



UNIVERSITY OF
LIVERPOOL
MATHS SCHOOL



Headteacher

The Board of Trustees of the University of Liverpool Mathematics School seeks to appoint an inspirational Headteacher to lead this specialised and highly successful school through the next phase of its development.

- ✦ This is a permanent appointment
- ✦ Salary: £87673 - £94900 (school's pay scale, band HT1 - HT5, roughly equivalent to L22 - L26)

The University of Liverpool Maths School (ULMaS) is a state sixth form that teaches Mathematics, Further Mathematics, Physics and Computer Science to talented and motivated 16 to 19-year-old students from a wide variety of backgrounds. Our Outstanding Ofsted report in 2024 said;

Teachers carefully design challenging curriculums that go beyond the A-level specifications. In mathematics, teachers include pure mathematics topics from degree programmes ... As a result, students are prepared exceptionally well to progress on to STEM-related degree courses, apprenticeships or employment.

An influential and innovative school with a clear mission

ULMaS is a Single Academy Trust that has the strong support of the University of Liverpool as well as philanthropic benefactors and is an influential part of the national specialist maths school programme which has support from across the political spectrum.

Our mission is to enable young people with a strong interest and high potential in the mathematical sciences to make a national and global impact through their work, learning, and research in the mathematical sciences. We are particularly interested in widening participation in the mathematical sciences by supporting students with talent who have faced disadvantage in their lives and education and providing equality of access to STEM degrees and careers.

As a Single Academy Trust we have the freedom to shape our policy and practice to meet the needs of our students and the strategic aims of our regional outreach programme. As headteacher you will be the Accounting Officer of the trust, ably supported by the Chief Financial Officer and the trustees' Finance and Audit Committee. You will not report to a CEO: you will be the most senior employee of the trust. You will report directly to, and be a member of, the Board of Trustees.

As headteacher you will collaborate with the University of Liverpool, {U}-Maths, the NW3 Mathshub, Axiom Maths, the Tutor Trust, KQLiverpool, the UoL Maths Outreach Team, the Liverpool Mathematical Society, Maths Education on Merseyside and many other organisations in the delivery of the school's unique curriculum and its outreach work.

The University of Liverpool

Whilst ULMaS is a separate institution to the University of Liverpool, it benefits from very close collaboration and generous support from the university.

- ✦ The Board of Trustees includes several senior members of the University staff.
- ✦ Academics from various university departments (including, but not limited to Mathematics, Physics and Computer Science) provide academic support and teaching to our students and host visits from them at various times in their studies.
- ✦ Our students regularly use university libraries and sports facilities.
- ✦ The school collaborates with various parts of the university in our shared aims of widening participation in advanced stem and higher education across the Liverpool City Region.

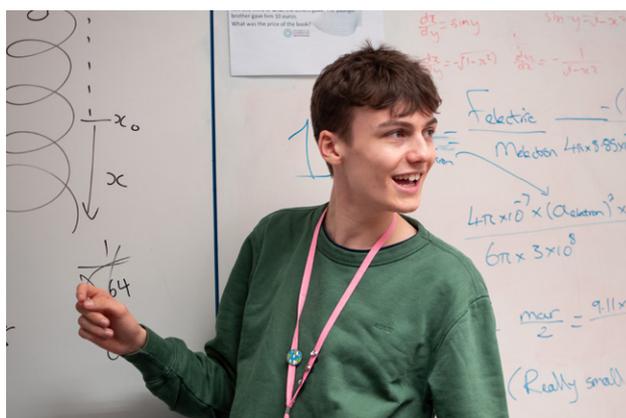
Achievements so far

Students at ULMaS are entered for Mathematics, Further Mathematics, Physics and Computer Science A-Levels, many will also take admissions tests for highly competitive university courses including MAT, STEP, TMUA and others. Participation in super-curricular competitions such as the UKMT Senior Maths Challenge, British Physics Olympiad, Bebras and others is predictably very high. The vast majority of our students progress to STEM degree programmes at research intensive universities.

Since opening in September 2020 the school has achieved consistently high A-Level results. The most recent school performance tables, published in 2025, show that the school achieved some of the best A-Level results in the country in summer 2024.

In 2024 ULMaS was:

- ✦ The highest performing school or college in the Liverpool region ([here](#))
- ✦ The highest performing state school or college outside the South East of England ([here](#))
- ✦ The value added achieved by disadvantaged students was the third highest of any school or college of any type in the country. ([here](#))



Our Results

	2022	2023	2024	2025
% of students achieving 3 A* or A grades	36%	56%	59%	44%
% of students achieving AAB or better in facilitating subjects	56%	66%	73%	52%
Average A-Level grade	A-	A-	A	A-
A-Level entries achieving A*, A or B grades	87%	88%	83%	82%
A-Level entries achieving A*, or A grades	59%	69%	72%	58%
Percentage of A-Level entries achieving A* grades	20%	29%	33%	29%

Funding and Accommodation

In addition to our DFE grant, we receive additional funding from a variety of philanthropic sources. This means that the school is relatively well funded and able to deliver both an intensive high-quality curriculum for the students on roll whilst also supporting education across the region through our outreach programme.

The school plans to grow further over the coming years from its current maximum capacity of 160, possibly to 250 students on roll.

What kind of headteacher are we looking for?

At ULMaS we always seek to employ people who are friendly, optimistic and ambitious for themselves and others. We have learned that we need staff members who thrive in a small, close-knit team, are able to see the potential in each other and are ambitious enough to respond imaginatively to opportunities. Above all our staff need to be committed to helping young people to succeed. Finding the right Headteacher is critical to our long-term success and we have some specific ideas about what we are looking for in this role:

- ✦ Thoughtful and perceptive about both strategies and people: able to help colleagues find solutions to problems.
- ✦ Committed to excellence in everything that the school does: from academic success to pastoral care.
- ✦ Creative and imaginative when it comes to developing and delivering the school's strategic plans.
- ✦ Confidence inspiring and compassionate: able to establish trust both with philanthropic donors and with families facing tough challenges.

We need someone who will provide outstanding strategic leadership and caring but assertive management to fulfil the mission of ULMaS, ensuring a continuation of the highest standards of academic and pastoral care for our students. We are looking for a person who will lead with moral purpose, not bureaucracy.

Why work at ULMaS?

As Headteacher of the University of Liverpool Maths School you lead a team united in its desire to transform the life chances of young people across Merseyside. ULMaS is an institution with a high level of support from the University of Liverpool, the parents of our students, politicians, philanthropists and many others. It attracts motivated and talented students who take full advantage of the opportunities that the school offers. It is an extremely inclusive and tolerant community whose members have a strong sense of belonging as well as a deep seated sense of purpose. Students are treated with respect and encouraged to be themselves and to feel at home when in school. They are expected to develop rapidly in their maturity and to behave as responsible young adults in a culture of mutual respect.

This is a school where the joy of ideas sits alongside the responsibility to nurture the whole young person.

The new headteacher will benefit from:

- ✦ Students who are highly motivated, very talented and great fun to work with.
- ✦ A conscientious, talented and cohesive staff team who are used to taking responsibility, working collaboratively and focusing on the needs of their students and those in the broader community.
- ✦ The opportunity to have a significant national influence on mathematics and STEM education through the many networks the school is involved in.
- ✦ The opportunity to design and equip an excellent permanent school building on the University of Liverpool campus.
- ✦ The continued strong support of the University of Liverpool.
- ✦ The support of philanthropists, charitable foundations and the Department for Education.
- ✦ The opportunity to make a significant difference to education of disadvantaged STEM focused students across the region through the school's outreach programme
- ✦ The autonomy to determine how funds are spent in order to prioritise the needs of students and support the needs of the staff.
- ✦ An intelligent and supportive board of trustees that prioritises ethical leadership and the needs of the school community; trustees at ULMaS provide expert support, challenge and strategic direction.
- ✦ The opportunity to contribute to teaching and experience the thrill of seeing students grow and excel every day: this is a hands-on role working with exciting young people in a small school, not a desk job in a vast multi-academy trust.

What is it like working at ULMaS?

The small size of our school means that staff members take on multiple roles and responsibilities and are flexible in their approach to work. All members of staff in this school have a significant role in supporting students, ensuring that students are safe and cared for at all times. We are both a large family and a small professional organisation. Life is often fun, never dull and sometimes very busy.

Students and staff are all on first name terms with each other. The dress code is informal. Although we may appear casual on the surface, we are very serious about learning, mutual respect and concern for each other's wellbeing.



The Maths School Model

The English 16-19 maths school model began in 2014 with the opening of King's College, London Maths School and Exeter Maths School. ULMaS was the third maths school to open in the UK in 2020 and since then six other maths schools have opened, all highly successful and unique in their own ways but all sharing a similar commitment to excellence in STEM education.

To get an idea of what maths schools are all about we recommend that you have a good look at our website liverpoolmathsschool.org, those of the other specialist maths schools. [Exeter](#), [King's College, London](#), [Lancaster](#), [Leeds](#), [Imperial College, London](#), [Cambridge](#), [Surrey](#), [Aston](#), [Durham](#), [Nottingham](#) and also the [U-Maths](#) charity set up to support our work.

Mathematics Schools are not about elitism but instead set out to include those who are disadvantaged or excluded from opportunities whilst also providing an appropriately stretching environment for those who are already succeeding at a high level. We provide a challenging, supportive and highly inclusive environment for young people.

Employees' Terms and conditions

The school has its own pay scale and terms and conditions. The school automatically enrolls teachers into the national Teachers' Pensions scheme.

The school's calendar is available [here](#). Our school holidays are based on Liverpool Local Authority term dates but with an earlier end to the summer term. Students finish the year in the first week of July, and most members of staff finish a week later. Staff members will sometimes be required to work some days during school holidays and occasionally evenings and on Saturdays in order to:

- ✦ support student admissions,
- ✦ deliver outreach to students in other schools,
- ✦ teach taster sessions for prospective students, and
- ✦ support CPD for staff in other schools.

The Headteacher will be expected to contribute to the teaching delivery in the school. The current Head teacher teaches between 3 and 8 hours per week depending on need. The standard teaching allocation for teachers is 20.5 hours per week.

Our staff members see working at this school as a privilege which offers unrivalled opportunities to teach and learn alongside like-minded colleagues and students.

The Curriculum

In addition to A-level study in Mathematics, Further Mathematics, Physics and Computer Science, students undertake a range of activities under our Aspiring Mathematician Programme (AMP) and Pastoral and Personal Enrichment Programme (PPEP)

The Aspiring Mathematician Programme (AMP)

The AMP is a bespoke programme of activities designed to give students:

- ✦ A rigorous preparation for university study.
- ✦ Greater depth in their mathematical and scientific understanding.
- ✦ Accelerated academic maturity and experience of conducting research projects individually and in groups; the opportunity to design and conduct their own experiments.
- ✦ Careers experiences which prepare them for work in STEM careers.
- ✦ Communication and collaboration skills which empower and give confidence.

AMP is an important part of the ULMaS curriculum and one which is frequently cited as significant by students when they are studying at university. More detailed information can be found here: <https://liverpoolmathsschool.org/Aspiring-Mathematicians-Programme/>

The Pastoral and Personal Enrichment Programme (PPEP)

The PPEP is a bespoke programme of tutorial meetings and group activities designed to meet the pastoral and personal enrichment needs of students in a maths school. More detailed information can be found here: <https://liverpoolmathsschool.org/PPEP/>



School organisation

Groupings

Students are taught most lessons in class groups of around 16-20 members. We also have weekly lectures in each subject, currently set in university lecture theatres. We do not set by ability, but we do amend groupings dynamically to accommodate students' different curricular needs including preparation for specific university entrance assessments and intervention to address gaps in learning.

Students are also a member of a tutorial group within a house (mixed Y12 and Y13). These groups meet weekly and their pastoral tutor is their first point of contact if they need additional advice or support. Students develop and deliver assemblies on behalf of their house and take part in competitions and other activities.

School Buildings

The school is currently housed in the Sir Alastair Pilkington Building on the University of Liverpool campus. The Sir Alastair Pilkington Building has been partially refurbished and is equipped with physics labs, an ICT suite, student laptops, and classroom audio visual equipment. We also have access to University of Liverpool lecture theatres for whole school events. We are planning to move to a permanent home on campus in the next few years.

Lunchtime and social arrangements

Belonging is an essential part of our ethos as a school, and nothing creates belonging like eating and drinking together, conversing and playing games and sport. An hour or more is allowed for lunch (see the weekly timetable) depending on the day and there is a range of extra-curricular clubs and activities during lunchtimes to ensure that every student has a society or club to belong to and starts to form friendships and memories that will last a lifetime. We have a number of school clubs including: chess, games (video and RPG), film, coding, robotics, Star Wars, media club, table tennis and debate. We also have a weekly sports session at the University Sports Centre where we play badminton, basketball, dodgeball and other sports.

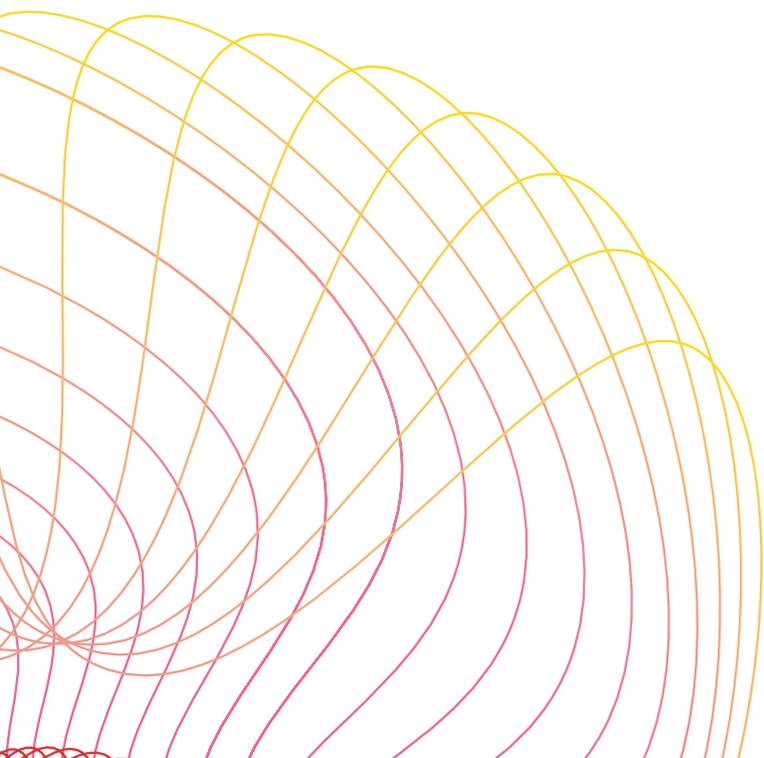
A message from the outgoing headteacher

This has been a dream job for me, and an opportunity to lead a school as special and as caring as this one must be very rare indeed for any educational leader. A school that has such keen students and staff members and such an important mission is in itself a special opportunity. We have achieved a lot in the first five years but there remains clear potential for the school to grow and improve further.

If you are lucky enough to get the opportunity to be the head of this school I can promise you that you will enjoy coming to work. You will work with educators who want to take entire year groups on trains or planes to experience mathematical science in Berlin, Bletchley or Blists Hill, administrators who will drop everything to cook cheese toasties for the entire school, and students who will more or less run the school themselves given the chance.

You shouldn't need to feel stressed about external performance measures; instead you will be able to focus on genuinely high quality education and make decisions that are actually in the best interests of your students. The commitment to excellent teaching and learning that earns the success our students achieve year after year is something that is very important to the whole team. Your well judged and thoughtful input will find fertile ground here.

Clearly, mathematics, computing and science are very important to us at ULMaS, but if you also care about literature, art, music, political and ethical debate, philosophy, history, languages then so much the better. This is a school with a strong focus but also broad interests, and if you can bring something extra to that mix it will enrich the lives of many students and colleagues. I warmly encourage you to apply and Kathy Johnson and I will be happy to host a pre-interview visit to help you decide whether this is the right leadership role for you.



Person specification

Applicants must be eligible to work in the United Kingdom.

ESSENTIAL CRITERIA		DESIRABLE CRITERIA
EXPERIENCE		
1.1	Experience of teaching mathematics or a mathematically related subject at A-level to high-attaining sixth formers.	Experience of 'super-curriculum' maths education.
1.2	Experience of effective and inspiring leadership within a secondary or post-16 educational environment.	Experience as either a Headteacher, a Deputy Headteacher, or an Assistant Headteacher.
1.3	Strong track record of improving and/or sustaining excellent outcomes in mathematics or another STEM subject.	Proven ability to lead and inspire teams, fostering collaboration, unity, and a culture of excellence.
1.4		Diverse experience of different specialisms within leadership and governance.
1.5	Experience of cultivating highly effective partnerships with stakeholders outside the school/ college.	Experience of developing new partnerships with universities, industry, philanthropic foundations and donors
1.6	Experience of the needs of high achieving SEN(D) learners.	Expertise in effectively supporting the learning of neurodiverse students.
EDUCATION, QUALIFICATIONS AND TRAINING		
2.1	Good honours degree in a mathematical subject.	Leadership Qualification(s) such as NPQH or equivalent.
2.2	Qualified Teacher Status/ Qualified Teacher Learning and Skills Status.	Evidence of delivering impactful Continued Professional Development.
2.3		Engagement with evidence based pedagogical research.
KNOWLEDGE/SKILLS		
3.1	Deep understanding of curriculum design and pedagogy for high-attaining learners.	Ability to inspire others with a compelling vision for high quality teaching and learning.
3.2	Ability to work with all levels of stakeholders.	Strong understanding of and commitment to high quality educational governance.
3.3	Excellent organisational, communication and interpersonal skills, including appropriate attention to detail.	
3.4	Ability to analyse data and use evidence to drive improvement.	
3.5	An understanding of school funding and finances and the ability to manage budgets effectively.	The ability to find imaginative solutions to budgetary challenges and make and defend difficult decisions when necessary.
3.6	The capability to inspire confidence in philanthropic funders.	The ability to secure additional philanthropic sources of funding.
3.7	A thorough understanding of the Headteacher's responsibilities in relation to Safeguarding and Child Protection issues.	
3.8	Demonstrable commitment to diversity, equality and promoting inclusion for all students and staff.	
3.9	A critical thinker who doesn't accept easy answers but engages with high quality evidence based research.	
PERSONAL CHARACTERISTICS/OTHER REQUIREMENTS		
4.1	Commitment to the educational vision and the mission of the University of Liverpool Maths School.	
4.2	High level of personal and professional integrity; a commitment to the Nolan principles for conduct in public life.	
4.3	A clear commitment to ensuring the welfare and wellbeing of children and young people.	
4.4	A leader who inspires confidence in students, staff and trustees.	Strategic thinker with vision and imagination.

Job description: Headteacher

Reporting to: the board of trustees.

Role Outline

- ✦ Provide strategic leadership and operational management to fulfil the mission of ULMaS ensuring a continuation of the highest standards of academic and pastoral care for our students.
 - ✦ Provide clear and compassionate leadership for the whole staff team.
 - ✦ Proactively engage with all of our stakeholders.
 - ✦ Support the improvement of mathematics and STEM teaching locally and nationally.
 - ✦ Lead the school through the next stage of its development.
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Responsibilities

School Culture

- ✦ Develop and sustain the school's ethos and strategic direction in partnership with the Board of Trustees and through consultation with the school community.
 - ✦ Uphold high educational standards which prepare students from all backgrounds to thrive in their next phase of education and life.
 - ✦ Create a culture in which students experience positive challenges and enriching experiences within a highly supportive community which encapsulates a love of learning, joy of discovery, excitement in innovation and celebration of excellence.
 - ✦ Promote positive and respectful relationships across the school community and a safe, inclusive environment.
 - ✦ Take overall responsibility for the delivery of excellent pastoral care – ensuring the security and pastoral care of all pupils in line with safeguarding legislation, including safer recruitment and working alongside external agencies as appropriate.
 - ✦ Ensure a culture of high professionalism in which staff model the behaviour and attributes which the school aims to foster in students.
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Educational Standards

- ✦ Support senior staff to establish and sustain high-quality, expert teaching across all subjects, built on an evidence-informed understanding of effective learning and teaching.
 - ✦ Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist demand.
 - ✦ Ensure that a positive, engaged and innovative culture of learning and teaching remains at the heart of the school's operation.
 - ✦ Lead by example in providing excellent practice in an agreed teaching commitment.
 - ✦ Maintain a specialist enhanced curriculum, which develops skills, knowledge and understanding beyond those demanded by the A-level syllabus alone.
 - ✦ Ensure that the curriculum provides all students with the breadth of skills needed in the workplace through the provision of literacy and communication development and recognizing the importance of personal and social development.
 - ✦ Maintain clear pathways and support to enable students to access high level courses and apprenticeships in the mathematical sciences and related subjects.
 - ✦ Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise and access to professional networks and communities.
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Behaviour

- ✦ Establish a teaching, learning and working environment that is free from discrimination and where all students and staff are encouraged to express their individuality.
 - ✦ Establish and sustain high expectations of behaviour for all students, based on codes of conduct and policies which are understood clearly by all staff and students.
 - ✦ Provide students with a meaningful role in setting cultural and behaviour expectations and implement consistent, fair and respectful approaches to managing behaviour.
 - ✦ Provide pastoral support to enable students to adjust to new situations and thrive within any environment.
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Job description: Headteacher (Continued)

Additional and Special Educational Needs and Disabilities

- ✦ Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
 - ✦ Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.
 - ✦ Establish and sustain a culture and practices which enable all students to access the curriculum and learn effectively.
 - ✦ Ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special education needs and disabilities of students, providing support and adaptation where appropriate.
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Staff Accountability, Development and Performance

- ✦ Ensure the school is staffed with highly qualified and skilled teachers and support staff.
 - ✦ Establish effective staffing structures which delegate responsibility appropriately and effectively in line with the school's vision.
 - ✦ Establish appropriate and effective accountability and performance management structures and policies to ensure high-quality performance of all staff.
 - ✦ Ensure staff have access to high-quality, sustained professional development opportunities, including those within nationally recognized frameworks and programmes, aligned to balance the priorities of whole-school, team and individual needs.
 - ✦ Ensure staff are deployed and managed well with due attention to both workload and wellbeing.
 - ✦ Encourage innovation, research and collaboration amongst staff in ULMaS and beyond, sustaining and developing interest, enthusiasm and expertise.
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Organisational and financial management

- ✦ Act as Chief Accounting Officer and manage the school within the financial parameters set by trustees, prioritising and allocating financial resources appropriately and ensuring efficiency, effectiveness and probity in the use of public funds.
 - ✦ Take responsibility for the strategic and operational leadership of risk management in the school.
 - ✦ Drive efficiency and security in the school's use of ICT systems.
 - ✦ Ensure that the school's admission procedures are effectively managed and that the school annually enrolls the appropriate number of students in line with the school's strategic aims.
 - ✦ Ensure the protection and safety of students and staff through effective approaches to safeguarding, ensuring duty of care.
 - ✦ Forge and maintain positive relationships with existing and potential funders; develop, implement, evaluate and report on uses of additional funding in line with the school's mission.
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Continuous school improvement

- ✦ Use proportional processes of evaluation, including the analysis of all the school's data, to identify priority areas for improvement;
 - ✦ Develop successful evidence-based strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context;
 - ✦ Ensure careful and effective implementation of improvement strategies which lead to sustained improvement over time.
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Working in partnership

- ✦ Act as the public face of the school, fostering constructive relationships with parents, staff, trustees and external partners.
 - ✦ Develop and deliver a comprehensive and effective programme of outreach for students and teachers to widen participation and improve provision and outcomes for able students in mathematics and the mathematical sciences in Merseyside.
 - ✦ Develop effective collaborative relationships with colleagues in the network of maths schools across the country, attending and organizing meetings and conferences as appropriate
 - ✦ Establish an active alumni network to support mentoring, outreach and future growth opportunities.
 - ✦ Ensure the school maintains a positive presence in the media, taking opportunities to publicise and share the school's work.
 - ✦ Ensure up to date and accessible information is maintained on the school's website.
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Governance, Trust and statutory duties

- ✦ Ensure the school operates effectively within all required regulatory frameworks, meets all statutory duties and is fully compliant with DfE and local authority Child Protection and Safeguarding regulations and best practice;
 - ✦ Report regularly to the Board of Trustees on performance, risk and strategic priorities.
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Safeguarding and Disclosure

This position is exempt from the Rehabilitation of Offenders Act (1974). As such, shortlisted candidates will be required to declare full details of any criminal background, regardless of whether the conviction is spent, and the College will be required to apply for a standard or enhanced disclosure (a criminal records check) from the Disclosure and Barring Service in relation to the successful candidate. Completion of a self-disclosure form will be required of applicants invited to interview.

A criminal record will only be taken into account for recruitment purposes, where the conviction is relevant to the position being applied for, and whether this is the case, will not necessarily bar candidates from employment. Any decision will depend on the precise nature of the work, the circumstances and background to the offence(s). The same procedure will be followed for school staff applying internally for a vacancy.

Applicants should note that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

Further information about the Disclosure scheme can be found at: www.gov.uk/dbs

The school's Child Protection Policy (including the Safer Recruitment policy) is available here: <https://liverpoolmathsschool.org/policies/>

In line with the guidance in Keeping Children Safe in Education we will carry out an online search as part of our due diligence checks on shortlisted candidates. This may lead us to identify issues which we may wish to explore with applicants at interview.

Equal opportunities

University of Liverpool Mathematics School recognises that equality of opportunity and the recognition and promotion of diversity are integral to its strengths. The following principles apply in respect of the school's commitment to equality and diversity:

- ✦ To provide and promote equality of opportunity in all areas of its work and activity
- ✦ To recognise and develop the diversity of skills and talent within its current and potential community
- ✦ To ensure that all employees and prospective employees of the school are treated solely on the basis of their merits, abilities and potential without receiving any unjustified discrimination or unfavourable treatment on grounds such as age, disability, marital or civil partner status, pregnancy or maternity, race, religion or belief, sex, sexual orientation, gender, gender reassignment, trans status, socio-economic status or any other irrelevant distinction
- ✦ To provide and promote a positive working, learning, and social environment which is free from prejudice, discrimination and any forms of harassment, bullying or victimisation
- ✦ To promote good relations between individuals from different groups.

Applicants with disabilities

We encourage applications from individuals with a disability who are able to carry out the duties of the post. If you have special needs in relation to your application please let us know so that we can ensure you have fair access to this opportunity.

