

OAKGROVE INTEGRATED COLLEGE

MATHEMATICS

APPLICATION PACK

MARCH/APRIL 2026

TEACHER MAIN PAY SCALE

MPS/UPS

FULL TIME (ONE YEAR IN THE FIRST PLACE)



VISION

“A school where everyone—regardless of their ability, religion, gender, or belief—learns together, from and about each other”.

We shape a society of young people who are high-achieving, skilled, compassionate, and ready to make a difference in the world. Here, diversity is our strength, and respect is lived every day. We learn the lessons that prepare us for life—academically, socially, and emotionally—embracing difference because we understand and value authenticity and individuality. Our school is a shared space where every child is nurtured, every voice is heard, and every tradition is respected.



Mr John Harkin
Principal, Oakgrove
Integrated College

LEARN • BELIEVE • ACHIEVE • TOGETHER

MISSION

LEARN – Classrooms

We honour the courage of our founders by learning from the past without being bound by it. We bring people together to learn, live, and grow. We remove barriers to learning and understanding, creating an inclusive and integrated community where every child is supported to reach their full potential.

BELIEVE – Culture

We challenge what is wrong and model what is right. We respect the beliefs and rights of all, fostering a spirit of acceptance and dialogue. We promote an environment where everyone can thrive in our school community while feeling valued, secure and enabled to meet their potential. We believe in the power of each individual to succeed—academically and beyond—and we encourage everyone to believe in themselves and their abilities.

ACHIEVE – Commitment

We value and celebrate the contributions of staff, students, families, and all who share our vision—because we are better together. We help each person achieve their best, always adding value and supporting one another. We are committed to a child-centered approach that empowers learners to grow in confidence and character.

TOGETHER – Community

We build strong links with our community to witness the power of integration.

We are committed to trust, respect, and reconciliation—building a future better than the past. We celebrate the richness of different faiths and cultures, encouraging understanding and shared values. We actively involve families and the wider community in shaping a school where everyone belongs.

KEY VALUES



Respect Perseverance Compassion Courage Leadership

Job Description - Maths (Full-time, one year in the first place)

The Role:

The Teacher of Mathematics will deliver engaging lessons centered on mathematical fluency and problem-solving, supporting students' logical and cognitive development. They work under the Head of Department and Principal/Vice Principal, ensuring effective delivery of the mathematics curriculum, fostering quantitative reasoning, and maintaining a positive learning environment while collaborating with colleagues to enhance pedagogical practice and teaching and learning.

Reporting:

Department members report to the Head of Department who is responsible to the Principal, through the Vice Principal and SLT.

Main duties & responsibilities:

To:

- Actively engage in departmental self-review, the aim of which is to confidently review the quality of mathematical instruction, on a regular and systematic basis in line with the whole school and department development/action plan
- Act upon the findings from departmental self review to maintain the highest quality of teaching and learning
- Contribute to discussions on mathematical pedagogy and the impact that it has on pupils' ability to solve problems and reason logically
- Be involved in departmental development planning to enhance the Mathematics and Numeracy provision
- Ensure that data is used effectively as a useful measure of progress, though never as a blunt instrument and always accompanied by a deep understanding of the pupils as individuals
- Adhere to the criteria as set out in the Departmental Handbook with particular regard to the setting and marking of mathematical exercises, assessments, and reporting procedures
- Bring to the attention of the HOD any difficulties which may arise within the department
- Attend regular meetings, formal and informal, to discuss Department matters
- Co-operate with other Departments in cross-curricular activities/teaching
- Keep up to date with educational developments and changes within the subject area
- Review examination results within the department and implement intervention actions when and where necessary
- Ensure that baseline data and continuous assessment are being used to monitor and improve academic performance

Job Description - Mathematics (Full-time, one year in the first place)

- Work collaboratively with the SENCO to identify and implement strategies that support improved outcomes for students with diverse learning needs
- Design and lead additional mathematical enrichment opportunities for pupils, both within the curriculum and through extra-curricular clubs, such as Maths Challenges, coding clubs, or financial literacy workshops.
- Proactively seek out and engage in subject-specific professional development opportunities to stay at the forefront of historical research and pedagogy
- Foster a collegial, positive, and inclusive working and learning environment that celebrates diversity of thought and mathematical problem-solving approaches
- Adhere to, contribute to, and consistently implement all school policies and strategic directives
- Carry out general supervision duties with a professional and vigilant presence
- Uphold and promote the highest standards of safeguarding and child protection, maintaining an acute awareness of and adherence to school policies and statutory obligations
- Work closely with pastoral leaders to ensure that every student feels valued, supported, and able to thrive both academically and personally
- Foster positive relationships with parents and carers, ensuring regular, clear communication about student progress, departmental initiatives, and support strategies
- Carry out any other reasonable duty as directed by the Principal

Conditions of service:

All members of staff are expected to carry out a range of professional duties required by the Board of Governors under the direction of the Principal and to work as a team within the Teachers' (Terms and Conditions of Service) Regulations (NI) 1987.

Personnel Specification, Mathematics (Full-time, one year in the first place)

Assessed Via: A=Application form, I= Interview

	Essential	Desirable	Assessed via
Qualification and Training	<p>E1a. Qualified Teacher Status (QTS) registered at uptake of employment with the GTCNI</p> <p>E1b. Hold an Honors Degree (at least 2:2) /BEd Honors Degree (at least 2:2) in which Mathematics is a major component (please specify modules taken) or hold a PGCE in Mathematics.</p>	<p>D1a. Evidence of recent, subject-specific professional development (e.g., Exam Board training or ATM/MA membership)</p>	A
Knowledge/ Experience	<p>E2a. Strong knowledge of the</p> <p>E2b. Experience of teaching Mathematics at GCSE. (State previous Specifications delivered) - at least 6 month</p> <p>E2c. Use of evidence-informed pedagogical practices to ensure high-quality teaching and learning experiences that meet the diverse needs of all learners</p> <p>E2d. Experience in identifying and implementing specific strategies to support improved numeracy and outcomes for SEN students.</p> <p>E2e. Proven ability to use baseline data (e.g., CAT4, PTE) to monitor progress and implement targeted interventions.</p>	<p>D2a. Experience of teaching Mathematics/Further Mathematics at GCSE.</p> <p>D2b. Experience of teaching Mathematics/Advanced Mathematics at GCE</p> <p>D2c. Experience of contributing to cross-curricular and/or STEM projects.</p> <p>D2d. Evidence of continuous professional development</p> <p>D2e. Evidence of teaching with a highly inclusive approach to mathematical ability groups</p>	A & I

<p>Skills</p>	<p>E3a. High level of written, oral communication, presentation skills and digital skills.</p> <p>E3b. Methodical approach to organisation of tasks with an ability to plan, prioritise and schedule effectively</p> <p>E3c. Ability to apply and creatively use digital skills to enhance pupil engagement</p> <p>E3d. Ability to motivate pupils/colleagues, value their contributions and promote high expectations, mutual respect, and continuous improvement</p>	<p>D3a. Experience in leading mathematical enrichment, such as UKMT Maths Challenges or coding clubs.</p> <p>D3b. Proficiency in using mathematical software (e.g., Dr.Frost/My maths/Corbettmaths/Geo Gebra) to enhance conceptual understanding.</p>	<p>A & I</p>
<p>Personal qualities</p>	<p>E4a. Demonstrate enthusiasm and expertise for the subject</p> <p>E4b. Ability to work as part of a team</p> <p>E4c. Commitment to contribute to the extra-curricular life of the school</p> <p>E4d. Commitment to the integrated ethos and values of Oakgrove Integrated College</p>	<p>D4a. Previous experience in an integrated or inclusive educational environment</p> <p>D4b. Evidence of building proactive and transparent relationships with parents and carers</p>	<p>A & I</p>
<p>This criteria may be enhanced to facilitate shortlisting</p>			
<p>Posts involving working with children and young people in educational establishments are subject to the provisions of the Safeguarding Vulnerable Groups (NI) Order 2007</p>			
<p>As an equal opportunities' employer, Oakgrove Integrated College welcomes applicants from all sections of the community</p>			

Shortlisting- Mathematics (Full-time, one year in the first place)

Shortlisting

After the closing date, the shortlisting criteria will be used to provide a shortlist of candidates for interview. This will involve assessing which candidates have demonstrated how they meet each of the criteria. The criteria may be enhanced to facilitate shortlisting, if required.

Interview

Shortlisted candidates will be required to attend an interview panel. Questions will be given before interview with 15-minute preparation period in advance of the interview panel. Candidates who have been selected to attend an interview will be notified by email and should confirm their attendance by email or contacting the school office.

Key Dates:

Publication of advertisement: Thursday 2nd April 2026

Closing Date for receipt of Applications: Monday 20th April 12 noon

Shortlisting & notification of interviews: Week beginning 20th April 2026

Guidance Notes:

1. Application should be made using the application form provided. No additional sheets are to be used and no additional material or curriculum vitae will be considered.
2. It is essential that applicants outline on the application, how they meet each criterion, providing detailed information/examples and dates as required.
3. Applicants called for interview will be required to bring photographic ID.
4. Completed application forms should be marked, for the attention of the Principal's Secretary, and can be emailed to info@oakgrovecollege.derry.ni.sch.uk.
5. All communications for this post will be dealt with via email only.

Confirmation of Appointment:

Before the successful candidate can be confirmed, they will be required to:

1. Agree to their records being checked with the Department of Education for Northern Ireland and an Access NI Disclosure check: it is a condition of appointment that the applicant should hold a satisfactory Enhanced Disclosure Certificate from Access NI;
2. Accept the right of the college to contact any or all previous employers for references: it is a condition of employment that such references should be acceptable to the Board of Governors;
3. Provide written confirmation of acceptance of the post;
4. Provide proof of qualifications



Teaching Staff Application form

Application for employment as: Teacher of Mathematics (Full-time, one year in the first place).

Closing date: Monday 20th April 2026 (12 noon), late applications will not be considered. Please note that only information included on this application form will be considered. No additional information pages or CVs will be accepted.

PERSONAL DETAILS:		
Surname:	Forename:	Title:
Correspondence address:		
Home address if different:		
GTCNI No:	E1a.	
Teacher's Ref No:		
National Insurance No:		

3rd LEVEL EDUCATIONAL ACHIEVEMENTS:			E1b/D1a.
Name of University/College	Qualifications Obtained (components/modules of courses studied)	Date completed and grade/classification achieved	

2nd LEVEL EDUCATIONAL ACHIEVEMENTS (CONTINUED):		
Name of School/College	Qualifications Obtained (List A-Levels, AS-Levels and GCSEs in that order)	Awarding body, date completed and grade/classification achieved

ADDITIONAL QUALIFICATIONS: E2c/D1a/D2d/. Including 'In-Service' courses that relate to this post.		
Name of School / College / University or Awarding Body	Qualifications / Certificate Obtained	Awarding body, date completed and grade/classification achieved

EMPLOYMENT HISTORY:**E2a-E2d/D2a-D2e.**

(beginning with the current/most recent (if currently not in employment))

Name of employer	Position held	Start / End Date	Salary scale / TA

EMPLOYMENT HISTORY (PRESENT POST):**E2a-E2d/D2a-D2e/E3a-E3d/D3a-D3b/E4a-E4d/D4a-D4b**

Name and address of present school/college/employer:

Type of school:	D4a.		
Current enrolment:		Current Role:	

**EMPLOYMENT HISTORY (PRESENT POST CONTINUED):
E2a-E2d/D2a-D2e/E3a-E3d/D3a-D3b/E4a-E4d/D4a-D4b**

Please outline the duties and responsibilities of your present post. (Max 200 words)

Reason for seeking
alternative employment:

REFERENCES

Please give the name, occupation, address, telephone no. and email for two references.

Professional Referee (This should be your
current Principal/Employer)

Character Referee

REFERENCES MUST NOT BE SUBMITTED WITH THIS APPLICATION FORM.

Prior consent of persons named as referees must be obtained before their names are entered on this form.

PERSONAL STATEMENT (ALL, E criteria and D criteria, where applicable).

In a maximum of 700 words for all sections, detail how you meet the Personnel Specification and the criteria given. Applicants can balance the word count as they see fit.

Qualifications
and Training

Knowledge /
Experience

Skills

Personal
Qualities

APPLICANT DECLARATIONS:

Child Protection:

This post is a 'regulated position' as defined under The Safeguarding Vulnerable Groups (NI) Order 2007. Is there any reason why you would **not** be suitable to work with children/young people in an educational setting?

Yes / No

If the answer is "Yes", please give details:

Criminal Record Details:

Please ensure you complete this section carefully and accurately.

The Board of Governors has a responsibility to ascertain whether candidates for this post have a criminal record and you are therefore required to declare on this form any criminal convictions. This post is exempt from the provisions of the Rehabilitation of Offenders (Exceptions) Order 1979 and this means that you are not entitled to withhold information about convictions even those otherwise considered as "spent". The fact that you have a conviction does not automatically render you unsuitable for this post. Failure to disclose details of any criminal matter will, however, render you liable to disqualification for this post and, if appointed, to dismissal.

Are you declaring any bind over, caution, absolute discharge or conviction?

Yes / No

Have you been convicted in a court of law for any criminal offence (see note above)?

Yes / No

If your answer is "Yes", please give your detail, details of the criminal record, including nature of offence(s), sentence(s) and date(s) in a separate e-mail, named CONFIDENTIAL and send to info@oakgrovecollege.derry.ni.sch.uk .

Final Declaration:

I declare that I have read the conditions relating to the appointment, have answered all the questions on the application accurately and without omission, am physically and legally able to discharge the duties of the post for which I have applied and have not canvassed, nor asked anyone to canvas on my behalf, any member of the Board of Governors in respect of this post.

Any false statement may lead to my rejection or, if appointed, my dismissal.

If you are aware that you are related to or have a conflict of interest with a member of the Board of Governors, please give their name and the relationship to you.

Name: _____

Relationship: _____

Applicant Signature:

Date: