



Edmonton County School

Educating our Community for Success

Assistant Head of Mathematics - KS5 Coordinator

**TLR 2b
MPS/UPS
Outer London**

Full Time

Start: September 2025



Cambridge Campus
Great Cambridge Road,
Enfield EN1 1HQ

Bury Campus
Little Bury Street,
Edmonton,
London, N9 9JZ

Tel: 020 8360 3158 Email: ECSRecruitment@edact.org.uk

Head of School: Paul Miller

About EdAct



EdAcT

www.edmontoncounty.co.uk

Our Trust comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, Salmons Brook School (Special) and from September 2023 the Konrad Halls Centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

Excellence in all we do

Developing a shared understanding of teaching and learning by sharing strengths and best practice

Ambitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

Creative in our approach to achieving the best for the children

Trusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you

Dr Susan Tranter

Chief Executive

About ECS



Edmonton County School

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Ofsted Report

Edmonton County School (ECS) is a 4-18 mixed, community, comprehensive school with a long history of providing a high-quality education to the communities of Enfield and Edmonton. Although we are a large organisation, with over 1800 students and around 250 staff making up our school community, our dual-campus structure means that the young people in our care have the experience of being in a caring and supportive environment that much smaller schools can offer.

ECS has a hard-working and high-calibre staff working as teachers and members of the wider workforce. Together, we share the aim that we are 'Educating our Community for Success'. The governors, staff and myself share a passionate commitment to meeting the varied individual needs of all our students, in order to ensure they leave ECS with the best possible academic qualifications. We want them to enjoy every aspect of their learning and we want them to develop as individuals, so that they leave us as confident and socially-responsible young people who are well equipped to contribute to society and enjoy success in whichever field they choose for themselves.

At Key Stage 4 (GCSE), the progress of our students is consistently good, whilst post-16 the progress of our students studying A Levels puts the school in the top 10% of Sixth Forms nationally. Whilst we continue to enjoy increasingly high standards of academic achievement, we are always ambitious to do even better and we are continually looking for ways to raise the level of achievement of our students.

Research has shown that strong partnerships between parents and school staff have a positive impact on a child's progress and helps them to feel good about school and their education. I have been teaching in north London schools for over 25 years and have been a senior school leader for over 15 years. I know that a successful school and happy children depend on all of us working together.

Working together also ensures that children are getting a consistent message about good behaviours. Our school is a calm, orderly place and we have high expectations regarding attendance, punctuality, attitudes towards learning, showing respect to members of the school community and the wearing of our uniform, both in school and in the local community.

I look forward to hearing from you.

Paul Miller
Head of School



Teacher of Maths with Responsibility for KS5

Teachers (MPS/UPS) are required to carry out general duties and responsibilities in addition to their teaching and pastoral responsibilities. In addition, you will have responsibility for KS5 teaching in the Faculty across both campuses.

Responsibilities:

Teaching and Learning

- a. Teaching of post-16 Maths, including A Level Maths, A Level Further Maths, GCSE retake Maths, Level 3 Mathematical Studies
- b. Monitoring and evaluation of teaching and learning within KS5 Maths
- c. Supporting and training KS5 teachers as required

Curriculum

- a. Curriculum planning and implementation of the KS5 programme
- b. Monitoring and reviewing the KS5 schemes of work for the courses above
- c. Developing appropriate cross-curricular links

Assessment

- a. To ensure that pupils' work is regularly assessed, according to the Maths Faculty and school policies.
- b. To keep records of pupil achievement in KS5 Maths.
- c. To monitor pupil achievement against school and national targets, and to take action to intervene where students are underachieving.

Administration

- a. The preparation for assessment/and or examinations (internal and external) in liaison with the Head of Maths/Examinations Manager.
- b. The management KS5 resources.
- c. The completion of all relevant health and safety checks and paperwork, to ensure the safe and successful delivery of KS5.
- d. All responsibilities relating to the successful running of KS5.

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General Responsibilities

- a. Maintaining good order and behaviour thereby facilitating learning and safeguarding health and safety in school and authorised school activities elsewhere.
- a. Participating in whole school, faculty-based and pastoral and individual arrangements for her/his in-service training and professional development, including Performance Management.
- a. Sharing in statutory duties in accordance with published rotas.
- a. Taking part in scheduled meetings with colleagues and parents in accordance with the school's published calendar.
- a. Taking delegated responsibility for the implementation of the Health and Safety Act in accordance with the School's and the LA's Health and Safety Policy.
- a. Ensuring children are safe within school.

Teaching (under the guidance of the Head of Faculty)

- a. Planning and preparation of courses and lesson for the classes assigned to her/him in accordance with the faculty's curriculum planning, including the implementation of the National Curriculum where relevant.
- a. Teaching appropriately the students assigned to him/her according to their needs. (This includes the setting, marking, assessing of classwork, homework and other projects and field work etc.)
- a. Keeping records of students' attendance, classwork and homework.
- a. Participating in public and internal examination arrangements as well as other assessment programmes, including profiles and records of achievement.
- a. Communicating with parents about students' progress in accordance with school and faculty policies.

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Job Description: Assistant Head of Maths – KS5 Coordinator



- a. Being responsible for the room(s) in which he or she teaches with regard to appearance and display, and for resources and equipment as appropriate.
- b. Sharing in the Faculty's work in curriculum development with regard to courses of study, teaching material and methodologies used.
- c. Adhering to all agreed faculty and whole school policies e.g. marking, homework, SEND and equal opportunities.
- d. Undertaking additional administrative duties as directed by the Head of Faculty.

Pastoral (Under the guidance of the Progress Leader / Head of Year)

All members of staff will either be a tutor or will be allocated to a particular cohort of students. Duties of a tutor include:

- Mentoring students.
- Keeping accurate and up to date tutor group register following up all lateness and absences in accordance with school procedures.
- Contributing to the monitoring of the achievement of pupils in the tutor group through the process of academic review.
- Checking students' homework diaries regularly.
- Checking on students' school uniform and enforcing school rules regarding jewellery etc.
- Accompanying the tutor set to Whole School and Year Assemblies.
- Collating and checking the subject profiles for her/his tutor set. Summarising and commenting on **achievements** and **behaviour**. Discussing the reports with students as well we with parents at the parent/tutor meetings.
- Contributing to the development of the tutor-time programme and delivering materials produced.

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- Liaising with subject teachers, senior staff and outside agencies where appropriate about members of the tutor group.
- Being recognised by all members of the tutor set as a key member of staff from whom to seek advice and support; a teacher who may be relied upon to offer guidance in personal, social and learning matters.
- Adhering to and implementing all Year Team policies.
- Any other duties as directed by the Head of School and the Executive Headteacher

Teachers will be line managed by their Head of Faculty.

This job description may be amended at any time after consultation with you.

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Person Specification – Teacher Professional Skills and Experience

This person specification describes the skills, abilities and experience that we think are needed to do the job successfully. You should think about these carefully when writing the supporting statement part of your application form. We use the person specification as a benchmark against which we assess all candidates.

We will shortlist only those applicants who demonstrate in their application that they meet the criteria set out in the person specification. You should therefore make sure that your supporting statement demonstrates how your previous experience, skills, qualifications and abilities match all those on the person specification.

You may find it helpful to list each of the person specification criteria as a separate heading and explain how you meet that criterion. When outlining your skills and abilities, try to give examples of your successes and achievements.

Suitable candidates will

- * Have excellent subject knowledge and understanding of the curriculum
- * Be able to motivate and inspire students to learn.
- * Be highly motivated and willing to use their initiative.
- * Have a variety of teaching and learning strategies which they use effectively.
- * Be able to maximise the achievements of all students.
- * Be able to work effectively as part of a team.
- * Be able to support and carry out faculty and whole school policies and procedures.
- * Possess good written and verbal communication skills.
- * Possess appropriate IT and administrative skills.
- * Be willing to contribute to the broader life of the school.

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- * Be willing to contribute to the development of the faculty and the school through their own professional development.
- * Be organised and manage their time effectively.
- * Be aware of how to ensure children are safe within school.

How to apply

You can apply online by completing the application form:

<https://edact.org.uk/careers>

We look forward to hearing from you.



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