



Full Time Second in Charge - Mathematics
Required September 2026
Salary MPS/ UPS Fringe with a TLR

Information for Candidates



Welcome

Thank you for your interest in working at DSTC. We are committed to our vision to *educate and empower citizens of the future* and we welcome applications from outstanding, passionate and dedicated practitioners who would like to make a difference and contribute positively to leading our school.

We are proud to be a popular and oversubscribed stand alone Foundation school working with the Co-operative Trust. Consequently we embrace the Trust ethos of self-help, self-responsibility, democracy, equity, equality and solidarity. We are the only non-selective girls' school in Dartford which makes us unique. Despite the competitive environment of the selective system, many of our students have passed the Kent selection test and thrive in our ambitious, developmental and safe environment: regardless of their starting point, all students have the opportunity to flourish.

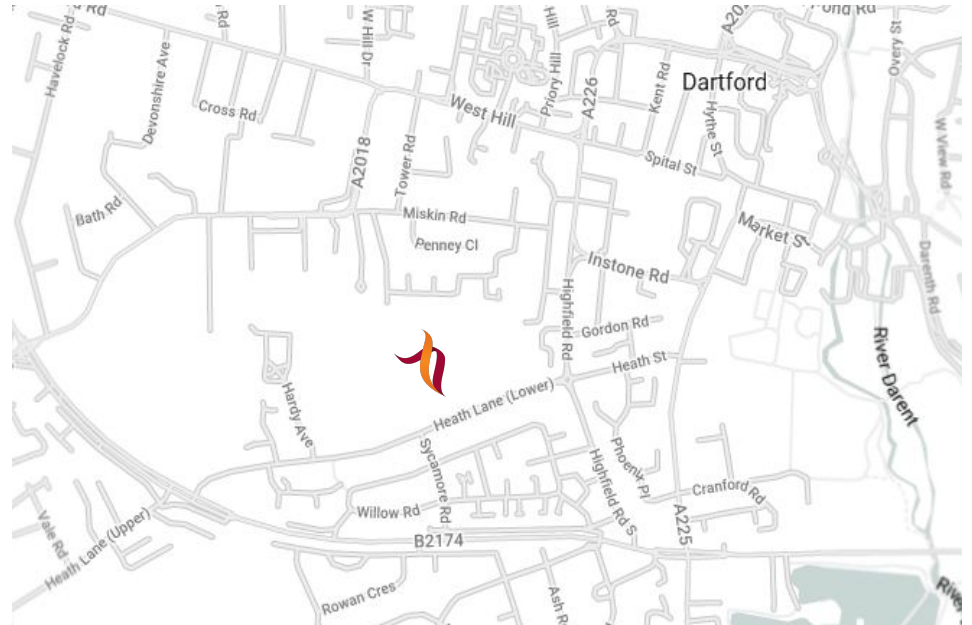
It is an exciting time in our journey and the successful applicant will have the opportunity to drive meaningful change. We have a culture of high quality teaching underpinned by a belief that all lessons should challenge, support and inspire students to be intellectually curious and develop a lifelong passion for learning. We are aspirational for our students and promote engagement in learning across the school and teachers enjoy being able to teach in an environment which prioritises this.

If you have any further questions or would like to visit the school in advance of an application, please don't hesitate to contact the school. Applications will be considered as they are received but must be submitted by noon on Monday 11 May 2026. Finally, thank you for taking an interest in the Second in Charge of Mathematics role. I hope you will decide to apply and look forward to meeting you.

Joanne Sangster
Principal

Our School

Dartford Science and Technology College is the only non-selective girls' school in Dartford with a coeducational Sixth Form. DSTC is committed to opportunities and experiences which promote Science, Technology, Engineering and Maths. In addition, we have a strong commitment to sustainability. DSTC encourages academic ambition and character development to inspire a love of learning, lifelong passions and intellectual curiosity. We are proud to challenge gender stereotypes and develop our students to ensure they have a life of choices ahead of them. Our school has exceptional facilities all of which ensure that students have a happy, safe and successful seven year journey with us.



The Role

We wish to appoint an outstanding, inspirational and dedicated professional to take a lead role in our highly performing Maths Team. The candidate successfully appointed to the role of Second in Charge of Mathematics will be expected to:

- Work collaboratively with the Director of Learning for Maths to manage all related planning, organisation and curriculum matters, with specific lead responsibility for aspects of the Maths curriculum relevant to the Key Stages, including schemes of work and assessments.
- Monitor and evaluate the curriculum and provide specialist subject expertise to assist departmental staff, as appropriate.
- Enrich the curriculum offer in Maths by leading on extracurricular opportunities, awareness raising events and embedding personal development activities into the curriculum itself.
- Align with the school values and the ethos of the Co-operative Trust
- Be research led in developing initiatives that will secure high quality inclusive teaching across all Key Stages and year groups taught

Are you a dynamic and inspiring Teacher of Maths looking to enthuse students about your subject and raise their achievement?

As a Second in Charge of Mathematics you can see the infinite possibilities in all our students. The successful candidate will demonstrate excellent subject knowledge, enthusiasm for improving student outcomes and will enjoy being part of a team that works towards a common goal. We offer Maths GCSE, Further Maths GCSE (for our most able mathematicians) and A Level Maths.

DSTC is recognised by Ofsted as a good school where character development is valued and students have access to a broad curriculum.



Why work at DSTC?

As a non-selective girls' school with a co-educational sixth form we are proud of the ways we promote girls' ambitions, aspirations and achievements. Our partnership with the Co-operative Trust is central to our work in promoting women and girls in the fields of Science, Technology, Engineering and Maths (STEM) past, present and future. The ethos of the Co-operative Trust aligns with our own vision and values. Concepts of solidarity, equality, equity, democracy, self help and self responsibility further promote our core purpose of educating and empowering citizens of the future. DSTC is a small school which gives us the unique advantage of being able to build strong and personalised relationships with our young people and their families.

Ambition is cultivated in every classroom as teachers engage students in their learning providing equal and appropriate levels of support and challenge through our 'Thinking Hard' strategy. We are a fully inclusive school ensuring all students are able to actively engage in their learning, see the importance of education and find their lifelong passions and interests. Our sense of social justice is strong and teaches our young people to challenge stereotypical and prejudicial views to strive for an equitable society for all. As a community we aim to remove the barriers students may face based on their gender and other protected characteristics that may intersect with gender. In doing this our ambition is to create a fully inclusive school where these qualities are actively promoted and allow students to make a difference in their community and their lives.

Diversity & Inclusion

We are a diverse and inclusive community fully aware of our responsibility to serve and celebrate our diverse community. We are committed to closing academic gaps in learning which may be present due to systemic disadvantage and actively promote extracurricular activities to develop our students holistically. We are committed to ensuring our recruitment process encourages applications from a wide range of prospective candidates and seek to appoint diverse thinkers.

Benefits

- A committed team of staff who are dedicated to making a difference in the lives of the young people they have privilege of working with
- A rarely cover policy with every teacher given an extra hour of time should we need to ask teachers to cover
- Professional development opportunities with support for external qualifications
- A flexible off site PPA policy
- A focus on workload, work life balance and wellbeing
- A strong staff and student voice to inform policies
- No graded lesson observations
- Feedback Policy encourages a range of feedback strategies that support managing marking load
- Free, secure on site parking with free EV charging points
- Kent Reward Scheme
- Use of the school gym
- Two-week October half term
- Five INSET days a year, partly flexible to facilitate working from home



Job Description & Person Specification

KEY DUTIES & RESPONSIBILITIES:

Post holder reports to: Director of Learning

Purpose of Role:

Work collaboratively with the Director of Learning for Maths to manage all related planning, organisation and curriculum matters, with specific lead responsibility for aspects of the Maths curriculum relevant to the Key Stages, including schemes of work and assessments.

To adhere to teaching standards and deliver high quality inclusive maths lessons and contribute actively contribute to the successes and priorities of the curriculum area.

Second in Charge Maths Role and Responsibilities

- Monitor and evaluate the curriculum and provide specialist subject expertise to assist departmental staff, as appropriate.
- Enrich the curriculum offer in Maths by leading on extracurricular opportunities, awareness raising events and embedding personal development activities into the curriculum itself.
- Work collaboratively with the Director of Learning (Maths) on the design, delivery and monitoring of the curriculum, ensuring that it meets the aims of the school and the needs of all students.
- Be responsible for the planning, monitoring and evaluation of engaging, creative and innovative teacher and learning that embed mastery across sequences of lessons to inspire and motivate learners.
- Ensure that innovative and appropriate approaches to learning and ensure that they are made available to all student groups.
- Ensure that the statutory requirements of the National Curriculum are met.
- Report on progress towards attainment targets as agreed in each year within the Key Stage in conjunction with the Director of Learning.
- With the Director of Learning (Maths) evaluate the design and delivery of the Maths curriculum so that it is aligned it the curriculum principles and is always of the highest quality
- Monitor and evaluate the whole school numeracy strategy, supporting and training colleagues where necessary.
- Monitor and evaluate the assessment, recording and reporting system of students' progress in each year group.
- Maintain and promote the highest expectations of and for our students in relation to their academic achievement and progress.

Leadership of Maths Team

- Add to an environment where there is visible acknowledgement that everyone's contribution is valued.
- To be responsible for leading department meetings and deputising for the Director of Learning.
- Contribute to an environment within the Department which is engaging and attractive, including up to date displays in classrooms and corridors
- Assist with quality assurance measures (for example, Learning walks and book reviews) to ensure high quality inclusive teaching and learning is in place across the team in relation to the delivery of Maths

Job Description & Person Specification

Classroom Teaching

- Plan creative lessons in accordance with departmental schemes of learning, national curriculum programmes of study and exam specifications (if applicable).
- Be responsible for the planning, monitoring and evaluation of engaging, creative and innovative teaching and learning within and across sequences of lessons to inspire and motivate students.
- Maintain excellent classroom management by following the school's Behaviour and Rewards Policy.
- Engage in a positive, purposeful and collaborative working atmosphere that is conducive to learning.
- Encourage and acknowledge student participation and achievement.
- Be responsible for the behaviour, uniform, attendance, punctuality and conduct of students in lessons.
- Provide appropriate stretch and challenge for all students and, in particular, Pupil Premium (PP) and High Attaining (HA) students.
- To ensure lessons are personalised (as appropriate) to ensure all students make and exceed expected progress.
- To be responsible for supporting high standards of literacy and numeracy within lessons.
- To be responsible for training and use of directed time as determined by your line manager.
- To participate, as appropriate, in meetings at the College which relate to student progress.
- To maintain an accurate register of attendance at all times.
- To follow DSTC protocols for any absences and set appropriate cover work when needed.

Assessment, Recording and Reporting

- Keep appropriate records of students' work in accordance with departmental policies.
- Ensure accurate and timely entry of data deadlines.
- Be responsible for the tracking of student progress to inform planning.
- Track, recognise and act on students achieving and underachieving.
- Adhere to the school's Feedback Policy.
- Complete student reports in line with school policy.
- Attend parents' evenings as required and keep parents informed of their child's progress and future targets.

Performance Management and Professional Development

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue own professional development appropriate to career stage.
- Participate in the Early Career Framework or the appraisal process to secure continued professional development.

Pastoral

Responsibilities as a Form Tutor will include:

- Adhere to the tutor programme as directed by the Raising Standards Leader.
- Attend assembly with your form group unless a dispensation has been given.
- Promote the holistic progress and well-being of both individual students and the form group as a whole.
- Build good relationships with your tutees so that they will look to you for support and advice.
- Help students with individual guidance as necessary.
- Report any issues of concern to the Pastoral Leader and Raising Standards Leader.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.
- Implement all relevant pastoral policies to promote engagement in learning, behaviour for learning and pride in being a member of the DSTC community.

General Responsibilities

- To actively embrace and role model the school's vision and values.
- Contribute to the operational management of the school and be proactive in supporting an ethos that recognises and celebrates success and promotes high expectations and aspirations.
- Contribute to the effective management of the school through the implementation of school policies and the code of conduct.
- Be a visible presence around the school.
- Attend all meetings and parent meetings relevant to the post.
- Other duties as the Principal may reasonably require.

Equality, Diversity, Social Justice & Anti-racism

We are committed to and champion equality, diversity, social justice, and anti-racism in all aspects of employment within the school. All employees are expected to understand and actively promote these principles in every aspect of their work in and out of school.

Person Specification

	Essential	Desirable
Qualifications	QTS (secondary) Good honours degree level qualification	Accredited or certified further CPD (Continuous Professional Development)
Experience	A proven track record of successful Mastery teaching across ability ranges and year groups. Understanding of current theory and practice of effective teaching and learning. Experience of delivering extra curricular opportunities Relevant experience/training in teaching at all Key Stages and confidence in delivering the curriculum.	If no current experience of Key Stage 5, a desire to develop knowledge and understanding of Key Stage 5. Experience of delivering a mastery curriculum or a willingness to learn how to deliver a mastery curriculum.
Professional Development	Up to date knowledge, understanding and implementation of current research Secure subject knowledge to support high quality teaching and learning	Evidence of further professional development
Knowledge & Skills	Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice Knowledge of the National Curriculum and exam specifications Experience as a form tutor and/or other pastoral role Knowledge of strategies that can be used effectively at Key Stages 3, 4 and 5 to raise attainment An understanding of the strategies needed to establish consistently high expectations	Strong leadership skills and evidence of motivating students and staff.
Personal Qualities & Characteristics	A commitment to promoting the vision and values of the school Effective time management and ability to prioritise and meet deadlines Passionate about developing and working within a culture of academic excellence. Committed to providing an inclusive transformational education for all students.	

Application Process

How to apply:

An application form is available on our website www.dstc.kent.sch.uk, completed forms should be emailed to Susie Wells (Susan.Wells@dstc.kent.sch.uk) or posted to the school address. Applications by CV are not accepted. Applications can also be made online through Kent Teach. In cases where we receive a high volume of applications for a post we may bring the closing date forward. You are therefore advised to submit your completed application form as early as possible to avoid disappointment.

We are committed to safeguarding and promoting the welfare of all our students. You are advised that any post that is classed as a regulated activity is subject to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020 and therefore will be subject to an Enhanced Disclosure Application to the Disclosure and Barring Service (DBS). Please be aware that in order to comply with Keeping Children Safe in Education, an online recruitment check will be carried out on all shortlisted candidates.

Closing date for applications: 12.00pm Monday 11 May. Interviews to be held later this week.

How to contact us:

Dartford Science and Technology College Heath Lane, Dartford, Kent DA1 2LY

Tel: 01322 224309

www.dstc.kent.sch.uk

If you would like any further information please contact Susan Wells on 01322 224309 or by email to Susan.wells@dstc.kent.sch.uk