



Second in Maths

Weston Secondary School



Location:	Weston Secondary School
Contract:	FTE as specified within the Schools Teachers' Pay and Conditions Document (STPDC)
Salary:	Between MPS/UPS + TLR 2.7 + £2,000 R&R for 2 years
Application deadline:	20 th April 2026
Interview date:	Week commencing 28 th April 2026
Start Date:	1 st September 2026

Weston Secondary School is a thriving secondary school which is committed to providing the very best opportunities for all our students. Our core values of **Aspire, Believe, and Achieve** are embedded throughout the school. We are a dedicated and forward-thinking school where each student's academic achievement and personal development are important. Our motto, **Celebrating Diversity, Nurturing Talent, Inspiring Achievement**, supported by our values, reflects our intent as a school for all our students.

Hamwic Education Trust (HET) is a large, fast-paced multi-academy trust with currently 37 schools across the South Coast: Portsmouth, Southampton, Poole and Dorset.

Role Summary:

Weston Secondary School is seeking to appoint an exceptional Second in Maths to support the leadership and continued development of our Maths department.

This role involves:

- Assisting the Head of Maths in leading the strategic direction and day-to-day management of the department
- Supporting the development of high-quality teaching, learning and assessment across all key stages
- Contributing to curriculum planning, mentoring colleagues, and driving improvement initiatives
- Playing a key role in raising standards, improving outcomes and fostering a positive, aspirational learning culture in Mathematics

We are looking for a highly motivated, enthusiastic and experienced Maths teacher with strong subject knowledge and a genuine passion for inspiring students across the full range of mathematical disciplines. If you are seeking leadership opportunities, possess drive and energy, and are committed to securing the very best outcomes for young people, we would love to hear from you.

Weston Secondary School is currently undergoing an exciting period of investment and growth within the mathematics department. We welcome applications from teachers who are eager to contribute to this positive development and to play a key role in shaping the future success of the subject.

We are seeking a professional individual who:

- Can create and teach a stimulating, imaginative and challenging curriculum

- Can work with your Head of Department, take responsibility for the leadership and operations of the department
- Can demonstrate high quality teaching and be able to inspire and enthuse students to learn
- Can demonstrate the passion, skills and determination to make a significant difference to the lives of our students.

What we offer you:

- An opportunity to be part of a collaborative managed services team with a shared vision of excellence
- A real career path in a thriving and respected organisation
- Flexible working approach, where possible
- Excellent training and development programmes and opportunities
- Eligibility to join the Local Government Pension Scheme
- Generous holiday entitlement, increasing with length of service (support staff)
- Access to our benefits portal offering a full range of discounts available through Lifestyle Savings
- Access to Wellbeing Support through our Employee Assistance Programme, this includes free confidential telephone and face to face counselling for employees and family members
- Eligible for a Blue Light card

About Hamwic Education Trust:

HET is fully committed to developing an outstanding workforce. We are a friendly and supportive community of professionals working hard to ensure that our schools are enabling children to grow and develop for the future.

We have talented staff working in leadership, teaching and support roles throughout our schools and committed professionals working in the Managed Services team covering education, safeguarding, HR, IT, finance and estates. This experienced team supports our schools and is responsible for the successful delivery of our multi-academy trust.

As an employer, we support our staff to grow through continuing professional development and there is a range of apprenticeships and other opportunities available throughout the Trust to extend your knowledge, skills and career prospects.

HET celebrates the uniqueness of our pupils, our staff and our schools and we aim for everyone to achieve their full potential through the pathways of opportunities available.

HET recognises that by valuing and promoting equal opportunities in employment for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, we will be able to deliver first class education and value the differences our workforce brings to HET.

Application Procedure:

If you would like to discuss the role further, please contact Katrina Jones, HR Officer by emailing hr@westonsecondary.co.uk to arrange an informal chat or have a tour of the school. 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.

If you wish to apply for this position, please complete an application form which can be found at [Job vacancies | Careers | Hamwic Education Trust | Multi-academy Trust](#) and return to hr@westonsecondary.co.uk.

CV's will only be accepted along with a completed application form.

Please note, we may close the advert prior to the advertised closing date should we have sufficient applications. We strongly encourage prospective applicants to apply as soon as possible.

Hamwic Education Trust (HET) are committed to safeguarding and protecting the welfare of our pupils and we expect all staff and volunteers to share this commitment.

All posts are subject to a safer recruitment process which includes enhanced criminal record and barring checks, scrutiny of work and training history, robust referencing, and other vetting checks. Successful candidates will also be subject to online searches.

Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across HET.

All HET employees are required to undergo continuous professional development to maintain safe working practices and to safeguard our pupils.

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:*

Line Management

- To support the Head of Department with managing the maths team.
- To support the Head of Department with staff professional development and produce PD reports.
- To support the Head of Department with reviewing staff performance on an ongoing basis.

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.

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.

Signed:

Date:

(Member of staff)

Signed:

Date:

(School Leader)

- 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

Personal Attributes:

- 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