFORMATION ON TERMS AND CONDITIONS OF EMPLOYMENT**

The terms and conditions of service for the person appointed to the post will be based on those which apply to Vice Principals of all grant-aided colleges in Northern Ireland.

Those terms and conditions are clearly set out in the 1987 Terms and Conditions of Service Regulations (commonly referred to as “The Jordanstown Agreement”) and in subsequent statements by the Department of Education.

Under a determination made by the Department of Education Northern Ireland, the College falls within Group 7. The Vice Principal Curriculum will be placed on the pay spine for the Leadership Group at the appropriate level for a Group 7 category school which is currently set from point 20 to 24 on the Leadership Pay Spine equivalent to £82,096 to £90,427 on 1st September 2026.

The Individual College Range (ISR) and the precise point on the ISR will be determined by the Board of Governors, taking account of the successful applicant’s qualifications, experience, current salary position and overall suitability for the post.

This job description will be subject to review in light of changing circumstances and is not intended to be rigid and inflexible but should be regarded as providing guidelines within which the individual works. Other duties of a similar nature and appropriate to the grade may be assigned from time to time.

In accordance with Section 75 of the Northern Ireland Act (1998), the post-holder is expected to promote good relations, equality of opportunity and pay due regard for equality legislation at all times.