



**Maidenhill  
School**



**APPLICANT PACK**

**SECOND IN  
MATHEMATICS**

**FEBRUARY  
2026**



Dear Applicant,

We are a welcoming and inclusive 11-16 school that has, due to its popularity, grown rapidly in size, with c.725 students on roll. Our mission is 'Creating and Achieving a Brighter Future' and we live by our mantra 'Be Kind, Aspire, Persevere, Achieve' by providing the very best education for our young people.

The rapid improvement journey of the school over the last three years has seen significant improvements in behaviour, attendance and achievement with most measures now at least at national average. We are looking for a passionate and dedicated individual to support this continued journey of improvement.

We want our students to be equally supported and challenged during the five years they spend with us and for them to enjoy their time with us as we nurture them to become confident, happy and successful young adults. We are deeply ambitious for every individual and upon leaving us, we are determined they will be able to access the very best opportunities in further and higher education.

We are seeking to appoint a talented, committed and inspirational teacher as our Second in Mathematics. We are a school where we pride ourselves in knowing our students really well. By working closely together as a team we can ensure individual student achievement is at the heart of everything we do. This is an opportunity for an outstanding mathematics teacher and for someone who wants to broaden their skills as you can, and will be, fully involved in all aspects of our school's life. You will be joining a committed team, ably led by an enthusiastic Head of Subject.



### The successful applicant will

- \* Be an exceptional mathematics teacher, able to teach to GCSE grade 9
- \* Have a passion for their and an enthusiasm for teaching and learning
- \* The ability to teach and lead on GCSE Statistics would be advantageous
- \* Have student achievement at the heart of everything they do
- \* Be committed to the all-round development of the student
- \* Enjoy teaching students of all abilities, stretching and challenging all students to achieve their personal best
- \* Employ a range of teaching strategies appropriate to the age, ability and level of students
- \* Be able to create an attractive and stimulating learning environment
- \* Have the drive and ability to raise the profile of the subject within and outside school

We have a 'New Staff Induction Programme' for all staff that join our school, run by our Deputy Head who leads on staff development. As a school we are committed to staff wellbeing, every decision we make considers this aspect and we constantly strive to work smarter not harder.

If, having read the job description, person specification and information about the department, you would like to speak to someone further about the post and/or come for a guided tour, please get in touch via my PA Nathaëlle Bessiere on [nbessiere@maidenhill.gloucs.sch.uk](mailto:nbessiere@maidenhill.gloucs.sch.uk)

If you are interested in applying for this position, please complete the application form and submit it with a covering letter to [vacancies@maidenhill.gloucs.sch.uk](mailto:vacancies@maidenhill.gloucs.sch.uk) by **Tuesday 3rd March at 9am**. The letter should be no more than two sides of A4 and no less than size 12 font. If enough applications are received, it's likely we may close for applications earlier than the stated date.

We look forward to reading your application and meeting you at interview.

Yours sincerely,



**Position:** Second in Mathematics

**Contract:** Permanent

**Hours:** Full-time or part-time 0.8, please state in your application

**Salary:** MPS/UPS plus TLR 2a (£3,527)

**Start date:** September 2026

**Deadline for applications:** Tuesday 3rd March at 9am

**Shortlisting:** Thursday 5th March

**Interview date:** Tuesday 10th March 2026



## Mathematics at Maidenhill School

You would be joining an enthusiastic, cohesive and committed team who work closely together daily. Decisions are made collectively with everyone having an input into the process. The department has grown in strength over recent years, and our maths results have improved year on year with us attaining a positive progress figure for the first time in summer 2024 and maintaining this in 2025. Our maths department is currently made up of six specialist maths teachers. This role is an exciting opportunity for an experienced colleague looking to develop further their teaching and repertoire of experiences and skills.

Maidenhill is committed to developing a team of staff, teaching and non-teaching, who continuously strive to improve their practice to secure students' best possible outcomes. In mathematics, we are implementing mastery principles within our curriculum and teaching. To support this, we are working closely with the GLOW maths hub through significant staff participation in workgroups and network meetings; there would be opportunities for new staff to take part.

The maths department welcomes candidates that are interested in launching new initiatives aimed at enhancing teaching and learning outcomes for our students. These initiatives will focus on innovative pedagogical strategies and collaborative planning sessions, with the opportunity to lead on professional development workshops both in department and whole school. Additionally, for those interested in furthering their professional qualifications, we would be open to enrolling you onto the National Professional Qualification (NPQ) program. This initiative not only aligns with our commitment to academic excellence but also fosters a culture of continuous improvement, empowering our teachers to inspire and engage students effectively in their mathematical journeys. Together, we can create a more enriching educational experience that elevates the standard of teaching in our maths department.

All maths teachers currently teach across the age and ability range to ensure a balanced timetable. As a department, we also offer Statistics at GCSE and we are tailoring the course to ensure both higher and foundation students can opt for this during our choices process. We have a suite of five recently decorated rooms, each equipped with a projector, visualiser and graphics tablet. They are soon to be fitted with riser desks and as a school we're committed to ensuring teaching and learning takes place in a quality environment. There is also access to a class set of iPads within the department and computer suite access across the school.

Students are taught in sets across all year groups. We endeavour to maintain small class sizes in all sets to be flexible and move students around based on their performance and needs. At Maidenhill, we focus on teaching individuals, and in our small school, our teachers can get to know their students' strengths and weaknesses exceptionally well. Across KS3 we work closely with the SEND department to ensure that students who are not making the expected progress have the opportunity to engage in intervention sessions overseen by our lead for SEND numeracy.

We have a full range of abilities at Maidenhill. Our most able students participate in the UKMT maths challenges and team events and students are now regularly achieving gold, silver and bronze certificates, as well as being invited for the follow-on round. To promote Mathematics across the school, we continue to run SPARX maths competitions, primary school maths teaching workshops, intercommunity maths challenges as well as trips and visits.



**Job Title:** Second in Mathematics

**Responsible to:** AAHT (Maths); Senior Leadership Team

All teachers are subject to the Conditions of Employment set out annually in the School Teachers’ Pay and Conditions Document. The school complies with these requirements in order to make reasonable demands of teachers. The responsibilities outlined in this job description are in addition to those covered in the relevant teachers’ job description. All teachers are expected to meet the Teacher Standards to a level appropriate to their experience and pay. Teachers on the upper pay scales are expected to make a significant and sustained wider contribution to the school which includes working with and leading other adults. (See Performance Management Policy and Pay Policy)

**JOB PURPOSE**

- To motivate teachers and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement in Maths across years 7 and 8.
- To contribute to the strategic development of maths, monitoring and reporting on key outcomes, to ensure the department meets academic targets as well as contributing to the development of the whole child with a particular focus on years 7 and 8.
- To take responsibility and be accountable for student attainment and achievement in years 7 and 8, by tracking student progress and supporting individual students’ learning needs. You will be expected to support the Maths intervention teacher across KS3 to fulfil their role.
- Have ownership of the KS4 Statistics curriculum, including teaching the course, ensuring the accuracy and quality of resources, and implementing systems to track student progress across the two-year programme.
- To deputise for the subject leader for maths as needed.

**MAIN DUTIES AND RESPONSIBILITIES**

**Curriculum/Departmental Development**

1. Contribute towards continuity and progression of year 7 and 8 maths within the whole school curriculum.
2. Work with other curriculum areas to explore and develop links between subjects both in terms of content and skills – e.g. Science and Geography.
3. Support the Head of Department by maintaining a comprehensive understanding of the Key Stage 2 Maths curriculum, ensuring the effective delivery of the Year 7 and 8 curriculums.
4. To review and adapt a comprehensive scheme of learning in years 7 and 8 which provide a rich experience for students.
5. Monitor and evaluate teaching in the department, taking the initiative to identify strategies to support consistency of practice, collaboration and reflection for KS3 learning.
6. Develop departmental strategies for the students’ spiritual, moral, social and cultural development, including citizenship and the development of British Values within years 7 and 8.



7. Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for students with SEND needs within the context of the year 7 and 8 curriculum.
8. Identify and support the most able students by developing teaching strategies to meet their needs, sharing good practice, tracking student progress and setting specific departmental targets for the group. Plan and organise enrichment opportunities including all UKMT individual and team challenges.
9. Ensure that the department supports the school's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Safeguarding etc.
10. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and students by offering leadership and advice.
11. Explore and develop opportunities to broaden students' experiences outside of lesson time.

### **Stock/Resources/Budget**

1. Be responsible for managing the Maths department budget with the Head of Department, with oversight of termly equipment ordering to ensure the department is fully resourced.
2. Ensure resources are adapted to suit the needs of year 7 and 8 students to enable inclusive learning opportunities for all students.

### **Liaison/Communication**

1. Communicate regularly with department team members with regards to updates in the year 7 and 8 curriculum, making positive and constructive comments about work and student progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development.
2. Meet regularly and work with the Head of Department for professional support and develop effective departmental management.
3. Work closely with the Head of Department to promote the successful image of the school and the subject in the community.
4. Oversee and monitor the accuracy of review grades with members of the department, ensuring that the collection of year 7 and 8 data is quality assured to be robust, consistent and accurate.
5. Act as the initial person for others to contact regarding all issues relating to year 7 and 8 maths.
6. Liaise with colleagues from other key stages and sectors to provide a smooth transition between schools and phases for all students.
7. Liaise with other curriculum co-ordinators to develop integrated schemes of work, e.g. Numeracy, Literacy, SEND, ICT and Citizenship.
8. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries.
9. Work with primary schools, key stage 2 providers, other key stage 3 providers and staff to support and influence the work of all in the department.



**Continuing Professional Development—Personal**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may impact upon improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan and/or Department Development Plan taking full advantage of any relevant training and development available.
3. Develop skills and knowledge for mentoring and coaching colleagues and trainees.
4. To keep up-dated in subject knowledge and new developments in maths.
5. Keep up to date with methodologies in maths teaching to ensure teaching approaches engage those students requiring scientific literacy for issues they will encounter through their working lives.
6. To be aware of CPD offered through local and national providers, which recognises knowledge, skills and qualities through on-going professional development.

**Continuing Professional Development—Staff**

1. Line manages identified staff and undertakes their performance management in line with school policy.
2. Support the development of a range of learning styles and rates of progress within the department, providing colleagues with guidance, differentiated strategies and appropriate support across Years 7 and 8.
3. Support staff in identifying existing knowledge and practice, guiding professional learning through clear success criteria and a structured programme of reflective practice.
4. Actively engage in quality assurance processes to be evidence informed of next developmental steps.
5. Actively engage in externally led work groups, such as those run by the GLOW Maths Hub, to develop teaching for mastery and improve teaching and learning across the school.
6. Work alongside the Head of Department to support the mentoring and development of new staff, ECTs and trainee teachers. Be a role model to students through personal presentation and professional conduct.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties.

Staff Signature: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_



## Second in Mathematics

Criteria	Essential	Desirable	Evidence
<b>Qualifications</b>	Degree in maths or maths related subject	Further professional qualification	AF, R
	Teaching qualification and QTS	Record of effective CPD in T&L and subject knowledge	AF
<b>Knowledge and experience</b>	Successful experience of teaching KS3 and KS4 maths	Successful experience of teaching KS4 Statistics	AF, R, I
	Ability to teach maths to GCSE grade 9		L, O, I
		Successful experience of leading departmental initiatives	L, I
		Successful experience of managing departmental budgets	L, I
		Experience of pastoral/tutor role	AF, L, I
<b>Skills and abilities</b>	Ability to deliver exciting, engaging and interactive lessons to students of all ages		O
	Ability to challenge and support students of all abilities		O
	Excellent classroom management		O, R
	Excellent ICT skills for planning, data analysis and use in the classroom		L, O
	Excellent organisation/ resource management	Ability to prioritise, plan and remain organised	O, L, R
	Excellent communication / interpersonal skills with students, staff and parents		L, O, I
	Ability to inspire and motivate students	Ability to inspire and motivate staff	L, O, I
	Understanding of safeguarding and promoting welfare issues		R, I



## Teacher of science

Criteria	Essential	Desirable	Evidence
<b>Personal qualities</b>	Excellent record of attendance and punctuality		R
	Reflective approach to learning and teaching		L, I
	Understanding the importance of monitoring and evaluation		L, I
	Excellent role model to students, parents and staff		R, O, I
	Positive and energetic		R, O, I
	Enthusiasm for subject and teaching		R, O, I
	Sense of humour and fun		R, O, I
	Team player		A willingness to contribute to extra-curricular activities R, O, I
	A 'can do' and 'solution focussed' attitude to life		R, O, I

- AF Application form
- L Letter of application
- O Observation
- R Reference
- I Interview

**Person specification**

