



We are seeking to recruit a highly motivated, confident and enthusiastic team leader with strong subject knowledge and a passion for inspiring students in all areas of mathematics. The ideal candidate will possess drive, energy, and a commitment to achieving the very best outcomes for our students. Weston Secondary

School has begun an exciting programme of investment into the Maths department, and we encourage applications from teachers eager to join the school at this exciting stage of growth and development.

‘All about the Child’

At HET, we aim to put the child at the centre of everything we do. We believe that by doing this, it drives our ethos and values to do the best we can for our children.

‘What about Sam’

Sam is the name we have given to the notional Hamwic child. By asking ourselves ‘What about Sam?’ we ensure that we put our students at the heart of our decision making.

WE ARE SEEKING A PROFESSIONAL INDIVIDUAL WHO:

- Leads by example to deliver high quality lessons which inspires and engages students enabling them to learn and become confident mathematicians.
- Can strategically evaluate and further develop the maths curriculum to ensure all students are challenged and supported so they build confidence and achieve well.
- Can demonstrate the passion, skills and determination to make a significant difference to the lives of our students.
- Works collaboratively with staff to integrate maths and numeracy into all subject areas effectively.
- Provide training and support for teachers to enhance maths teaching across the curriculum.
- Promote a positive culture of maths, engaging both students and staff through innovative initiatives and events.
- Develop and implement targeted interventions to support underachieving students and to measure and evaluate impact.
- Liaise with parents, governors, and external organisations to enhance maths provision.

WE CAN OFFER YOU:

- Excellent CPD opportunities and Training and Development Programmes
- In-house Teaching School
- An individual induction programme supported by a mentor
- Networking groups for Teachers, Business Managers, Site Teams and IT staff
- Eligibility to join the Teachers’ Pension Scheme or Local Government Pension Scheme
- Generous holiday entitlement for staff working 52 weeks per year which increases with length of service
- Free eye tests up to the value of £25 for users of VDU equipment and contribution up to the value of £60 towards the purchase of glasses specifically for the use of display screen equipment (where all conditions are met)
- Opportunity to become a school workplace Health and Wellbeing representative, meeting with other schools on a termly basis and feeding into the Health and Wellbeing strategy
- Access to the Trust Health and Wellbeing pages
- Access to a staff benefits portal through Vivup
- Free confidential telephone and face to face counselling for staff and family members

APPLICATION PROCEDURE:

Should you wish to apply for this vacancy, please view the linked documents on our website, www.westonsecondary.co.uk:

- Headteacher’s welcome
- Job description
- Person specification
- Application form

These can also be found at www.hamwic.org. Please return the completed application form to Mrs Katrina Jones, hr@westonsecondary.co.uk

Where applicable, potential candidates may benefit from a tour of the school. Please note, any candidates requesting a tour will be asked for their current place of work which will allow the school to verify, where possible, the name and place of work given. Potential candidates will be asked to bring their current school ID and/or photographic ID as proof when they visit the school for a tour.

Successful candidates will be subject to online searches.

Applications will be reviewed as they are received. An early application is advised with interviews possibly being arranged in advance of the closing date. Weston Secondary School reserves the right to make an appointment before the closing date.

SAFEGUARDING:

All schools within HET are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

THE EDWIN JONES PARTNERSHIP

The Edwin Jones Partnership is part of an umbrella Trust called the Hamwic Education Trust. At the Hamwic Education Trust we offer unique opportunities for those individuals that excel in education.

We aim to deliver an outstanding education to our students and to do so we must employ **outstanding** people.

We offer a training pathway for all employees including teachers, support staff and our middle and senior leaders.

Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.

Weston Secondary School



Job Description

Date: September 2025 – September 2026

This job description may be amended at any time following discussion between the School Leader and the member of staff, and will be reviewed annually as part of the performance management process.

Name of Post Holder:

Post Title:	Head of Maths
Grade of Post:	MPS/UPS/TLR
Accountable to:	School Leader
Responsible to:	Senior Assistant Headteacher
Working time:	FTE as specified within the Schools Teachers' Pay and Conditions Document (STPCD)

General description of the post

The holder of this post is expected to carry out the professional duties of a teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the School Leader. The post-holder is required to fully support the vision, ethos and policies of the school.

You are expected to have excellent subject knowledge and highly effective teaching practice in the teaching subject to which you are employed.

You must also demonstrate clear values and moral purpose, focused on providing excellent education for students in your teaching subject.

Relationships

The post-holder is accountable to their line manager in all matters.

Within the Performance Management process, all staff in the school are accountable to the School Leader through their respective teams and leaders.

Within the learning management process, all staff in the school are accountable to the School Leader for the profiles and performance of all students they teach.

Within continuing professional development (CPD) all staff in the school are accountable to the School Leader for the impact their development has on pedagogy.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

You are expected to foster good working relationships with students, staff, parents, and stakeholders.

Teachers' Standards

Contribute to the School Development Plan priorities of:

- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes
- Securing a collaborative school vision of excellence and equity that sets high standards for every student

Achievement

Duties and responsibilities:

- Making a contribution to raising standards across the school
- Setting clear and challenging targets that build on prior attainment for each pupil
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets
- Giving every child the opportunity to reach their potential
- Consistently demonstrating high expectations for every child
- Ensure that underperforming work is identified and challenged in accordance with school guidance.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Quality of teaching

Contribute to the School Development Plan priorities of:

- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes
- Enabling students to become effective, enthusiastic, independent learners, committed to life-long learning
- Promote students' spiritual, moral, social, cultural, physical and mental development alongside British values through your teaching subject.

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- Demonstrate optimistic personal behaviour, positive relationships and attitudes within your role.

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- Ensure teaching and learning reflects how your subject can lead to future career opportunities, promoting careers education as appropriate.

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Behaviour and Safety of pupils at school**Contribute to the School Development Plan priorities of:**

- Ensuring that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Leadership and Management

Additional Responsibilities *carried out by the postholder beyond the classroom teacher role:*

The postholder will:

- Drive the strategic direction and continuous improvement of the teaching subject to which they are employed across Key Stage 3 and 4, ensuring coherence, ambition, and excellence in provision. *Example: Redesign the department's curriculum map to align with KS4 exam specifications while embedding KS3 mastery and readiness objectives.*
- Drive enhancements in the quality of teaching and learning, promoting innovative, inclusive and engaging pedagogy that empowers all learners to thrive. *Example: Introduce strategies such as low-stakes quizzing and structured discussion to increase engagement and deepen understanding across ability ranges.*
- Raise standards of achievement and accelerate progress, holding staff accountable to performance indicators including attainment, curriculum coverage, and targeted interventions. *Example: Lead data-driven progress reviews after each assessment point, with follow-up action plans tailored for each class and teacher.*
- Contribute to whole-school improvement priorities, using departmental data and reflective practice to influence strategic planning and feed into the School Improvement Plan. *Example: Use subject-specific outcomes to inform whole-school literacy or numeracy initiatives and integrate them into department planning.*
- Develop a culture of high expectations and collaboration, offering targeted coaching, leading CPD sessions, and sharing best practice across teams. *Example: Facilitate twilight CPD on retrieval techniques and lesson modelling, then support staff with coaching and peer observations.*
- Monitor and evaluate departmental performance, through lesson observation, student outcomes, curriculum audits and stakeholder feedback, implementing actions for development. *Example: Create a termly summary report on departmental teaching and progress, combining student voice, book reviews and assessment data.*
- Foster strong internal and external partnerships, liaising with local networks, trust schools, and relevant subject associations to share expertise and build collaborative opportunities. *Example: Coordinate collaborative planning workshops with neighbouring schools and attend online forums hosted by national subject leaders.*
- Promote students' personal development and values through the teaching subject, embedding SMSC, British values, and careers education meaningfully within the curriculum. *Example: Embed career pathways into lessons by linking curriculum topics to STEM fields, entrepreneurship, or real-world applications.*
- Coordinate enrichment activities, subject-related events, and external links, raising the profile of the subject within and beyond the school community. *Example: Organise a KS4 careers fair stall highlighting subject-related roles, and lead a themed enrichment week involving visiting speakers or competitions.*
- Model professional integrity and resilience, championing a culture of continuous learning, reflective practice and positive contribution to the wider school ethos. *Example: Contribute to staff briefings with reflective insights from CPD, and mentor a new colleague by modelling solution-focused approaches and professional curiosity.*

Fulfill wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Take responsibility for maintaining up-to-date records of your CPD (e.g. within Bromcom or other school systems).
- Engage with CPD opportunities (including those offered via national providers) and disseminate best practice where possible.
- Develop working relationships and networks with local, national and digital agencies to remain current in your teaching practice.
- Communicate effectively with parents with regard to pupils' achievements and well-being

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Signed:

Date:

(Member of staff)

Signed:

Date:

(School Leader)

Person Specification

Qualifications and training	Essential	Desirable
<ul style="list-style-type: none"> Relevant good degree Qualified Teacher Status 	✓	
<ul style="list-style-type: none"> Recent and relevant professional development Further professional qualification 		✓
Experience/employment record	Essential	Desirable
<ul style="list-style-type: none"> Teaching experience in secondary sector A proven track record of successful and recent class teaching in a secondary school Experience of managing teaching staff and support staff Experience or subject leadership and management Clear insight into best practice in teaching and learning, to maximise student outcomes Excellent KS3 and KS4 subject knowledge Clear understanding of how effective strategies for managing behaviour within the classroom and beyond impact on wider student performance An understanding of issues related to inclusivity and social mobility within education Ability to assess students' needs and barriers to learning 	✓	
<ul style="list-style-type: none"> Use of assessment and attainment data and information Experience working in a school set in an area of deprivation 		✓
Personal qualities, skills and attributes	Essential	Desirable
<ul style="list-style-type: none"> High expectations of all students Excellent communication skills A positive role model who creates a good first impression Ability to motivate, inspire and challenge students Confident ICT user Ability to plan, prioritise and organise self and others Commitment to raising standards Calm, adaptable, dependable, resilient and reliable Collaborative and a good team player Commitment to further own professional development A commitment to promoting and safeguarding the welfare of young people Has 'presence' around the school Able to follow direction and accept challenge and feedback in a positive and productive way An understanding that getting better never stops Ability to be flexible and cope with interruptions in workload 	✓	