



Weald of Kent

Grammar School

Deputy Head of
Mathematics (Tonbridge)
Job Description



CURIOSITY • COURAGE • COMPASSION

www.wealdgs.org



Employment Status: Permanent
Full Time/Part Time: Full Time
Salary: MPS/UPS + TLR2b (£6,068 per annum)
Start Date: 1st September 2026
Closing Date: Monday 18th May 2026, 9AM
Interview Date: Wednesday 20th May 2026
Location: Weald of Kent Grammar School is located on two campuses; Tonbridge and Sevenoaks. You will be required to work across both campuses.

*Please note, interviews and appointments may be arranged where a suitable candidate is found prior to the closing date.



Welcome from the Headteacher

Dear Colleague

Thank you for your interest in the position of Deputy Head of Mathematics at Weald of Kent Grammar School – where we have a reputation for academic excellence, a focus on high quality pastoral care, guidance and support as well as superb extra-curricular provision.

Weald is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

Everything we do at Weald is underpinned by our three core values: curiosity, courage and compassion as well as our belief that ‘the whole child is our whole point’.

If you have the energy, passion and integrity to bring to this role, you can look forward to working with a highly qualified, skilled and committed staff team who work extremely hard for their students, and who are proud to teach at Weald of Kent Grammar School.

But most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

I hope you will want to learn more about the school by visiting our website [here](#) and that you are motivated to join our team and take Weald of Kent Grammar School to the next stage of its development.

Yours sincerely,

Richard Booth
Headteacher

Our School

Weald of Kent Grammar School is a selective girls academy (with a mixed Sixth Form) for approximately 1900 students aged between 11 and 18. The school operates across two campuses located at Tonbridge and Sevenoaks in West Kent. Students join the school from a range of areas around West Kent, East Sussex and South East London from a variety of different backgrounds.

Our students achieve at the highest level academically. In 2025, 60% of our GCSE entries were awarded 9-7 grades placing Weald in the top 10% of schools nationally for progress. At A level, 68% of our entries were awarded A*-B grades and the vast majority of our students move from Weald into higher education. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We are particularly proud of the work we have done to create a strong pastoral system and students enjoy a comprehensive programme of PSHE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. We encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school operates a very successful House system, led by student House Leaders, which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported. Currently we are launching a programme, involving our KS5 students, to help local primary schools with a range of outreach activities.

Outside of the classroom we are fortunate in having staff who provide a wide range of extracurricular opportunities for students, which is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including Trampolining, Rugby, Cricket and Athletics. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school variety performance and a range of different concerts. We enjoy a successful Duke of Edinburgh scheme, involving over 700 students. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.



Our Sixth Form

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With about 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. Each year we warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, students have the opportunity to take the Extended Project Qualification (EPQ) which develops skills of analysis and independent research, vital for success in undergraduate study. Students follow a wellbeing programme, including PSHCE and Physical Education provisions.

Weald Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process as well information about other pathways they may suit some of our students.

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The prefect team are an integral and highly valued part of the Sixth Form. Lead by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities

Curriculum

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them to do three separate sciences at GCSE. At KS4, students study ten GCSEs, which includes a Modern Foreign Language and either History or Geography. In the sixth form most students study 3 A Levels, with the most able being given the opportunity to study four. This is supplemented with the range of opportunities detailed above.



About the Post

Reporting to: Head of Mathematics

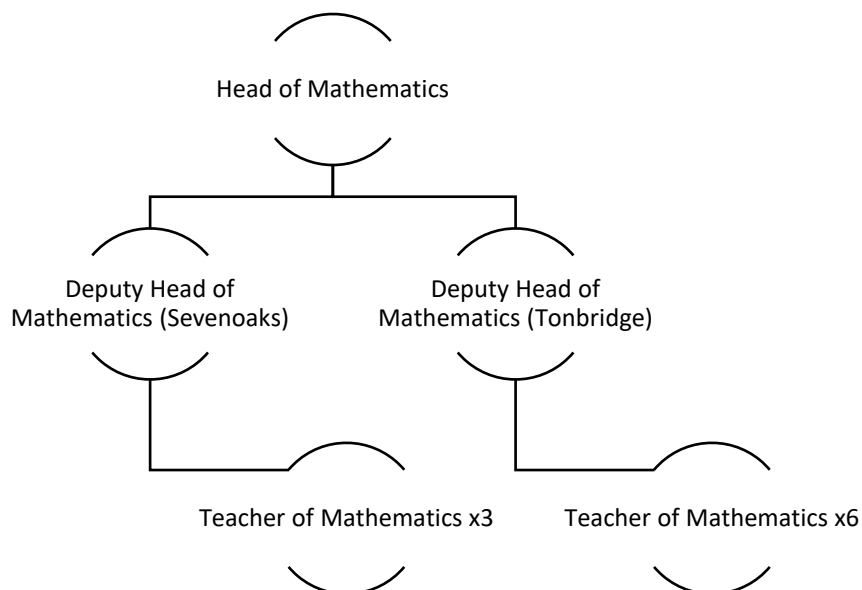
This position is an excellent opportunity for an outstanding and inspirational teacher to work closely with the Head of Math's and, when required, deputise for the Head of Department. The post will involve teaching from Key Stage 3 to Key Stage 5 Mathematics depending upon skills and experience.

This post would ideally suit a colleague who wishes to work with highly motivated, extremely engaged, enthusiastic and able learners. If you are keen to develop further as a practitioner and wish to extend your repertoire of teaching and learning strategies, then this would be a perfect fit for you. In addition to the opportunities to develop your practice within the classroom, the school offers an extensive range of professional development support including a bespoke package for those interested in working towards the next stage of their career.

The Team

Staff work closely with the Head of Mathematics, ensuring that the department continues to develop and deliver the very best for our students. The department is constantly seeking ways to improve and to make sure that our students have the best opportunities for success to allow them to take the next step with confidence.

We have our own schemes of work for KS3 that have been developed in line with the National Curriculum and Numeracy strategies. All KS4 students follow the EDEXCEL Higher Tier Mathematics specification. As building confidence and encouraging outstanding achievement is at the heart of our department, there is no early entry and all students sit their GCSE examinations at the end of Year 11. At KS5 the students follow the EDEXCEL A level syllabus. The department also offers Further Mathematics at A-Level where there is an excellent uptake in both subjects. A number of students go on to a variety of Higher Education courses involving further study of Engineering and other Mathematics related subjects.



Our Commitment to You

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development, no matter what stage of your career you are at. We pride ourselves with the supportive and inclusive nature of the school and ensure that we foster a friendly working environment. As part of our commitment to staff well-being and development, we offer the following to teaching staff:

Professional Development

- Research led CPD programmes, tailored to individual's aspirations, which are based both in school and across the wider Trust.
- A full induction programme for all new staff.
- ECT's will have a lower teaching load, timetabled mentoring sessions and a full programme of training and induction activities.
- Unlimited access to the National College CPD platform.
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation.
- Our "No lesson judgements" policy ensures lesson observations are developmental and supportive.
- One INSET day a year dedicated to moderation and curriculum preparation.

Staff Welfare

- Data capture that is measured and timely - we report progress home three times a year.
- Minimal written reports.
- No requirement for teachers to submit lesson plans, even for lesson observations.
- Teaching staff are only required to do a maximum of one twenty minute duty each week.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- We are a school that appreciates the importance of family. We do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school.
- A teaching load of 43/50 one-hour periods of teaching per fortnight maximum.

Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- In-house cover supervision team.
- A comprehensive pastoral team to help with supporting our students with behaviour and wellbeing.
- A highly effective and proactive support staff that play an important role in supporting teaching and learning.
- A Marketing, Events and Visits team that are responsible for organising key school events and trips.

Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise.
- Cycle to work scheme.
- Healthcare cash plan.
- Occupational health support.
- Priority admission for staff children (see admissions policy on school website).
- Employee Discount Scheme (Multiple Retailers – Kent Reward Scheme).
- Opportunity to perform paid lunch-time duties (with free lunch).
- Free annual flu vaccination.
- Employee Assistance Programme.
- Free tea and coffee provided in the staff room.
- Use of onsite canteen offering hot meals and salad bar.
- Opportunities to participate in enrichment activities e.g. theatre visits.
- Opportunities for flexible working.
- Free on-site parking.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

Environment

- Pleasant working environment with very well-behaved students.
- Eleven acres of school grounds set in Green Belt land at Tonbridge Campus.

Job Description

The areas of responsibility will include a range of strategic and operational activities. The Post Holder will support by:

- Supporting the Head of Department to lead across all relevant key stages.
- Creating and maintaining positive and supportive relationships with students, staff, parents, the PTA, Trustees and all other stakeholders.
- Engaging with appropriate professional development opportunities to promote professional effectiveness in their role.

Strategic Responsibilities

- Secure the commitment of others to the vision, ethos, ambitions for the school's future and policies of the school in order to accrue high levels of performance from the personnel and teams for which they have direct identified accountability.
- Carry out routine, rigorous and robust self-evaluation in order to contribute to the creation, implementation and monitoring of the school strategic plan.
- Facilitate opportunities for all staff to contribute to achieving the school's priorities and targets.

Teaching, Tutoring and Learning

- Establishing a learning environment that extends students' academic, personal, learning and thinking skills in order to increase their independence and prepare them to take their place as responsible adults.
- Ensuring classroom practice is always engaging and challenging and that student behavior is well managed and safe.
- Assist in monitoring the quality of learning, tutoring and teaching within the Science department.
- Assist in analysing performance data to inform improvement strategies.
- Promoting opportunities to share and develop best practice.

Leading and Managing Staff/Resources

- Fostering positive working relationships across the school community.
- Leading groups of staff in development and self-evaluating activities.
- Actively promoting rigorous and developmental performance development processes.
- Informing the Headteacher and Trustees of future development needs that will help to realise the school's vision.
- The effective and efficient deployment of staff and support those staff in carrying out their duties.
- Through advising on priorities for expenditure and in monitoring the effectiveness of spending and usage of resources to ensure value for money with the Head of Science oversight.

Strategic Responsibilities

To work alongside the Head of Mathematics

- Contribute to short, medium and long-term planning to meet the department's and school's priorities.
- Maintain overview of all students' progress (in their identified area) and introduce appropriate intervention strategies to secure student targeted outcomes at the end of each Key Stage.

Operational Responsibilities

To work alongside the Head of Mathematics to:

- Ensure day to day management and development of the Mathematics Department with Head of Mathematics oversight.
- Monitor the students for which they are directly accountable to ensure achievement of targets.
- Maintain an understanding of and develop the contribution their area makes to realising the school's overall academic and attendance targets.
- In consultation with the Head of Mathematics, take a proactive role in the organisation and delivery of key events and moments planned for the relevant year groups.

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- In consultation with the Head of Mathematics, take a proactive role in the organisation and delivery of the reporting and assessment process including consultation and information evenings for the relevant year groups.
 - In consultation with the Head of Mathematics, take a proactive role in the decisions and delivery of curricula and 'beyond the classroom' based activities.
 - Develop links with parents and carers of students in the school and ensure they are well informed about the curriculum, targets and all other relevant matters relating to their child's progress.

Direct Line Management Responsibilities for the strategic direction, work and policies of:

- Direct Line Management of identified personnel TBC
- Overview of subject area staffing

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Degree or equivalent	✓	
Experience		
Outstanding classroom teacher and tutor	✓	
Sustained performance securing very good student outcomes	✓	
The ability to teach Mathematics to KS4	✓	
The ability to teach Mathematics to A-Level	✓	
Skills & Knowledge		
Able to communicate effectively, orally and in writing	✓	
Able to consistently demonstrate effective planning for practical lessons to help support the delivery of outstanding lessons	✓	
Confident in own ability to be effective and to take on challenges	✓	
Ability to relate well to students, colleagues, parents and Trustees	✓	
Effective behaviour management	✓	
Able to support students in maintaining high standards	✓	
Efficient and effective administrative, organisational and personal management skills	✓	
Personal Attributes		
Ability to inspire, challenge and motivate	✓	
Have a positive approach with a desire to succeed	✓	
Energy, enthusiasm and perseverance	✓	
Reliability and integrity	✓	
Good interpersonal skills	✓	
Professional appearance and manner	✓	
Positive commitment to individual personal development	✓	
Capacity to work hard, under pressure, to meet deadlines and manage time effectively	✓	
A good record of attendance	✓	
Adaptable and amenable with respect to working practices	✓	
Ability to work independently and in a team, take a collaborative approach	✓	
Ability to build supportive working relationships with colleagues	✓	
Commitment to supporting the full life of the school	✓	
Suitable to work with children	✓	
To undertake other activities identified from time to time commensurate with the level of the post as determined by your Line Manager or SLT link	✓	
To be committed to your own development through the effective use of the School's CPD processes	✓	
To understand your own responsibilities, be committed to and comply with School policies and procedures relating to child protection, health & safety, welfare, security, diversity & equality, confidentiality and data protection, reporting any concerns to the appropriate person	✓	
To work collaboratively with the wider organisation and act in the interests of the School at all times	✓	
To support the delivery of the School's strategy as it relates to this post	✓	
Equal Opportunities		
A commitment to inclusive education	✓	

Application Process and Safeguarding

Applications

[Application forms](#) can be found on our website or on tes.com and should be sent to Human Resources at HR@wealdgs.org. The communication should set out how your proven relevant experience relates to this role. For safer recruitment purposes application forms need to be completed in full and CV's will not be accepted.

References

References may be taken up before being short-listed, please indicate on your application form if you have any objection to us contacting the referee prior to interview.

Safeguarding Duties and Responsibilities

This role is a teaching or teaching support role involving extensive contact and responsibility for children.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be expected to uphold this duty and be responsible for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and so to adhere to and ensure compliance with the school's Safeguarding Policy at all times and complete appropriate training. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the school's Designated Safeguarding Lead or to the Head.

Applicants will be required to undergo child protection screening appropriate to the post. Since this role involves 'regulated activity' with children, the successful applicant will be required to complete a Disclosure and Barring Service (DBS) disclosure application. Employment will be conditional upon the School being satisfied with the result of the Enhanced DBS check and the outcome of all the other checks.

The School will also carry out a check of the Children's Barred List on the successful applicant. Applicants should be aware that it is unlawful for the School to employ anyone to work with children if they are barred from doing so, and it is a criminal offence for a person to apply to work with children if they are barred from doing so.

This role is also exempt from the [Rehabilitation of Offenders Act 1974](#) and the School is therefore permitted to ask shortlisted applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS [filtering](#) rules) in order to assess their suitability to work with children.

Please read our [safer recruitment policy](#), [recruitment of applicants with a criminal record policy](#) & [Equal Opportunities and Diversity policy](#) before completing your [application](#). Please also be aware of our [Safeguarding / Child Protection Policy](#).

