

EMPLOYMENT OPPORTUNITIES

Head of ICT

Permanent, Full-time Contract

Closing date:

Tuesday 6th June 2023, 3pm

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JOB DESCRIPTION

**FAXED, EMAILED OR LATE
APPLICATION FORMS WILL
NOT BE ACCEPTED.**

Head of ICT

Full Time, Permanent Contract

Required: 1st September 2023

Remuneration: 2 Teaching Allowances

PLEASE NOTE: The Board of Governors reserves the right to extend the closing date of this advertised job vacancy to ensure a viable field of candidates.

Job Purpose:

Ulidia Integrated College wishes to recruit a talented leader and teacher to lead and manage the ICT Department, to lead, develop and organise the learning and teaching of ICT to A2 Level, and to lead, develop, manage, and quality assure the delivery of whole school ICT (learning and teaching) throughout the College as a whole.

The Head of ICT role carries 2 Teaching Allowances.

The successful candidate will be responsible to the Principal through the Senior leadership Team for the quality of learning and teaching in the ICT department up to A2 level.

The Board of Governors are seeking to appoint a candidate with the vision, passion, enthusiasm, drive and commitment to maintain, grow and develop the ICT department.

Accountable to:

To the Senior Leadership Team of the College for the effective discharge of all duties.

Accountable for:

The effective teaching, learning and support of the College's staff and students in ICT, both at department level and whole school eLearning.

ICT in the New School Build

ICT is an exciting growth area for the College as we are well into our whole school new build, and ICT is a key whole school area for excellence. We hope to be in our brand new state of the art facility within the next year or so.

<https://ulidiacollege.com/about/new-build/>

As the College embarks on its new build, you will be able to develop an already excellent department and be involved in its design from the ground up. We are investing heavily in the latest technologies, including new classroom machines and new interactive screens throughout the entire building – this is an exciting and unique opportunity within the education sector in Northern Ireland.

1. Job Purpose HOD ICT

- To be accountable for the high standards of teaching, learning and pupil achievement throughout the ICT Department
- To have a sound vision for the future of the ICT department
- To lead, grow, manage, develop and quality assure the ICT Department as a dynamic and innovative department, leading Learning and Teaching in the department to 'outstanding status'
- To model high personal standards of Leadership, Learning and Teaching and professionalism to all other staff
- To lead, develop, enhance and support the classroom practice of teaching staff and LSAs in all areas of ICT
- To assist SLT with the organisation and delivery of special assemblies if required linked to eSafety or ICT
- To liaise with other middle managers and SLT to ensure consistency of ICT standards for pupils
- To teach ICT to a range of classes and ability levels up to and including A2.
- Prepare lessons, mark class work and homework, examine, write reports and undertake formative and summative assessment of pupils.
- Attend department meetings; contribute to department planning including schemes of work and examination setting.
- Act as a Form Teacher.
- Undertake supervision duties as directed.
- The range of duties may be varied from time to time according to the changing needs of the post and opportunities will exist for the professional development of the person appointed.

2. Job Purpose Head of eLearning and teaching

- To be accountable for the high standards of Electronic and ICT teaching, learning and pupil progress and Digital Literacy throughout the school.
- To lead, manage, develop and improve ICT as an administrative, learning and teaching tool throughout the school.
- To take responsibility for the leadership, management and development of online learning, blended learning, regular staff training for whole school ICT including iPads used by staff and 6th form
- To take a lead role in the development and futureproofing of whole school ICT in the new school build
- To lead and manage a team ensuring and sharing best practice across identified areas of the curriculum.
- To develop the use of ICT to support and enhance learning and teaching.
- To take responsibility for leadership and line management of the ICT technicians
- To lead, develop and enhance the impact of Digital Literacy across the curriculum and to impact on the educational progress of all pupils in the school.
- To lead, manage and coordinate whole school infrastructure of all ICT equipment.
- To lead, develop and enhance and support the classroom practice of teaching staff and LSAs
- To liaise with Head of ICT to ensure continuity of development
- To regularly lead staff training in ICT and quality assure its use in learning and teaching
- To regularly lead and develop opportunities for sharing of good practice in regard to all ICT based learning and teaching
- To lead and take responsibility for ICT across the curriculum, including any required data or reporting thereof

3. Criteria

It is the responsibility of the applicant to indicate on their application form how they meet each of the criteria. On taking up the post the candidate must be a registered member of GTCNI.

The Board of Governors reserve the right to enhance the criteria in order to facilitate a manageable shortlist

Essential Criteria	<p>EC 1. A clear written statement of your personal commitment to upholding and supporting the Integrated Ethos of Ulidia Integrated College as defined on your application form</p> <p>EC 2. A qualified teacher holding a degree (2:2 or above) in an ICT or equivalent related honours degree</p> <p>EC 3. Experience of teaching ICT to at least GCSE level in a mainstream setting (Teaching Practice Acceptable)</p> <p>EC 4. Willingness to professionally learn, coach others and be coachable</p>
Desirable Criteria (not in order of preference)	<p>DC 1. Experience of teaching ICT to at least GCSE level in a mainstream setting for at least 2 full academic years</p> <p>DC 2. Experience of teaching ICT to A2 level or equivalent in a mainstream setting for at least 2 full academic years</p> <p>DC 3. Experience of leading or managing a team in a school-based context</p> <p>DC 4. Proven record of significant contribution to the extra-curricular work of the school.</p>

As the successful candidate:

You will be appointed for your inspirational leadership qualities, experience, enthusiasm for your subject, passion to see young people succeed, personal qualities, exceptional people management skills and commitment to Integrated Education.

You will be expected to be versatile, hardworking, clear thinking, innovative, credible and an excellent communicator and motivator. You will genuinely show care and passion to see the young people we are entrusted with thrive and excel. You will regularly go 'above and beyond', and will be a dedicated and enthusiastic team member. You will set an example as a leader to all staff in your professionalism, your dress code, your work ethic and your attitude.

You will be able to independently handle and sensitively manage volatile and stressful situations, putting the needs of the pupils first. You will uphold the high standards, expectations and policies of the College consistently and be an exemplary representative of the College in the wider community.

In return, we will offer you freedom to innovate, genuine authority, broad experience and strong support. You will be a member of the Middle Management Team and will have an input into the strategic management of the whole College.

1. a) Essential Knowledge and Skills

- Strong classroom management skills
- Strong interpersonal skills
- Strong literacy and communication skills
- Ability to motivate pupils to excel
- Ability to set, monitor and review targets

b) Essential Personal Qualities

- Enthusiasm
- A caring, child centred approach
- Confidence and discretion
- Ability to work independently and as part of a team
- Willingness to learn
- Willingness to develop
- Ability to work under pressure and meet deadlines

2. Curriculum

The effective teacher:

- (a) plans, enacts and monitors for all courses, in conjunction with the staff of the department, appropriate syllabuses, materials, schemes of work and revision programmes, which include clearly identified aims and objectives which are shared with the students;
- (b) develops varied methods of teaching and learning, appropriate to the abilities and aspirations of the students and which enable them to take maximum responsibility for their own learning;

3. Student Assessment, reporting and support

The effective teacher:

- (a) ensures the efficient administration of a programme of student assessment and feedback, consistent with the marking policy of the department and with the whole-college assessment policy;
- (b) ensures that accurate and up-to-date records of student achievement and attendance are kept within the department;
- (c) participates in all college-wide policies for responding to such records, including the preparation of a report on the examination results of the previous academic year to be discussed with the Principal;

4. Liaison within and outside college

The effective teacher:

- (a) attends all meetings;
- (b) liaises with other staff and senior leadership team as appropriate on the work of the College as a whole;
- (c) maintains links with partner schools, higher education and outside agencies in accordance with College policies;
- (d) ensures the preparation of up-to-date and appropriate liaison and publicity material in accordance with College guidelines;

4. Leading whole school ICT Learning and Teaching

- To establish and implement clear policies and practices for assessing, recording and reporting on pupil Digital Literacy achievement in line with school policy.
- To evaluate the teaching and learning of ICT in the school through monitoring activities including:
 - a) Lesson observations
 - b) Work and planning scrutiny
 - c) Pupil discussions
 - d) Analysis of results and assessment data
 - e) Attending planning meetings
 - f) Leading staff training
 - g) Informal discussions
- To use this analysis to identify effective practice and areas for improvement and in conjunction with SLT take action to further improve the quality of teaching and learning across the school.

Other Professional Requirements

- Establish and maintain effective working relationships with professional colleagues and other subject leaders to develop cross-curricular links and creative approaches to learning.
- Establish effective relationships with parents and inform them of developments and practices relating to the teaching and learning of ICT.
- Participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Play a full part in the life of the school community, to support its Integrated ethos and to encourage staff and pupils to follow this example.
- Undertake any other duty as specified by Head Teacher not mentioned in the above.

5. Areas of Responsibility

Teaching and Learning, Pastoral Care

- To plan and monitor coverage, continuity and progression in lessons
- To select the most appropriate teaching and learning methods and resources
- To implement policies and practices for assessing, recording and reporting on pupil achievement in line with school policy.
- To participate in evaluation of the teaching and learning in the Department through activities including:
 - a) Lesson observations
 - b) Work and planning scrutiny
 - c) Pupil discussions
 - d) Analysis of results and assessment data
 - e) Attending planning meetings
 - f) Staff training
 - g) Informal discussions
- To use this analysis to inform self-evaluation and take action to further improve the quality of teaching and learning across the department and the whole College.
- Ensuring the identification of students who are experiencing difficulties and that support and direction is given to them and that Form Teachers and Year Heads are kept fully informed of such students.

Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and other subject leaders to develop cross-curricular links and creative approaches to learning.
- Establish effective relationships with parents and inform them of developments and practices relating to the teaching and learning of ICT.
- Participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Play a full part in the life of the school community, to support its Integrated ethos and to encourage staff and pupils to follow this example.
- Undertake any other duty as specified by Head teacher not mentioned in the above.

6. Areas of Responsibility

Learning and Teaching, Pastoral Care

- To plan and monitor coverage, continuity and progression in lessons
- To select the most appropriate teaching and learning methods and resources
- To implement policies and practices for assessing, recording and reporting on pupil achievement in line with school policy.
- To participate in evaluation of the teaching and learning in the Department through activities including:
 - a) Lesson observations
 - b) Work and planning scrutiny
 - c) Pupil discussions
 - d) Analysis of results and assessment data
 - e) Attending planning meetings
 - f) Staff training
 - g) Informal discussions
- To use this analysis to inform self-evaluation and take action to further improve the quality of teaching and learning across the department and the whole College.
- Ensuring the identification of students who are experiencing difficulties and that support and direction is given to them and that Form Teachers and Year Heads are kept fully informed of such students.

Teaching and Learning

- Establish and maintain effective working relationships with professional colleagues and to develop cross-curricular links and creative approaches to learning.
- Establish effective relationships with parents and inform them of developments and practices relating to the teaching and learning.
- Participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Play a full part in the life of the school community, to support its Integrated ethos and to encourage staff and pupils to follow this example.
- Undertake any other duty as specified by Principal not mentioned in the above.

All posts are subject to the following terms and conditions:

Terms and Conditions

Teachers' (Terms and Conditions of Employment) Regulations (Northern Ireland) 1987 and 1988 shall apply.

Further information is available on the DE website:
www.educationni.gov.uk/publications/teachers-salaries-and-conditions-service

The job description and allocation of responsibilities may be amended by agreement from time to time.

Fixed term posts

Please note that the post availability indicates how long a post will be vacant at the time of going to press and does not necessarily indicate the commencement date of any contract. Fixed Term contracts may subject to extension or may be reduced for any valid reason unless otherwise indicated. Certain circumstances may arise where the successful candidate will not be employed for the full period of availability e.g. Due to incomplete pre-employment checks at the commencing availability date.

Where a post is available for a full 12 month period and due to unforeseen circumstances it is not possible for the successful candidate to commence their contract at the availability date stated, the period of employment will be reduced and the teacher will be paid on the hourly rate for teachers.

Fixed Term teachers employed for less than a 12 month period will be paid on the hourly rate for teachers.

Disclosure of criminal background

If you have been appointed for a post that involves 'regulated activity' under the Safeguarding Vulnerable Groups (NI) Order 2007, the Education Authority will be required to undertake an Enhanced Disclosure of Criminal Background. **Please note that you WILL be expected to meet the cost of an Enhanced Disclosure Certificate, which is currently £33. Details of how to make payment will be sent to you at the pre-employment stage.**

Further information can be accessed on www.nidirect.gov.uk/campaigns/accessni-criminal-record-checks or www.justice-ni.gov.uk/articles/about-accessni

References

This appointment will be subject to satisfactory references being received. One reference, preferably both, should be from a person who is able to comment on your suitability to work with children/young people in an educational setting. Ulidia Integrated College will seek references from present/previous employers for posts involving 'regulated activity'.

It is essential that you fully describe in the application form how you meet the criteria sought.

Please provide detailed information against each requirement, providing dates and ensuring that where requirements are time bounded (e.g. 1 year within the last 5 years) you provide detail and dates that fully satisfy the requirement. It is not appropriate to simply list the various posts that you have held. Assumptions will not be made from the title of your post.

Canvassing will disqualify.

ULIDIA INTEGRATED COLLEGE IS A NON SMOKING SCHOOL AND SMOKING IS NOT PERMITTED ON THE GROUNDS AT ANY TIME.

EMAILED, FAXED OR LATE APPLICATION FORMS WILL NOT BE ACCEPTED

The Professional Duties of Assistant Teachers

Subject to appropriate legislation, the following duties shall be deemed to be included in the professional duties which a teacher may be required to perform:

Teaching:

- In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to him;
- planning and preparing courses and lessons;
- teaching, according to their educational needs, the pupils assigned to him, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
- assessing, recording and reporting on the development, progress and attainment of pupils;

Other activities:

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him;
- providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- making records of and reports on the personal and social needs of pupils;
- communicating and consulting with the parents of pupils;
- communicating and co-operating with persons or bodies outside the school; and
- participating in meetings arranged for any of the purposes described above;

Assessments and reports:

- providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;

Performance Review for Staff Development (PRSD):

- participating in arrangements made in accordance with regulations made for the appraisal of his performance and that of other teachers;

Review, induction, further training and development:

- reviewing from time to time his methods of teaching and programmes of work;
- participating in arrangements for his further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements;
- in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training (EPD);

Educational methods:

- advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Discipline, health and safety:

- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

Staff meetings

- participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

Cover:

- subject to paragraph 65.9.2, supervising and so far as practicable teaching any pupils whose teacher is not available to teach them;
- except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, no teacher shall be required to provide such cover for more than 38 hours in any school year;

Public examinations:

- participating in arrangements for preparing pupils for public examinations, in assessing pupils for the purposes of such examinations and recording and reporting such assessments, and participating in arrangements for pupils' presentation for and supervision during such examinations;

Management:

- contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations;
- assisting the head teacher in carrying out threshold assessments of other teachers for whom he has management responsibility;
- co-ordinating or managing the work of other staff; and
- taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

Administration:

- participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and
- attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.
- the college does not require a teacher routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgement.

WHY JOIN STAFF AT ULIDIA?



DYNAMIC

Ulidia is a growing and dynamic educational community; we bring children and staff from Catholic and Protestant traditions, as well as those of other faiths or none, together in one school.

Ulidia's Ethos is not secular but Christian in character and welcomes all faiths and none.

Through our Admissions Criteria we try to enrol approximately equal numbers of Catholic and Protestant children, as well as those from other religious and cultural backgrounds.

GROWING COMMUNITY

GRAMMAR & ALL ABILITY PATHWAYS

The emphasis at Ulidia Integrated College is on meeting the needs of all abilities to the highest academic standards.

We are passionate about learning and want our students to share our enthusiasm. Our aim is to challenge pupils to develop new approaches to learning, to be encouraged to excel and to experience success in all areas of the curriculum.

We cater for all learning styles, paces and potentials. In order to provide for all of our pupils, we are offering two distinct but intertwined learning pathways.

All Ability Pathway

An 'All Ability' Pathway for young people who prefer a blend of academic and vocational studies.

Grammar Pathway

A 'Grammar Pathway' for young people who thrive in a more demanding academic setting.

Both Pathways are combined for pastoral and enrichment classes where all pupils work together

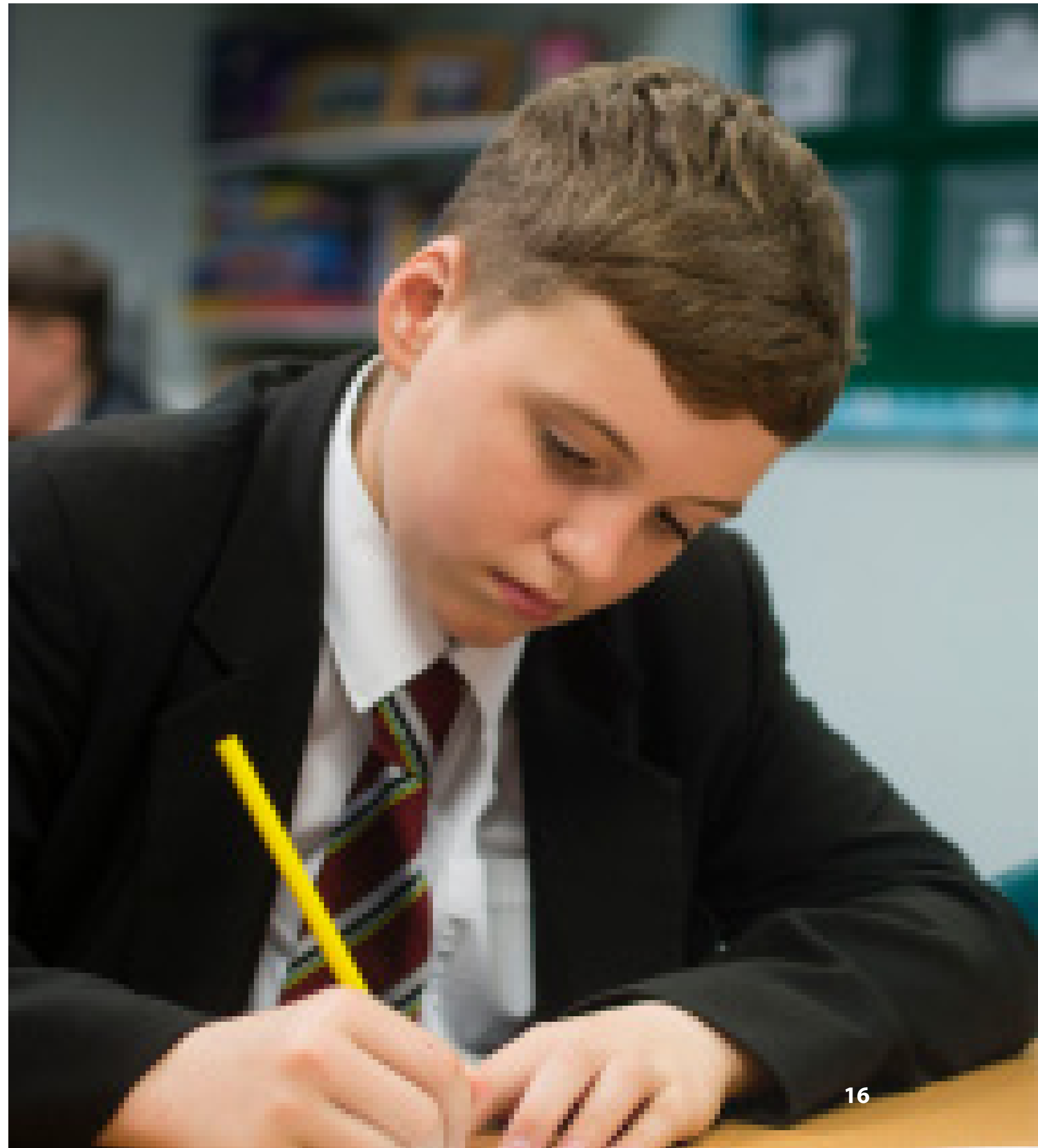
By offering both Pathways in one College, pupils have the opportunity to move between Pathways as they develop, mature and identify potential careers. This ensures their curriculum always reflects their ability, is appropriately challenging and engages their interest throughout their College life.

GCSE and A Level examination options are open to all students regardless of their learning Pathway if they demonstrate appropriate ability in that subject area. This means that we offer a learning environment that challenges pupils to meet their potential combined with the flexibility to tailor educational qualifications to each individual's ability and aspirations.

We believe that every family should be able to access Integrated education for children of all abilities, from the academically gifted to those who require specific support.

We aim to provide all children with a caring and enhanced educational experience. Empowering them as individuals is a priority for our dedicated staff, so that as they grow and mature they will be able to affect positive change in the shared society we live in. We value and respect each other's cultures and diversity; we cherish equality for all. We go beyond the traditional 'child centred education' and seek to understand and enhance the centre of each child.

We acknowledge that no one knows a child better than their own family, and so we depend on our partnership with parents and carers to ensure each young person thrives.



Integrated Education brings children and staff from Catholic and Protestant traditions, as well as those of other faiths, or none, together in one school. For the past 30 years, in a deeply divided society, Integrated schools have been an alternative to an educational system in which most children attend largely religiously separated schools.

Integrated Schools differ from other schools in Northern Ireland by ensuring that children from diverse backgrounds are educated together every day in the same classrooms. Through their Admissions Criteria they enrol approximately equal numbers of Catholic and Protestant children, as well as children from other religious and cultural backgrounds.

Integrated Education aims to provide children with a caring and enhanced educational experience. Empowering them as individuals is a priority for staff so that as they grow and mature, they'll be able to affect positive change in the shared society we live in.



ULIDIA is over-subscribed yearly by over 100%

i.e. over 100% more students apply than we have places to offer.

Under the Education Reform Order (NI), 1989, a school wishing to obtain Grant Maintained Integrated status must convince the Department of Education that it can draw a minimum of 30% of its population from the minority tradition of the area it wishes to serve.

AN INTEGRATED SCHOOL

ENCOURAGING RESILIENCE

In Ulidia we are committed to the development of character, resilience and a growth mindset. We believe that this is an inherent part of the success of the College, both in terms of examination results and in the confidence of our young people.

We promote many aspects of resilience in our pupils: academic, physical, emotional, cultural and spiritual. Our aim is for students to develop the empathy and emotional intelligence which will support their achievement in all curriculum areas and make them dynamic members of our society and workforce.

Our 'Attitude To Learning' and 'Behaviour For Learning' systems are the foundation of all we do. We teach our young people how to behave enabling them to achieve our high expectations.

'Attitude To Learning' has created a positive learning climate, by setting out clear high expectations and consistently recognising and encouraging those pupils who meet and exceed it.

We have a tiered approach to rewards that sees members of staff telephoning home to recognise the progress pupils are making at the College. The culture of 'earning through effort' within the College develops positive relationships with all pupils and their families, all culminating in the annual rewards trips at the end of the year.



HISTORY OF ULIDIA

Area Background

East Antrim is the only area of Northern Ireland in which the separate communities of that area have become more polarised since the 'troubles' began. The area contains approximately 8% Roman Catholic population.

An Integrated School

Under the Education Reform Order (NI), 1989 a school wishing to obtain Grant Maintained Integrated status must convince the Department of Education that it can draw a minimum of 30% of its population from the minority tradition of the area it wishes to serve.

The history of the college begins with the failed attempt to open an integrated college in Carrickfergus, in 1995. Castle Integrated College failed because of massive opposition from interested parties in the East Antrim area. However, the steering group behind Castle Integrated College refused to give up and started planning again for an integrated college in East Antrim.

A proposal for a new college was lodged again with the Department of Education in early 1997. This proposal was for the opening of a brand new integrated college in Whitehead, a few miles north of Carrickfergus. The Department of Education refused the request and financial assistance. Under the guidance of Tom Pennycook, a parent, the steering committee steadfastly refused to give up hope and decided to open the proposed new integrated college, independently, without financial assistance from the Department of Education.

The Northern Ireland Council for Integrated Education (NICIE) was approached in February 1997 for support. NICIE acted for the steering group. Their sister organisation, the Integrated Education Fund (IEF), obtained funding for the college for a period of three months only, with the promise that the IEF would fund-raise for the college to help maintain it throughout its first year.

The steering group, having secured guaranteed funding for three months went about enlisting the necessary 60 students (with a 30% balance from the minority religion), and the recruitment of Principal and Staff.

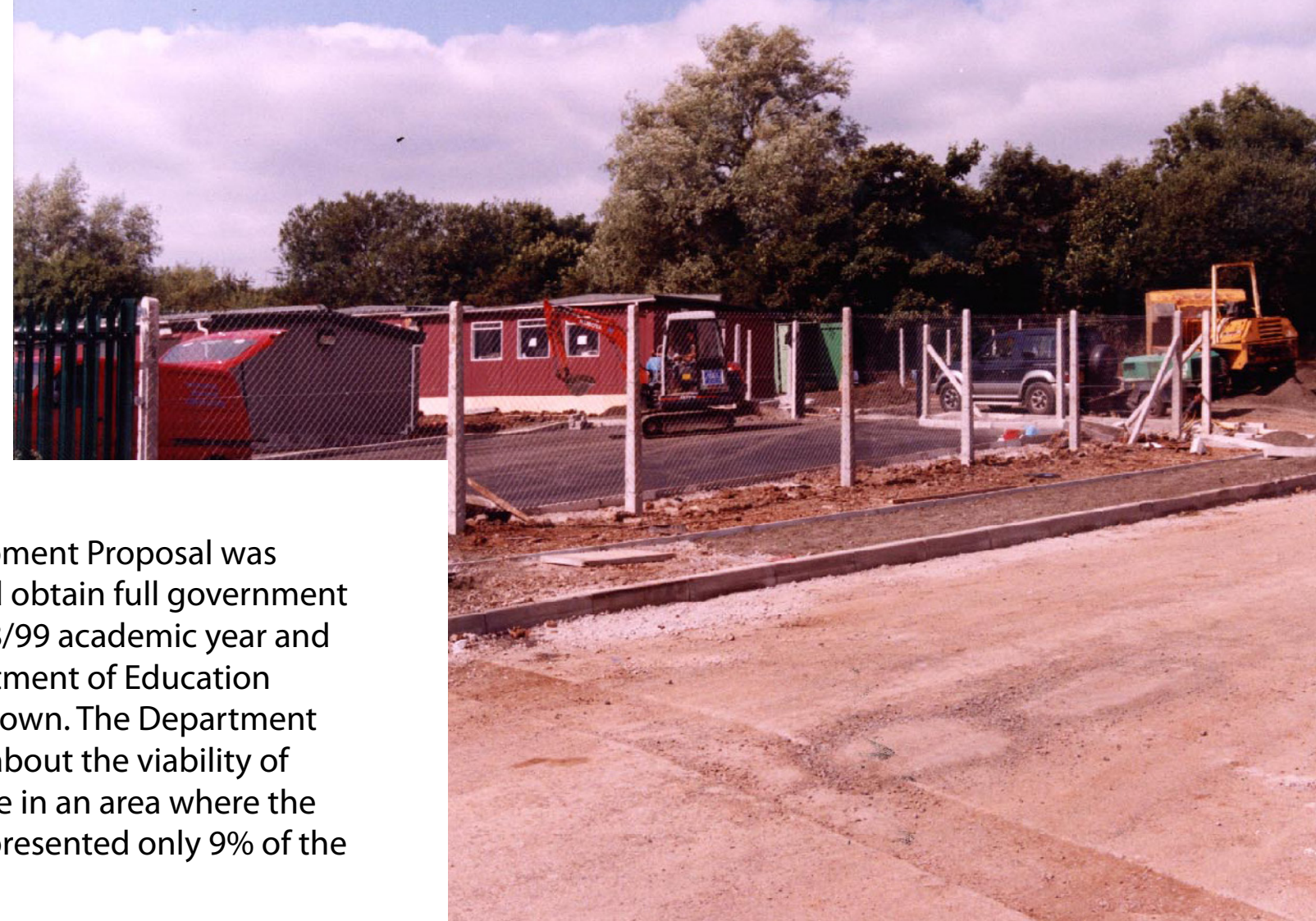
The college eventually opened on a disused hockey pitch, in Whitehead, on the 1 September 1997, under the leadership of Mr Eugene Martin, an experienced teacher and manager from Northern Ireland's first integrated school, Lagan College. Ulidia consisted then of six teachers, second-hand temporary accommodation, second-hand furniture and equipment, but first class, quality teachers. It also had its most valuable asset - 63 wonderful students - and religious balance!

A further development proposal was submitted to the Department of Education, but again this was rejected. The Department did not feel that such a school in such an area was viable. The college had to survive on its own finances for another year before a new Development Proposal could be submitted.

With additional financial assistance from the IEF, Ulidia Integrated College did survive. Interest in this new integrated college from parents in the area was overwhelming.

Yet another Development Proposal was submitted to try and obtain full government funding for the 1998/99 academic year and yet again the Department of Education turned the college down. The Department was 'not convinced about the viability of an integrated college in an area where the minority religion represented only 9% of the population'.

Once again, the college approached the IEF for financial assistance for 1998/99 and once again our friends at both NICIE and the IEF pledged their support. Of course, money had to be found from somewhere! The college continued independently in 1998/99 with over 130 students and ten staff and, of course, more mobile accommodation. The religious balance was perfect and completely in line with government recommendations - yet the government of the day "was not convinced." The IEF continued to fund the college from their meagre resources and the high quality education that was promised to the students was delivered by the staff.



The College opened on a disused hockey pitch in Whitehead



The then new Secretary of State, Dr Mo Molum visits Ulidia at the opening in Whitehead

The now customary Development Proposal was again presented to the Department of Education for the academic year 1999/2000. Given that the College had over 130 students with over 600 students on its waiting lists for the incoming years, everyone at the school was confident that this would be its year.

To everyone's complete astonishment, the College was, for the seventh time, refused funding for the year 1999/2000. Not dismayed, and with morale high, the college again sought help from the IEF and its sponsors and, true to the sincere and genuine nature of that organisation, the college was assured that the IEF would 'go to the wall' before it would cease funding the college. With the help of the American Ireland Fund and the European Peace Project, finance was found to allow it to continue in existence for yet another year. It was in this year that the college moved to its present site in Carrickfergus, necessitated by the fact that suitable land could not be found in Whitehead to allow for the college's rapid expansion.

In 1999/2000 we had 17 staff and 240 students enrolled, with religious balance, and more temporary accommodation. But the end of the terrible difficulties surrounding Ulidia's insecure future was in sight and with its eighth Development Proposal, submitted to the then new Secretary of State, Dr Mo Molum, in December 1999, the Department of Education finally capitulated and granted Ulidia Integrated College full funding, effective from September 2000.

The initial journey was over and Ulidia Integrated College finally joined the ranks as Northern Ireland's 44th fully-funded integrated college.

During its time in the wilderness as an independently funded college Ulidia had to suffer three petrol bomb attacks and numerous sectarian incidents directed toward the students. It also experienced two arson attacks, once of which destroyed our library.



Building of the current 'core' block at Ulidia in Carrickfergus



However, today the College sits proudly on a hill overlooking the beautiful Belfast Lough. Ulidia can justifiably be proud of its achievements. It proved that we were right in suffering the three long years of hardship, and that the need for an integrated college in such a troubled area was not only needed but essential.

The College is over-subscribed every year with enrolment passing 650 in 2018.

The College has been awarded a new build and hope to break ground in 2019 and be ready in a state of the art new building for September 2021.

The future of the College is now secure and genuine thanks are due to those who stood by the College in its times of need especially the Northern Ireland Council for Integrated Education and the Integrated Education Fund.

For generations to come, the story of the origins of Ulidia Integrated College and its hardships in the face of adverse difficulties, will inspire and enthuse the children of the college and all those who look for a better future for Northern Ireland.



HOW TO GET TO ULIDIA

Ulidia Integrated College

112 Victoria Road

Carrickfergus

Co. Antrim

BT38 7JL

Tel: 028 9335 8500



ALL PUPILS ACHIEVING AMBITIONS



“Educating together, Catholics and Protestants, and those of other religions, or none, in an atmosphere of tolerance and understanding, to the highest possible academic standards.”

