



OLLSCOIL NA GAILLIMHÉ
UNIVERSITY OF GALWAY

Post Title & Subject Area:	Schools/FET Outreach Coordinator
Unit:	Access Centre
Post Duration:	Permanent
FTE:	1 FTE
Grade:	Grade 4
Reports to:	Access Programmes Manager
Comp Ref:	011783



1. Job Advertisement

Applications are invited for an appointment as Schools/FET Outreach Coordinator, Grade 4, 1 FTE, in the Access Centre at University of Galway.

Information on the University's Strategic Plan is available at: [Strategy | Straitéis 2025-30 - University of Galway](#)

For informal enquiries, please contact Mary.Surlis@universityofgalway.ie

Salary: €54,583 - €70,499 per annum pro rata for part time/short term roles (applicable to new entrants effective from January, 2011) and in accordance with the terms and conditions of the [QA321 University's Remuneration & Payroll Policy](#).

This appointment will be made on the Grade 4 pay scale in line with current Government pay policy.

Closing date for receipt of applications is 17:00 (Irish Time) on Thursday, 4th of June 2026. It will not be possible to consider applications received after the closing date.

An oral and written Irish assessment at B2 level will form part of the interview process.

Garda vetting may apply.

Appointments will be conditional on work authorisation validation. Further details are available at www.dbei.ie

For more information and Application Form please see [Jobs - University of Galway](#). Applications should be submitted online. Please see further information on how to apply here: [E-Recruit - University of Galway](#) and [Guidelines for On-line Applications \(universityofgalway.ie\)](#)

Please note that appointment to posts advertised will be dependent upon University approval, together with the terms of the Employment Control Framework for the higher education sector.

University of Galway is an equal opportunities employer.

2. Role Relationships

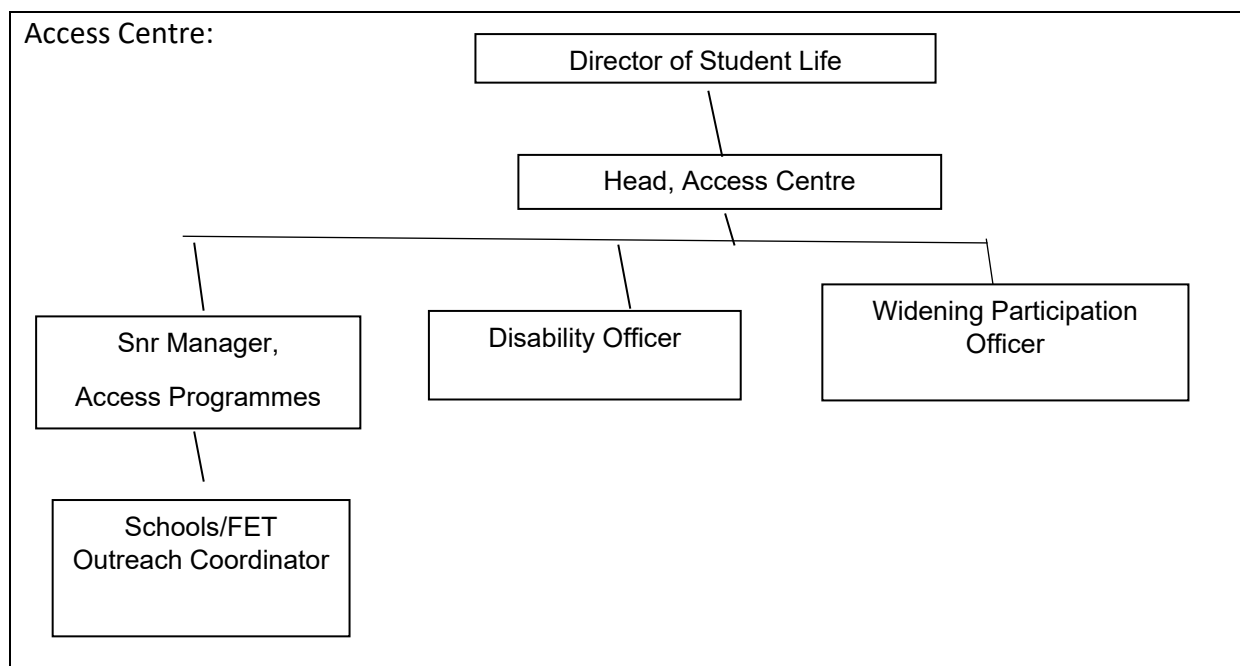
Reporting directly to the Access Programmes Manager the post holder will have specific daily contact with:

- Widening Participation Officer
- Access Communications Officer
- Schools and Community Outreach Coordinator
- University of Sanctuary Coordinator
- Student Recruitment and Outreach
- Mature Students Officer
- Student Advisors
- Disability Advisors
- Admissions Office
- Post-primary Schools
- FET Providers

The post holder has general contact with:

- Head of Access Centre
- Director of Student Life
- Office of the Vice-President for Equality and Diversity
- College and central administrative staff
- Alumni
- General public

Organisation chart to illustrate position of job holder:



3. Main Purpose of Job

At University of Galway, we are committed to widening access and participation for groups identified in the [National Access Plan 2022 -2028 \(NAP\)](#) as having low participation in higher education from underrepresented groups in society, recognising that the diversity we find in our society ought to be reflected in our student body. This strategic commitment is demonstrated in our [University Strategic Plan 2025-30, Of Galway, For the World](#) and our [Widening Participation Strategy 2025-2028](#).

The Access Centre within the University of Galway is currently seeking a Schools/ Further Education and Training (FET) Outreach Coordinator. The post-holder will have specific responsibility for developing and delivering outreach activities in targeted DEIS (Delivering Equality of Opportunities in Schools) schools and FET programme providers. The schools/FET outreach activities sit within the wide-ranging output of the Access Centre and are designed to deliver a programme of activities and events relating to increasing access, inclusion and equality of opportunity for underrepresented students in Higher Education.

Reporting to the Access Centre's Access Programmes Manager, the Schools/FET Outreach Coordinator is part of a team that support students across the full student lifecycle: Pre-entry, transition, post-entry and employability. While this post currently reports to the Access Programmes Manager, the breadth of engagement with colleagues across the university means that reporting lines can change in line with future organisational/structural reviews and developments as the service expands and develops.

4. Main Duties and Responsibilities

- Initiate and develop new relationships with targeted DEIS schools and FET colleges, with a view to increasing application and enrolment numbers of underrepresented groups to University of Galway
- Maintain and enhance previously established relationships with DEIS schools and FET colleges, with a view to increasing or maintaining application numbers of underrepresented groups to the University of Galway
- Coordinate, plan and develop the second level schools outreach activities of the Access centre (University Trail) and FET Outreach activities.
- Coordinate, plan and develop with internal and external stakeholders in the provision of school and FET outreach activities
- Coordinate, plan and develop, with Schools and Community Outreach Coordinator and University of Sanctuary coordinator, the design and delivery of programmes
- Develop and sustain collaborative relationships with Youth Academy programmes
- Develop mutually beneficial working relationships with management and teachers in targeted schools, FET and community organisations.
- Further develop working relationships with our linked schools to promote the HEAR (Higher Education Access Route) scheme.
- Develop, organise and manage a Summer and Easter Programme for targeted disadvantaged students (second level and FET).
- Raise the profile of the University of Galway at on-site and external events, and contribute positively to recruitment activities of the University of Galway, including Open Days, schools' liaison, roadshows, workshops and HE fairs and events
- Ensure that projects have clear objectives, deliverables and measurable outcomes
- Collect data to provide a detailed, evidence-based understanding of barriers to access, progression, and retention in higher education for DEIS and FET students.
- Participate on committees, both internal and external as appropriate and as required by the Access Centre.
- Complete an annual report on the effectiveness of the schools and FET outreach programme with recommendations for the future improvement and enhancement of the programme
- Carry out other duties as may be required to meet organisational objectives, as agreed with your line manager.

5. Requirements for the role:

The successful candidate will demonstrate the eligibility requirements below in terms of qualification, skills and experience:

Essential Criteria

- Hold a minimum of level 8 degree in a relevant area
- At least 3 years relevant work experience with a diverse range of students, particularly students from disadvantaged backgrounds, within an educational or similar setting.
- Written and Oral competence in Irish at B2 level (at least) on the Common European Framework of Reference for Language Learning (see enclosed). An oral and written assessment will form part of the interview process.
- Have proven organizational skills with the ability to work under pressure and to competing deadlines.
- Experience of organising and implementing large-scale projects/events for groups.
- Experience of developing collaborative activities with a range of internal and external partners
- Display excellent interpersonal and communications skills, including listening skills, empathy and sound judgement.
- Familiarity with the primary and second level and FET education systems.
- Demonstrable ability to work as part of a team, with strong experience of developing and fostering collaborative working relationships.
- A demonstrable capacity for innovation
- Excellent IT skills
- Have the capacity to travel to relevant locations on a regular basis

Desirable Criteria

- A relevant postgraduate qualification
- Experience of working in the higher education sector
- Proven ability to thrive in a target-driven environment and to work under pressure
- Knowledge of policies and procedures in the area of access and widening participation

The above criteria will be utilised to shortlist and select candidates for interview.

Application

A. Existing University of Galway employees

If you are an existing University of Galway employee, please use the University of Galway Core Portal to apply for this post. The following is a link to the Core Portal <http://ess.universityofgalway.ie>. Core Portal user guides can be found at <https://www.universityofgalway.ie/human-resources/employeeselfservice/>. Please ensure that you read the attached guide prior to applying for this post and allow sufficient time to make your online submission in advance of closing date. Please note that closing dates/times cannot be extended for user error.

Unfortunately, late applications cannot be accepted.

Please note agency staff will need to have three months' continuous service at the closing date of the advertised post. Further information on CORE portal can be found here [CorePortal User Guide - University of Galway](#).

Employment permit restrictions apply for this category of post.

The completed application document must be submitted online to reach the Human Resources Office no later than **17:00 (Irish Time) on Thursday, 04th of June 2026**.

B. All applicants will receive an acknowledgement of application.

If you do not receive an acknowledgement of receipt of your application or if you have any other queries regarding the application process please contact recruit@universityofgalway.ie or telephone 091-492151.

C. Incentivised Scheme for Early Retirement (ISER):

It is a condition of the Incentivised Scheme for Early Retirement (ISER) as set out in Department of Finance Circular 12/09 that retirees, under that scheme, are debarred from applying for another position in the same employment or the same sector. Therefore, such retirees are ineligible to apply for this position.

D. Pension Entitlements:

This is a pensionable position. Details of the applicable Pension Scheme will be provided to the successful candidate. The Pension element of this appointment is subject to the terms and conditions of the Pension scheme currently in force within the University. This Scheme may be amended or revised by the Irish Government or its agents at any time.

The Public Service Superannuation (Miscellaneous Provisions) Act 2004 set a minimum retirement age of 65 and removed the upper compulsory retirement age for certain New Entrants to the Public Sector on or after 1 April 2004. Effective from 1st January 2013, The Single Public Service Scheme applies to all first-time new entrants to the public service, as well as to former public servants returning to the public service after a break of more than 26 weeks. Compulsory retirement age will be 70.

F. Collective Agreement: Redundancy Payments to Public Servants:

The Department of Public Expenditure and Reform letter dated 28th June 2012 to Personnel Officers introduced, with effect from 1st June 2012, a Collective Agreement which had been reached between the Department of Public Expenditure and Reform and the Public Services Committee of the ICTU in relation to ex-gratia Redundancy Payments to Public Servants. It is a condition of the Collective Agreement that persons availing of the agreement will not be eligible for re-employment in the public service by any public service body (as defined by the Financial Emergency Measures in the Public Interest Acts 2009 – 2011) for a period of 2 years from termination of the employment. Thereafter the consent of the Minister for Public Expenditure and Reform will be required prior to re-employment. People who availed of this scheme and who may be successful in this competition will have to prove their eligibility (expiry of period of non-eligibility) and the Minister's consent will have to be secured prior to employment by any public service body.

Please refer to Revenue circular <https://www.revenue.ie/en/tax-professionals/tdm/income-tax-capital-gains-tax-corporation-tax/part-05/05-05-19.pdf> for information on revised tax arrangements which may apply on rehire if you have previously received a redundancy payment from University of Galway.

G. Department of Health and Children Circular (7/2010):

The Department of Health Circular 7/2010 dated 1 November 2010 introduced a Targeted Voluntary Early Retirement (VER) Scheme and Voluntary Redundancy Schemes (VRS). It is a condition of the VER scheme that persons availing of the scheme will not be eligible for re-employment in the public health sector or in the wider public service or in a body wholly or mainly funded from public moneys. The same prohibition on re-employment applies under the VRS, except that the prohibition is for a period of 7 years, after which time any re-employment will require the approval of the Minister for Public Expenditure and Reform. People who availed of either of these schemes are not eligible to compete in this competition.

H. Declaration:

Applicants will be required to confirm whether they have previously availed of a public service scheme of incentivised early retirement and/or the collective agreement outlined above. The above represents the main schemes and agreements restricting a candidate's

right to be re-employed in the public service. However, it is not intended to be an exhaustive list and candidates should declare details of any other exit mechanism they have availed of which restricts their right to be re-employed in the public service. Applicants will also be required to declare any entitlements to a Public Service pension benefit (in payment or preserved) from any other Public Service employment and/or where they have received a payment-in-lieu in respect of service in any Public Service employment.

J. Work Permits:

Work permits are permits which are granted to non-EU/EEA Citizens to allow them to work in Ireland legally. It's an illegal offense to work in Ireland without a work permit and both the employer and the employee are held responsible. For more information on work permits and for future updates, visit the Enterprise, Trade and Employment website www.djei.ie. Please see list of ineligible categories for work permits at <https://dbej.gov.ie/en/What-We-Do/Workplace-and-Skills/Employment-Permits/Employment-Permit-Eligibility//>

Assessment Procedure

A. Board of Assessors

Applications will be considered by a Board of Assessors, who will shortlist and interview candidates. All applications and other materials submitted by applicants will be treated in strict confidence by all panel members and others involved in the administration of the recruitment. No information about the identity of applicants, or details of their applications, will be released to others, except where it is necessary as part of the selection process.

B. Interview Dates

Candidates will be advised of arrangements in due course. We endeavour to give as much prior notice as possible for interview dates etc. Candidates should make themselves available for interview and presentation on the date(s) specified by the University.

Candidates who do not attend for interview or other test when and where required by the University or who do not, when requested, furnish such evidence as the University requires in regard to any matter relevant to their candidature, will have no further claim to consideration.

C. Referees

Referees listed on the application form of the successful candidate will be contacted following interview, with the exception of academic posts.

D. Offer

All candidates will in due course be notified of the outcome of their application. The Human Resources Office will offer the post to the candidate appointed once the appointment has been made by the University Appointing Authority. The successful candidate will be required to submit evidence of age, original qualifications and may be required to complete a medical examination.

Once a conditional job offer has been made, the candidate will be asked to complete a confidential pre-employment health questionnaire that the University's Occupational Health Service will use in order to assess medical fitness to undertake the duties of the post. The information provided on the questionnaire will be used (i) to assess the candidates medical capability to do the job applied for; (ii) to determine whether any reasonable adjustments may be required to accommodate any disability or impairment which the candidate may have; and (iii) to ensure that none of the requirements of the job for which the candidate applied would adversely affect any pre-existing health conditions the candidate may have.

Human Resources Office.

Self-Assessment Grid (© Council of Europe 2001)



		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures, and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.