

EMPLOYMENT OPPORTUNITIES

Learning Support Assistant (Special Needs)

Part Time, Term Time (28.75 hours per week on a Term Time basis)

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JOB DESCRIPTION

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

Learning Support Assistant (Special Needs)

Part Time, Term Time

(28.75 hours per week on a Term Time basis)

Required: ASAP

Job Purpose:

Under the direction of the SENCO/class teacher, assist with the educational support and the care of the pupils with special educational needs who are in the teacher's care in or outside the classroom.

Responsible to:

The Principal through SENCO

Accountable:

SENCO and Senior LSA

The appointment will be reviewed on a regular basis and will be required only for as long as is determined necessary for the child/children in question.

Main duties and responsibilities:

The precise duties of the post will be determined by the SENCO.

1. Special Classroom Support

- Assist the teacher with the support and care of pupils with special educational needs eg enable access to the curriculum, attend to personal needs including dietary, feeding, toileting etc.
- Develop an understanding of the specific needs of the pupils to be supported.
- Assist with the authorised programmes (EG Education Plan, Care Plan), participate in the evaluation of the support and encourage pupils' participation in such programmes.
- To contribute to the inclusion of the pupils in school under the directions of the class teacher.
- Assist with operational difficulties and non invasive medical/clinical difficulties pertaining to the pupil's disabilities.
- Support in implementing behavioural management programmes as directed.
- Assist pupils in moving around school and on and off transport.

2. General Classroom Support

- Assist pupils to learn effectively as possible both in group situations and on their own by assisting with the management of the learning environment through:
 - clarifying and explaining instruction;
 - ensuring the pupils are able to use equipment and materials provided
 - assisting in motivating and encouraging the pupils as required
 - assisting in areas requiring reinforcement or development
 - promoting the independence of pupils to enhance learning
 - helping pupils stay on work set
 - meeting physical/medical needs as required whilst encouraging independence
- be aware of school policies, procedures and of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately
- establish a supportive relationship with the pupils concerned.
- prepare and produce appropriate resources to support pupils and take care of materials for play sessions
- supervise groups of pupils, or individual pupils on specified activities including talking and listening, using ICT, extra curricular activities, and other duties, as directed by the class teacher
- under the direction of the teacher, and following an appropriate risk assessment, assist with the off-site activities
- provide continuity of adult care of eg supervising play and cloakrooms including hand washing, toileting etc
- provide supervision/support including the administration of prescribed medicines and drugs for children who are ill and deal with minor cuts and grazes
- Ensure as far as possible a safe environment for pupils
- Report to the class teacher any signs or symptoms displayed which may suggest that a pupil requires expert or immediate attention.

3. Administration

- Assist with classroom administration
- Assist the class teacher and other professionals with the implementation of the system for recording the pupil's progress
- Contribute to the maintenance of pupil's progress records
- Provide regular feedback about the pupils to the teacher
- Duplicate written materials; assist with production of charts and displays; record radio and television programmes; catalogue and process books and resources

4. Other Duties

- Attend relevant in-service training
- Assist work placement students with practical tasks
- Such other duties as may be assigned by the principal/SENCO/teacher within the level of the post

PERSONNEL SPECIFICATION

Ulidia Integrated College are looking for a Term Time Learning Support Assistant to provide support for Statemented students. To commence as soon as possible.

Posts are 28.75 hours per week ie 5.75 per day on a Term Time basis.

8.45am to 3.10pm Monday to Friday. One afternoon per week Monday-Thursday until 4.10pm.

Main Duties and Responsibilities

As per enclosed in this pack page 4-6.

Experience:

Experience of working with children, preferably post primary, in an educational setting.

Personnel Specification:

- Enthusiasm and energy.
- The ability to be flexible in an evolving professional context.
- The desire to extend professional knowledge via training courses.
- Commitment to excellence.
- Ability to work on your own initiative.

Salary

Learning Support Assistant (Special Needs)
Pt 11 – 14 £14.5269 – £15.2487 per hour

Annual Leave

23 days + 12 Public Holidays pro rata

QUALIFICATIONS

Essential Qualifications:

5 GCSEs Grade A – C to include Maths and English

Or

GCSE English and Maths and at least 6 months experience of directly contributing to the learning of pupils (11 – 18 years) in an educational setting

Desirable Qualifications:

Applicants should hold one of the qualifications listed on the Learning Support Job Description under Level 3 or higher (previously known as “Qualified Status”)

(Page 9-15 of this pack).

Qualification Title	Qualification Level		Area where the qualification can be used			
	Level 2 (Previously known as Recognised Status)	Level 3 or higher (Previously known as Qualified Status)	Qualified to work as any CA in all schools	Qualified to work as only Add SEN / SEN CA in all schools	Qualified to work as any CA in ONLY Nursery & Primary schools	Qualified to work as any NA/ SEN CA in ONLY Nursery schools
Additional Support Needs, Supporting the Individual SQA HNC (Scottish Qualification Authority)		Y	Y			
Advanced Practice in Working with Children and Families BTEC Higher National Certificate / Diploma (HNC/D)		Y	Y			
Care BTEC National Diploma (OND)		Y		Y		
Care Practice BTEC Higher National Diploma/Certificate (HND/C)		Y		Y		
Caring Practice BTEC Higher National Diploma/Certificate (HND/C)		Y		Y		
Caring Services BTEC Higher National Diploma (HND)		Y		Y		
Caring Services BTEC National Diploma (OND)		Y		Y		
Caring Services (Nursery Nursing) BTEC National Certificate (OND)		Y	Y			
Childcare Level 5 Certificate, QQI/FETAC		Y				Y
Childcare (DCHSC). (Childcare & Early Education for Childcare Workers & Carers of Children with Special Needs) - Level 5, Major Award, QQI/FETAC		Y	Y			
Childcare (prior 2005) National Vocational Certificate Level 2,QQI/FETAC		Y				Y
Childcare and Education Advanced Diploma		Y	Y			

(The examining body is only listed along with the qualification title if that qualification is unique to that examining body; once a qualification has been assessed and accepted by EA in its own right and if the qualification is one which is regulated by OFQUAL, then it is acceptable from any examining body which provides it and which is listed on the OFQUAL register.)

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Childcare and Education BTEC Higher National Certificate / Diploma (HNC/D)		Y	Y			
Childcare and Education Level 2 Diploma	Y		Y			
Childcare and Education Level 3 Diploma		Y	Y			
Childcare and Education NVQ 2	Y		Y			
Childcare and Education NVQ 3		Y	Y			
Childcare and Youth Worker Course (Fachschulabschluss) (Oberstufenzentrum, Berlin)		Y	Y			
Childhood Studies (Nursery Nursing) BTEC National Certificate/Diploma (ONC/D)		Y	Y			
Children and Young Peoples Workforce Level 3 Diploma (England and Wales)		Y	Y			
Children's Care Learning and Development BTEC National Diploma (OND)		Y	Y			
Children's Care Learning and Development Level 2 Diploma	Y		Y			
Children's Care Learning and Development Level 3 Diploma		Y	Y			
Children's Care Learning and Development NVQ 2	Y		Y			

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Children's Care Learning and Development NVQ 3		Y	Y			
Classroom Assistants Level 3 Certificate, CCEA		Y	Y			
Community Care (DCHCC) (Special Needs Assistant) National Vocational Certificate Level 5 - (QQI/FETAC)		Y	Y			
Early Childhood, Associate Degree in Applied Science Westchester Community College, New York, USA		Y	Y			
Early Childhood Care and Education Level 6 Advanced Certificate (QQI/FETA)					Y	
Early Childhood, Care, Health and Education (Higher Certificate in Science) HETAC					Y	Y
Early Childhood Studies BA, QUB		Y	Y			
Early Childhood Studies BTEC Higher National Certificate / Diploma (HNC/D)		Y	Y			
Early Childhood Studies Foundation Degree (QUB)		Y	Y			
Early Education and Childcare SQA HNC (Scottish Qualification Authority- SQA)		Y	Y			
Early Years BTEC National Certificate/Diploma (ONC/D)		Y	Y			
Early Years Care and Education NVQ 2	Y		Y			

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Early Years Care and Education NVQ 3		Y	Y			
Early Years Level 4 HPD (Higher Professional Diploma) (C&G)		Y	Y			
Early Years Practice Certificate/E100/505/C37 (Open University)		Y	Y			
Early Years Practice Certificate/E111/C60 (Open University)		Y	Y			
Education Support Certificate (III) (Bremer Institute of TAFE, Queensland Australia)		Y	Y			
Education Studies and Special and Inclusive Needs, BA Degree Liverpool John Moore's University		Y	Y			
Health & Social Care BTEC Extended National Diploma		Y		Y		
Health & Social Care BTEC National Diploma (OND)		Y		Y		
Health & Social Care GNVQ Advanced		Y		Y		
Health and Social Care AVCE		Y		Y		
Health and Social Care Level 4 BTEC Higher National Certificate (HNC)		Y		Y		
Health and Social Care Level 5 BTEC Higher National Diploma (HND)		Y		Y		

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Health Studies BTEC National Diploma (OND)		Y		Y		
Montessori Education – Batchelor of Arts - (Level 7) (St Nicholas Montessori College, Ireland) (QQI)					Y	
Nursery Nursing BTEC Certificate/Diploma (ONC/D)		Y	Y			
Nursery Nursing NNEB Certificate		Y	Y			
Nursery Nursing NNEB Diploma		Y	Y			
Nursery Nursing NNEB Preliminary Diploma	Y		Y			
Personal Development Award/Classroom Assistant Award (Scottish Qualification Authority - SQA)	Y		Y			
Playwork & Transitional Award in Early Years NVQ Level 3 (City & Guilds)		Y			Y	
Post Qualifying Studies NNEB Diploma		Y	Y			
Pre-School Child Development and Practice Certificate or Diploma (Pre-School Learning Alliance)						
Pre-School Practice Diploma (Pre-School Learning Alliance)	Y					Y
SEN/SRN/RSCN (Registered Nurse/Registered Sick Children’s Nurse)		Y		Y		

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Social Services Certificate or CQSW		Y		Y		
Social Work Diploma		Y		Y		
Special Needs and Education Studies BA Honours Degree, Liverpool Hope University		Y	Y			
Specialist Support for Teaching and Learning in 'Schools Level 3 Diploma		Y	Y			
Supporting Learning in Primary Schools Certificate/C60 (Open University)		Y			Y	
Supporting Teaching and Learning in Schools Level 2 Diploma/Certificate	Y		Y			
Supporting Teaching and Learning in Schools Level 3 Certificate/Diploma (Level 3 Award is not acceptable)		Y	Y			
Supporting Teaching and Learning in Schools NVQ 2	Y		Y			
Supporting Teaching and Learning in Schools NVQ Level 3		Y	Y			
Teaching/Classroom Assistants NVQ 3/SVQ 3		Y	Y			
Teaching and Learning in Schools Level 2	Y		Y			
Teaching Assistants Level 2 Certificate	Y		Y			

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Teaching Assistants Level 3 Certificate (CCEA)		Y	Y			
Teaching qualification, in a nursery, special, primary or post-primary school, recognised by GTCNI (formerly DENI)		Y	Y			
Teaching/Classroom Assistants - NVQ 2/SVQ2	Y		Y			
Teaching/Classroom Assistants - NVQ 3/SVQ3		Y	Y			

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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 that 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

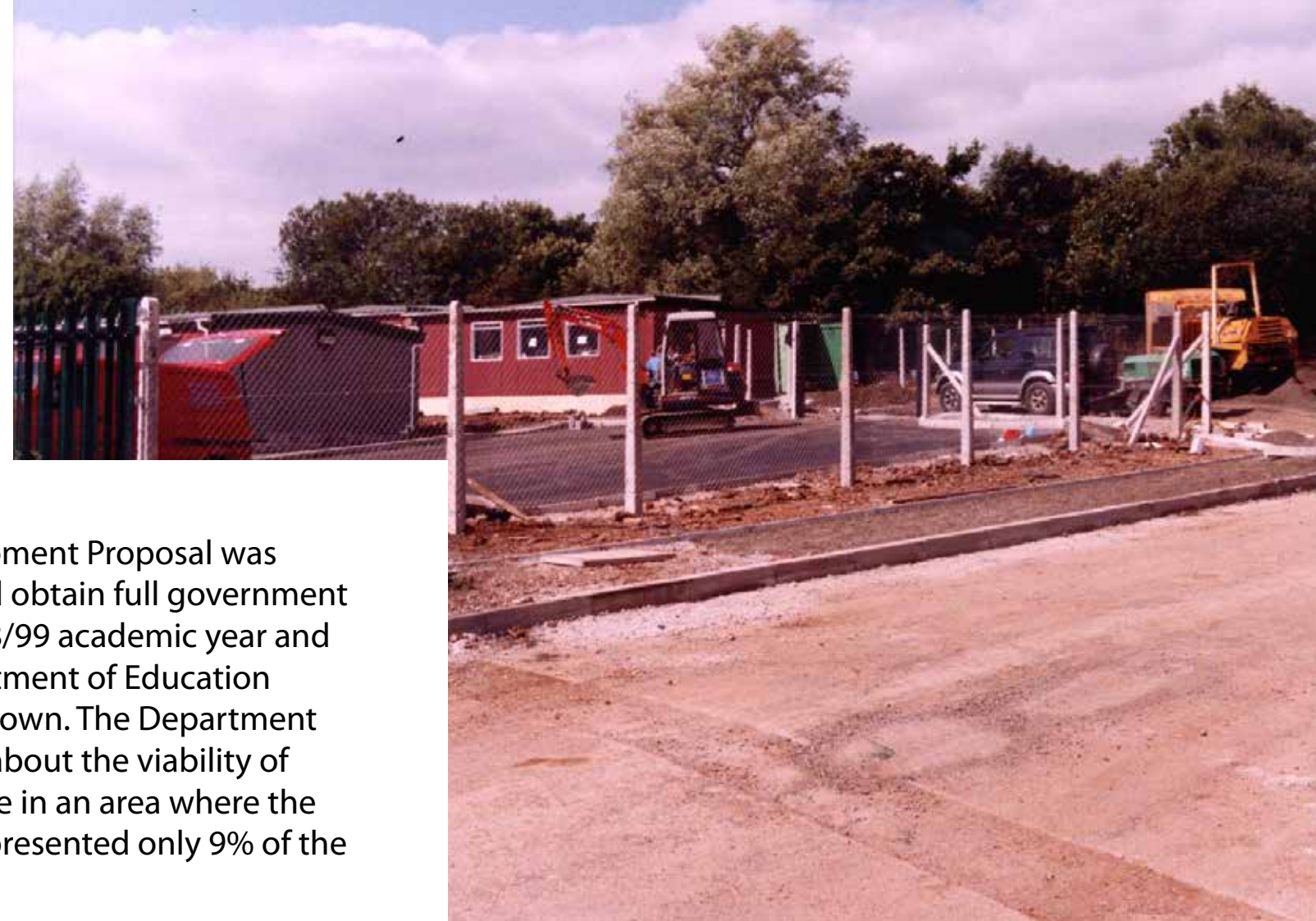
Under the Education Reform Order (NI), 1989 a school wishing to obtain Grant Maintained Integrated status must convince the Department of Education that it can draw a minimum of 30% of its population from the minority tradition of the area it wishes to serve.

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.”

