RUNSHAW COLLEGE

APPOINTMENT OF HEAD OF SCHOOL: MATHEMATICS – REF 261130

Runshaw College has long been recognised as one of the most successful colleges in the country, renowned locally and nationally for our exceptional results, friendly and supportive culture and focus on putting the student at the heart of all that we do.

Our shared vision provides the focus for our work: to be a Great Place to Study, a Great Place to Work, and a Great Place for Partnerships. Please see the Strategic Plan on the college website, for full details of our vision and objectives.

We are seeking an **outstanding and ambitious leader** for the rare opportunity to become our **Head of School of Mathematics**.

The School supports over 1,600 students studying A Levels in Mathematics, Further Mathematics and Statistics, as well as GCSE Maths resits. The School also delivers Functional Skills Mathematics at Levels 1 and 2 to adult learners.

This is an ideal role for a strong and dynamic leader who is passionate about Mathematics and is committed to leading quality and continuous improvement in the school's provision. To be successful in this role you will need a strong track record of teaching and leading A level Mathematics, and the vision, drive and skills needed to lead and develop a centre of teaching excellence.

As an individual you will be committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.

Runshaw College is proud to be a great place to work. Our Leyland campus is home to over 5000 learners and 650 staff. Our staff community is thriving; we respect the diverse experiences of all individuals, who support each other towards shared goals through effective teamwork and collaboration. We value our staff and learners highly, and invest heavily in their development, support and wellbeing. Situated in Leyland, Lancashire, the College is near the M6, M61 and M65 and within commuting distance of Manchester, Liverpool and the Lake District.

Runshaw College is at an exciting stage in its development. We are making significant and rapid improvements to the Quality of Education across all provision types, and are proud of the exceptional student experience we provide. We have every reason to be confident about our future. As a Beacon College with exceptional financial management, we have invested heavily to ensure that we have the facilities that both our current and future learners deserve whilst maintaining secure financial health.

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We seek to recruit someone who shares our college values which inspire us all in our everyday work. When we created them, we all had a voice in shaping our values and we're proud of what we came up with together: Dedication, Fulfilment, Excellence and Respect. Our values are important to us all and drive everything that we do and believe.

Whether you're looking for professional development, career progression opportunities, staff benefits or simply want to work for a highly successful organisation, Runshaw College is the place for you. This role will also provide many opportunities to develop your own management skills and further your career as a leader in education. We look forward to receiving your application.

Claire Prescott
Assistant Principal
prescott.c@runshaw.ac.uk

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JOB DESCRIPTION

JOB TITLE :	Head of School: Mathematics
REF :	261130
UPDATED :	November 2026
ACCOUNTABLE TO :	Assistant Principal
ACCOUNTABLE FOR :	Leading and managing an outstanding learner experience; ensuring all learners succeed on their programme of study and achieve their full potential.

The description of key responsibilities is a guide to the work that you will initially be required to undertake, as directed by your line manager. They may be changed from time to time to meet changing circumstances and are reviewed in the appraisal process.

KEY RESPONSIBILITIES	
Teaching	▪ Role model excellent teaching within the relevant curriculum area (including the tutorial curriculum). Full details of teaching duties are outlined in the teacher job description.
Role Specific	▪ Lead the curriculum team to develop a strong curriculum intent, which they then implement very effectively to ensure all learners within the school benefit from high expectations for achievement and progress, and a consistently excellent quality of education. ▪ Ensure the curriculum includes appropriate wider personal development opportunities, which support learners to develop personal, social and independent learning skills. ▪ Monitor and challenge curriculum planning and development of resources, to ensure the curriculum is coherently planned and sequenced. ▪ Lead the creation of learning environments that allow learners to focus on learning. ▪ Ensure excellent behaviour and attitudes, including high levels of punctuality and attendance, as well as excellent conduct, from all learners in the school. ▪ Manage the delivery of the curriculum to ensure learners benefit from demanding curriculum goals and develop knowledge and skills for future learning and employment.

KEY RESPONSIBILITIES	
	▪ Ensure that learners acquire and develop high-quality skills and produce work of a consistently high standard. ▪ Ensure learners therefore achieve the best quality outcomes in external assessments and progress to their chosen destinations.
Leadership and Management	▪ Lead a culture that promotes the highest quality learning experience for all learners, being a 'great place to study' and therefore being a 'great place to work' for all staff. ▪ Provide effective line management of the staff within the curriculum area, to provide an excellent learner experience and quality of education, and consistently high standards of staff conduct, compliance and performance. ▪ Motivate, inspire and support staff, fostering strong working relationships, to achieve a high-quality learning environment which has a positive impact on learners. ▪ Communicate clearly and openly, and respond appropriately to feedback, creating an environment of trust in which everyone can share their views and opinion, freely and respectfully. ▪ Manage the effective recruitment, induction, probation, appraisal, performance management, development and training of staff within the curriculum area. ▪ Pro-actively identify talent for succession planning to ensure the retention and progression of high performing staff. ▪ Challenge and eliminate any performance that falls below expectations; leading by example in driving college values, behaviours and expectations. ▪ Consistently acknowledge, value and appreciate everyone's contributions, through authentic praise and recognition, giving credit where it is due, celebrating successes widely. ▪ Invest in the team and their development, delegating appropriately and empowering them to deliver the college mission and strategy. ▪ Role model the college values, behaviours and management code of ethics at all times.
Strategic Perspective	▪ Know, promote and embed our college vision, mission, values and strategy.

KEY RESPONSIBILITIES	
	▪ Ensure that all team members are clear about their responsibilities and accountabilities and how they align to college strategy. ▪ Build a shared vision with others, leading them to translate that vision into action.
Interpersonal Style	▪ Use adaptive leadership to employ a range of behaviours appropriate to the situation, with honesty and integrity. ▪ Communicate openly and transparently; encouraging constructive conflict/productive debate, actively seeking consensus and facilitating win-win solutions.
Partnerships	▪ Build positive relationships and partnerships with stakeholders (including learners, parents/carers, employers, the community, external networks, etc). ▪ Lead on proactively obtaining and responding to feedback from learners and other relevant stakeholders; demonstrating the positive impact of this engagement to benefit learners and ensure continuous and sustainable improvement.
Problem Solving	▪ Develop clear plans and smart targets and check they are on track taking into account their urgency and importance. ▪ Analyse and evaluate problems to develop creative and workable solutions; critically using information, data, previous experience and knowledge to develop understanding.
Quality Focus	▪ Lead a culture of continuous improvement through ongoing Review of Quality activities, swiftly implementing any necessary interventions to improve. ▪ Lead an accurate and evidence-informed Self-Assessment Reporting process for the school/programme, and produce effective Quality Improvement Plans across all aspects of provision that lead to continual improvement. ▪ Lead a process of dynamic in year monitoring of quality to ensure that any opportunities to improve are identified and resolved quickly.
Resources and Financial Awareness	▪ Lead on the production and implementation of course, room and staff timetables for the specified curriculum area and

KEY RESPONSIBILITIES	
	ensure efficient staff, room and resource utilisation which maximises the learner experience. ▪ Understand and be guided by the wider financial impact of decisions within areas of responsibility such as staff deployment, hourly-paid staff, class sizes, waste, etc. ▪ Manage teaching cover arrangements for staff absence, undertaking cover as appropriate, ensuring the effective use of staff resources. ▪ Manage budgets and capital plans effectively to achieve best value, ensuring that relevant business plans are achieved in line with budgets.
Innovation	▪ Generate forward-thinking and innovative solutions that maximise the learner experience and that add value to the college and its stakeholders. ▪ Cultivate an environment of psychological safety and trust, so that staff are confident to try new ideas and concepts and have autonomy to carry out their roles.
Professional Practice	▪ Proactively participate in appraisal and continuing professional development (CPD) activities as required. ▪ Maintain up-to-date expert knowledge of subject(s) taught and effective management practice, by proactively engaging in Continuing Professional Development (CPD) and completing regular Industry Updating. ▪ Maintain currency in effective pedagogy, including the creation of inclusive learning experiences for learners with special educational needs and disabilities, by proactively engaging in CPD. ▪ Reflect on, and evaluate the impact of, your professional practice, seeking out evidence-informed approaches to improve. ▪ Select and use digital technologies safely and effectively to promote learning. ▪ Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
College Responsibilities	▪ Support the college's mission, vision, values and strategic objectives, acting as a role model for learners.

KEY RESPONSIBILITIES	
	▪ Do the right things at the right time for the right reason, always acting in the best interests of learners and behaving ethically at all times. ▪ Attend and contribute to all Curriculum / Continuous Improvement Team (CIT) meetings to plan, review and share best practice. ▪ Value and champion diversity, equality of opportunity, inclusion and social equity. ▪ Be involved in the promotion and marketing of courses and in the recruitment of learners, engaging and enthusing prospective learners. ▪ Work within health and safety guidelines and be aware of your responsibilities for health and safety. ▪ Adhere to all college policies and procedures, including data protection. ▪ Along with all members of college staff, manage the behaviour of learners. ▪ Be responsible for safeguarding and promoting the welfare of children, young people and vulnerable adults. ▪ Embrace our values of respect, fulfilment, dedication and excellence and demonstrate these in day-to-day behaviours. ▪ Support our sustainability strategy to reduce our environmental footprint. ▪ Be aware of, and responsive to, the changing nature of the college and adopt a flexible and proactive approach to work. ▪ Undertake such other duties as may reasonably be required commensurate with grade, at the initial agreed place of work or at other locations in the college catchment area.

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PERSON SPECIFICATION

CRITERIA	ESSENTIAL or DESIRABLE	ASSESSED BY
QUALIFICATIONS AND ATTAINMENTS		
GCSE Maths and English Grade A*/9 – C/4 or equivalent	Essential	Application form
Level 6 Degree qualification in Mathematics	Essential	Application form
Teaching qualification (PGCE or equivalent)	Essential	Application form
Professional/ Management qualification	Desirable	Application form
Recent engagement with Continuing Professional Development (CPD) and/or industry updating	Desirable	Application form, Interview
EXPERIENCE, KNOWLEDGE AND SKILLS		
Successful teaching experience in Mathematics	Essential	Application form, Interview
Ability to teach across more than one course within the school	Desirable	Application form
Design and deliver creative and impactful lessons	Essential	Lesson Observation, Interview
Demonstrate a learner-centred approach	Essential	Lesson Observation, Interview
Successful management and leadership experience and skills	Desirable	Application form, Interview
Excellent IT Skills	Essential	Application form, Interview
PERSONAL SKILLS AND ATTITUDES		
Demonstrate a passion for the transformative capacity of education to change lives	Essential	Application form, Interview
Align to Runshaw College values of Excellence, Fulfilment, Dedication, Respect	Essential	Application form, Interview
Display a positive, enthusiastic and friendly approach	Essential	Interview



Show initiative and propose/develop/test approaches to continually improve the learner experience	Essential	Interview, Task
Be keen to learn new skills and undertake appropriate Continuing Professional Development (CPD)	Essential	Interview
Respect others, being polite in all communications and appreciating their skills, experiences and contributions	Essential	Interview, Task
Be a team player	Essential	Interview
Demonstrate excellent communication skills, verbally and in writing	Essential	Application form, Interview, Task
Excellent organisational and time management skills with the ability to manage tasks efficiently; resilient and calm under pressure	Essential	Interview, Task
A strong quality focus; aiming for exceptional standards by monitoring, evaluating and seeking continuous improvement	Essential	Interview, Task
An effective leader of people; using a range of styles and approaches to inspire, work with, and support others to deliver the college vision and strategy	Essential	Interview, Task
A strategic management focus, effective at building a shared vision with others, leading them to translate that vision into action	Essential	Interview, Task
Well-developed problem-solving skills; generating and identifying new ideas and turning them into solutions	Essential	Interview, Task
Demonstrate a commitment to equal opportunities, customer care and quality assurance	Essential	Interview
Suitable to work with children, young people and vulnerable adults	Essential	Interview, Employment Checks

RUNSHAW COLLEGE

SUMMARY OF MAIN TERMS AND CONDITIONS	
SALARY	£61,075 to £66,226 p.a. dependent upon qualifications and competencies & A Golden Hello payment of up to £5000 subject to eligibility. In addition, Runshaw College will contribute up to £18,994 p.a. in employer pension contributions
WORKING HOURS	37 hours per week
CONTRACT TYPE	Permanent
PENSION SCHEME	Teachers' Pension Scheme. Visit: www.teacherspensions.co.uk
HOLIDAYS	35 days per annum plus bank holidays and up to 5 closure days (pro-rata for part-time).
LOCATION	On campus, Langdale Road, Leyland. PR25 3DQ.
SAFEGUARDING	The successful applicant will require a DBS (Disclosure and Barring Service) Certificate. All applications are dealt with in accordance with the DBS's Code of Practice and the College's Policies on the Recruitment of Ex-Offenders and on The Secure Handling and Use of DBS Certificates. Visit www.gov.uk/government/publications/dbs-code-of-practice for a copy of the Code of Practice. Copies of the College policies are available on the College's website at www.runshaw.ac.uk The DBS offers a confidential checking service for transgender applicants, giving the choice not to have any gender or name information disclosed on their DBS certificate that could reveal their previous gender identity. Contact the sensitive applications team by telephoning 0300 1061452 or emailing sensitive@dbs.gov.uk.
HEALTH	Appointments are subject to satisfactory health clearance. You will be required to complete a Health Questionnaire and may be asked to attend a medical.

PROBATION PERIOD	This post is subject to the successful completion of a 12-month probation period

CLOSING DATE	12 noon, Friday 27th November 2026
INTERVIEW DATE	TBC
JOB PACK APPROVED BY Claire Prescott	November 2026

RUNSHAW COLLEGE

Just some of the **Benefits** of working for us



We aim to be a truly great place to work, offering an excellent reward and benefits package, along with extensive opportunities for ongoing professional development.

Financial

Occupational Sick Pay:
- Up to 26 weeks on full pay and 26 weeks on half pay, depending on length of service.



Pensions:
- Career average defined pension scheme:
  - Local Government Pension with up to 6.90% employer contribution.
  - Teachers' Pension Scheme with up to 28.68% employer contribution.
- Tax relief on the contributions paid.
- Ill-health retirement options.
- Financial security with immediate life cover and dependant benefits in the event of death in service.
- Option to pay more or less contributions.
- Flexible retirement options: choose when to take your pension between age 55 and 75 years.

www.yourpensionservice.org.uk
www.teacherspensions.co.uk

Professional Development



- A structured induction programme.
- A comprehensive professional development programme including internal and external events.
- Annual £100 training allowance for a Runshaw course (in addition to work-related training).
- A special programme of support for teachers new to the profession, which includes induction and additional support from the College's Advanced Practitioners.
- Opportunity for teaching staff to achieve QTLS (Qualified Teacher Learning and Skills) status, helping teachers advance in their careers and demonstrate their expertise and experience.
- Themed College Improvement Days with dedicated time for development activities.

Rewards and Perks

- Discounts and cashback at major retailers, entertainment, travel, leisure, and dining.
- Free Microsoft Office license and anitvirus for work and personal devices.
- Staff social events and team building.

Recognition and Celebrations

- Team Excellence Award to recognise outstanding staff contibutions.
- Opportunity to participate in and celebrate a range of religious festivals and events.

Pay and Progression

- Salary scales which are among the best in the post-16 sector.
- Opportunities for pay progression under the College's Pay Principles, plus annual cost of living increases (this is considered on an annual basis).

Work Life Balance

Annual Leave:
- Teaching staff: 50 days
  Management: 35 days
  Support: up to 25 days (pro-rata)
- Plus 8 bank holidays and 5+ days Christmas closure.
- Option to buy up to 10 extra unpaid days through 'HolidayPlus Scheme'.

Family Friendly:
- Flexible working options, Special Leave & Career Break policies.
- Enhanced occupational maternity, adoption and paternity pay.
- A 'Happy to Talk Flexible Working' employer.
- 35% discount off on-site FUNDA children's holiday club.

On-site Facilities

- Free car parking.
- An extensive range of catering facilities on site including Starbucks Coffee.
- Free use of the college gym.
- Contemplation and Faith facilities.
- Beautiful woodland campus.

Health & Wellbeing

Counselling Service:
- Free, confidential 24/7 telephone counselling, plus face-to-face counselling and supervision.

Employee Assistance Programme:
- Support for personal and work issues, including expert advice on debt, health and legal matters.
- Free wellbeing webinars & online resources.

Health:
- Access to a 24/7, 365 days-a-year GP consultation service for staff and immediate family.
- Cycle to Work Scheme which promotes cycling through tax incentives, providing great savings across a range of bikes, clothing and accessories.
- Free on-site flu vaccinations
- Access to BHSF Cash Plan, claiming reimbursement for everyday healthcare including optical and dental bills, therapy treatments, diagnostic health consultations and health screening.
- Support from College Mental Health First Aiders.
- Access to on-site health and wellbeing screening and support including podiatry, physiotherapy, hearing tests and health checks.
- Positive about support for staff with mental health, with Mental Health Champions and being a 'Mindful Employer'.
- Reimbursement for regular eye tests and a contribution towards spectacles for staff identified as DSE users.

Forces Families Jobs

disability confident EMPLOYER

MINDFUL EMPLOYER