

THE ROYAL SCHOOL ARMAGH



**APPOINTMENT
of
TEACHER OF MATHEMATICS
(Full-Time Permanent)**

April 2026

APPLICATION PACK

Thank you for your interest in working at The Royal School Armagh. This application pack contains the information required to help you complete your application. Please read all the contents thoroughly so that you are fully aware of the requirements of the post. Further information about the School can be found on our website: www.royalschool.com

THE SCHOOL

The Royal School, Armagh was established by Royal Decree in 1608 and is an academically selective voluntary grammar school for boys and girls aged 4 – 19 years. The school is situated approximately 40 miles Southwest of Belfast. There are at present 804 pupils of whom 70 are boarders. There is also a Preparatory Department which is situated on the School site.

The School is well known for its high academic standards and its significant extracurricular programme. The School occupies an attractive 30-acre site. The Facilities are excellent and the past 15 years have seen considerable investment in new buildings and refurbishment.

The School has a well-deserved reputation for excellence in academic and extra-curricular areas of School life. We are committed to giving each pupil the opportunities to make the most of their abilities, resources and time, and to gain as complete an education as possible.

THE POSITION

The Board of Governors is seeking to appoint a full-time Teacher of Mathematics to GCE level. The post is available from the commencement of the Michaelmas Term – September 2026 – or as soon thereafter as possible.

APPLICATION

Please complete the Application Form and send it to the Headmaster's Secretary at Royal School, College Hill, Armagh, BT61 9DH or by email to slynd186@c2kni.net by **4 pm on Monday 11 May 2026**.

Mathematics Department

The Mathematics Department in the Royal School is a very successful Department with seven specialist teachers of Mathematics. The Head of Mathematics supports the individual teachers of Mathematics to ensure that all pupils enjoy their lessons and make appropriate progress in their learning. The Department comprises a dedicated and caring team of teachers who aim to develop, maintain and stimulate the pupils' interest, curiosity and enjoyment in mathematics. The goal within the Mathematics Department is to provide an environment where pupils can learn and become competent users of mathematics and mathematical applications. We also aspire to instil pupils with the confidence to use the language of Mathematics to communicate complex ideas clearly and logically, with a focus on problem solving.

The objectives of teaching and learning mathematics are to encourage and enable pupils to recognise that mathematics permeates the world around us; appreciate the usefulness, power, and beauty of mathematics and enjoy mathematics and develop patience and persistence when solving problems. The Mathematics Department aims to bring the best out of all pupils, irrespective of their level of mathematical ability, and give them the confidence to use the mathematical skills that they have acquired.

Key Stage 3

Mathematics at Key Stage 3 is delivered over five lessons per week covering topics in Number, Algebra, Shape Space Measure and Data Handling. The curriculum aims to develop and equip pupils with appropriate mathematical skills in a wide range of areas and to enable them to use ICT as an effective statistical analytical tool. Pupils at the end of year 10 sit examinations which determine their class placement in Key Stage 4 (M3/M4, M7/M8 and/or Further Mathematics).

GCSE

All pupils study Mathematics to Higher Level in the new two tier CCEA specification with a majority of students aiming for the A* – B grade boundary. All pupils sit a modular exam at the end of Year 11 (M3/M4). In January of Year 12 pupils have the opportunity to resit (if required) with all pupils sitting their final paper (M7/M8) in the June session.

In Years 11 and 12 approximately 40% of the pupils' study both the CCEA GCSE and the GCSE Further Mathematics syllabuses. The pupils who excel in Year 11 Further Mathematics can sit a further GCSE in Statistics.

A-Level

Mathematics is a very popular choice at AS and A2 level with approximately 40 – 50 pupils opting to study the CCEA GCE course. We recommend that pupils have completed the GCSE Further Mathematics course before continuing to AS level.

GCE Further Mathematics

This option is available if there is sufficient demand.

The Mathematics Department contributes significantly to the school's outstanding GCSE and A Level results and consequently, a large number of pupils, who opt for A Level Mathematics and/or Further Mathematics, progress to study Mathematics or Mathematics related disciplines at a Russell Group university.

Academic results

Academic results in Mathematics GCSE are excellent with over 66% of students achieving an A*/A and an overall pass rate A*/C* of 100% at GCSE last year. At GCE Level, last year students gained 74% A*/B grades with 100% pass rate A*/E. We accredit our success to a deep understanding of each individual pupil, through high-level formative and summative assessment and continuously striving to provide engaging and relevant learning experiences for our pupils.

The Vacancy

We are seeking to appoint an enthusiastic, well-qualified teacher, committed to enabling pupils to realise their highest academic potential. The successful candidate will be responsible for the successful delivery of the teaching of Mathematics, ensuring all pupils consistently fulfil their academic potential, whilst being inspired by Mathematics. The teacher of Mathematics will be responsible for delivering high quality teaching, through planning engaging lessons to enable all pupils to make the best possible progress. The teacher of Mathematics must be able to demonstrate excellent subject knowledge and communicate this in an enthusiastic and imaginative way. In addition, they will be expected to contribute to the routine and extra-curricular life of the school, as well as that of the Mathematics Department. The successful candidate must have up-to-date subject knowledge and have an understanding of what constitutes effective teaching for learning; have the capacity to form positive learning - centred relationships with pupils; be an excellent classroom practitioner (or have the potential to be) and have the knowledge of a range of pedagogic approaches to cater for different learning styles to ensure that all pupils are engaged.

Essential Criteria

1. To hold a minimum of a 2:2 honours degree in Mathematics or a subject appropriate to the teaching of Mathematics;
2. To hold a teaching qualification which is recognised by the Department of Education (N.I.);
3. Have a willingness to be involved in the wider life of the school.

Desirable Criteria

1. Experience (including teaching practice) of teaching Mathematics to Advanced level;
2. Experience (including teaching practice) of teaching Further Mathematics at GCSE Level;
3. Ability to teach another subject up to Key Stage 4 level;
4. Proven extra-curricular commitment with ability to inspire participation;
5. Willingness to participate in the residential or non-residential life of the Boarding Department. (Successful applicants may choose to become (a) resident - this will involve the provision of all meals and accommodation at school. In return for this the boarding staff member engages in a number of boarding duties or (b) the non-residential - this involves a limited number of duties across the year in return for which the staff member can avail of free mid-day meal provision).

The school reserves the right to enhance these criteria for the purpose of short-listing.

OVERALL RESPONSIBILITY

All teachers are responsible for maximising the academic progress of the pupils they teach, working with colleagues to participate fully in the development of their department. Teachers should promote a positive, purposeful and professional working atmosphere that encourages cooperation and challenge, whilst valuing the contribution that individuals make to the success of the Department. Subject to the policies of the school the duties of teachers are to perform such tasks as the Headmaster shall direct having reasonable regard to their overall teaching workload in relation to the following: -

- To teach assigned classes together with associated preparation and correction.
- To plan and develop high quality lessons and courses, using a variety of approaches, to continually enhance teaching and learning.
- To prepare pupils for examinations and assist with their administration.
- To provide advice and guidance to pupils on issues related to their education.
- Assess, record and report on the work of pupils.
- To work in partnership with parents, support staff and other professionals.
- To maintain and build upon the standards achieved in the award for Qualified Teacher Status as set out by the Department of Education.
- Undertake appropriate and agreed continuing professional development (e.g. PRSD).
- Participate in issues related to school planning, raising achievement and individual review.
- Promote and safeguard the health, welfare and safety of all pupils.
- Contribute towards good order and the wider needs of the school and develop the school curriculum.

GENERAL TEACHING DUTIES

Teaching and Learning

The main teaching duties of this post will be in the delivery of the curriculum.

1. Manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with the Special Education Needs Co-ordinator and Support Staff in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Work effectively as a member of the Department team to improve the quality of teaching and learning.
7. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
8. Use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Contribute towards the implementation of Individual Education Programs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
5. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the Northern Ireland Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up to date with research and developments in the teaching of Mathematics.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues, Associate and Support staff.
6. Be involved in extra-curricular activities as required by the Teachers' Terms and Conditions of Employment.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
8. Liaise effectively with parent/guardians and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Board of Governors and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
 - have a SEN;
 - are gifted and talented;
 - are not yet fluent in English.

SPECIFIC DUTIES

1. Teaching of Mathematics to GCE level or equivalent curriculum for KS3 and KS4 pupils
2. To follow the agreed syllabus and develop and update the topics/subjects schemes of work
3. To ensure that the teaching area is organised appropriately to provide a safe, tidy, pleasant and stimulating working environment for the pupils
4. To ensure that all lessons are thoroughly prepared and carefully structured, and that the work is appropriate to the needs and abilities of the pupils
5. To mark work thoroughly in line with the school conventions and guidance, and to keep up to date records of each pupil's work and progress
6. To follow the agreed formative and summative assessment procedures
7. To participate in appropriate meetings with colleagues in the interest of subject development
8. To be prepared to undertake relevant INSET and training
9. Consult with and regularly review the Department handbooks which should state the agreed procedures, practices and aspirations of the Department. The handbook focuses on:
 - Aims and Objectives for the Mathematics Department.
 - Assessment, Recording & Reporting.
 - Pupil Inclusion (SEN, Gifted & Talented, Pupils with English as a second language, Gender, Multicultural, Differentiation, etc.).
 - Citizenship.
 - The range of appropriate learning styles.
 - The use of ICT.
 - Health and Safety.
10. Conduct an instructional program that educates pupils about career pathways in mathematics that can be used as a guide to achieving necessary skills for continued education and employment which includes preparing materials such as syllabi, homework assignments, and handouts.
11. Create lesson plans that are in conformity with school policy, for all courses offered and provide instructional materials and instructional methods used to make teaching and learning effective.
12. Provide pupils with the knowledge and skills necessary to compete in a global economy.
13. Assist with the Department's contribution to the School Prospectus.
14. Assist with the Department's contribution to the School "Armachian" magazine and website'.
15. Awareness of current developments in the areas being taught.
16. Assist in running the of an extra-curricular activity deemed appropriate within the Department to appeal to a wide range of pupils.
17. Work effectively and supportively with the support staff.
18. Maintain consistent working relationship with colleagues, supporting them in line with your role and responsibilities.
19. To develop your effectiveness by updating your knowledge and skills, seeking and taking account of constructive feedback on your performance, making effective use of the development opportunities made available
20. To follow agreed policies on the curriculum and the management of behaviour
21. To share in the supervision of pupils at break time, arrival and departure in accordance with published duties
22. To be flexible in terms of carrying out duties as the Headmaster may reasonably direct from time to time.

Additional Information

1. The Royal School, Armagh is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment
2. This post is subject to an Enhanced Disclosure check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought.
3. CVs will not be accepted.

DECLARATION BY APPLICANT

- (a) I have read the information and all the questions on this form have been accurately answered to the best of my knowledge.
- (b) I am not suffering from any medical condition which would prevent me carrying out the duties of this post in a satisfactory manner.
- (c) I have not been barred by the Disclosure and Barring Service from working in Regulated Activity*

Signature of Applicant _____

Date _____

* Regulated Activity is work that a person working in Northern Ireland must not do if the Disclosure and Barring Service (DBS) has “barred” them from working with children and adults. It is an offence for a barred person to do such work or to apply to do such work. Further information can be found on the AccessNI website at: <https://www.justice-ni.gov.uk/articles/disclosure-and-barring>.