

# St Bede's Catholic College



**Recruitment pack for the post of:**

**Key Stage 4 Maths lead, TLR2a**

Full time, permanent, to start 1 September 2026

Pay scale: M4-UPS3 £39,556- £51,048 plus TLR2a £3,527

Closing date: Noon on Monday 9<sup>th</sup> March 2026



0117 377 2200



[www.stbedescc.org](http://www.stbedescc.org)



Long Cross, Lawrence Weston, Bristol, BS11 0SU

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T: 0117 377 2200 E: [contact@stbcc.org](mailto:contact@stbcc.org) W: [www.stbedesc.org](http://www.stbedesc.org)

Principal: Mr R. J. King, M.Ed



Dear applicant

St Bede's Catholic College is a great place of learning with a unique culture and climate. Visitors comment on a calm and industrious place where children are stimulated and challenged to develop their talents and encouraged to strive for excellence. Achievement and effort are valued and celebrated. Within and outside the classroom numerous opportunities exist for young people to unlock their talents and develop self-worth, esteem, confidence, resilience and independence.

Children are enthusiastic about life in college and embrace the many opportunities to grow in faith, developing religious understanding and a sense of service. Spiritual and moral development lies at the heart of our work and is a major strength within this vibrant faith community, where every child is valued.



Young people are encouraged to strive for excellence in every aspect of their work. We hold high expectations of ourselves and all those who work within our community and these translate to the children in our care. They are enabled from the early stages to be active, enquiring and critical open-minded thinkers; to be ambitious for themselves and broaden their horizons.

The college has a long-standing tradition of scholarship and academic success. The value of hard work is never underestimated; this, coupled with inspirational and passionate teaching, enables everyone to fulfil their potential and walk tall with confidence.

As important as they are, education at St Bede's is about much more than examination results as you will discover when you visit this vibrant community where quality is all pervading.



Yours faithfully

A handwritten signature in black ink, appearing to read 'R. King'.

Mr R King

Principal

## The St Bede's Way

The St Bede's Way is a practical guide to the culture at St Bede's. It is the way we aspire to do things, the expectations we have of each other and the support we provide to help us all succeed. It is the aim of all our community, both adults and students.

St Bede's has one simple message: **Work Hard. Be Kind. Do The Right Thing.**

### Where Excellence meets Purpose

At St. Bede's Catholic College, we believe that our colleagues are the heartbeat of our institution. We are not just a school; we are a community committed to fostering an environment where every member thrives.

As you consider joining our team, here's what we promise to provide you:

#### **Inspiring Mission and Values:**

Be part of a community driven by a rich heritage and a commitment to excellence in education. Our Catholic values permeate everything we do, creating a purpose-driven work environment.

#### **Collaborative and Inclusive Culture:**

Embrace a culture of collaboration, where your unique skills and perspectives are valued. We are committed to creating an inclusive atmosphere that celebrates diversity and encourages open dialogue.

#### **Professional Growth and Development:**

Your growth matters to us. Access ongoing professional development opportunities, workshops, and mentorship programs to ensure you stay at the forefront of your field and achieve your career goals

#### **Student-Centric Approach:**

Experience the joy of shaping young minds. Our student-centric approach prioritises their holistic development, providing you with the satisfaction of contributing to their growth and success

#### **Work-Life Balance:**

We understand the importance of a balanced life. Enjoy a supportive work environment that values your well-being, providing flexibility and resources to help you maintain a healthy work-life balance.

#### **State-of-the-Art Facilities:**

Work in a modern and well-equipped campus that fosters a positive learning environment. Our facilities are designed to inspire creativity and innovation in both students and staff.

#### **Community Engagement:**

Engage with the local community and make a difference beyond the classroom. Join initiatives that connect our school with the broader community, reinforcing our commitment to social responsibility.

***Join St. Bede's Catholic College and be part of a community where your skills are appreciated, your growth is nurtured, and your contributions make a lasting impact on the lives of students.***

## **ADVERT – KS4 Maths lead**

We are seeking an inspiring, dedicated and forward-thinking **Teacher of Maths with responsibility for KS4 Maths** to join our successful and supportive Mathematics department at St Bede's Catholic College. This is an exciting opportunity for an experienced and passionate practitioner who is committed to high-quality teaching and learning and to raising standards and outcomes for all students at Key Stage 4.

The successful candidate will play a key role in the strategic leadership and development of KS4 Maths, supporting the strong practice already in place while contributing to curriculum development, assessment, and intervention strategies. They will work closely with the Head of Department and Maths team to ensure high expectations, consistency of approach and excellent progress for all learners.

The ideal candidate will be passionate about teaching Maths, will enjoy working with young people, and will have high expectations of themselves, colleagues and students. They will have the ability to motivate others, model excellent classroom practice and contribute positively to a collaborative and reflective department.

As a Catholic school, we are committed to educating the whole child. The successful applicant will support and promote the mission and values of our Catholic ethos, helping students to grow academically, personally and spiritually.

The Mathematics department is well resourced and benefits from a strong culture of collaboration, shared planning and professional dialogue. Students at St Bede's are enthusiastic and keen to learn, and Maths plays a central role in their academic development and future pathways.

St Bede's serves a diverse community of students and we warmly welcome applications from candidates of all backgrounds.

### **WHY CHOOSE US**

At St Bede's, we are proud of our commitment to academic excellence and student wellbeing. As a Teacher of Maths with responsibility for KS4, you will have the opportunity to:

- Play a key role in shaping and developing KS4 Maths provision.
- Work within a supportive and experienced Maths team.
- Teach motivated students in a positive learning environment.
- Contribute to the wider life of the school and its community.

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### **WHAT WE OFFER**

- A school fully dedicated to helping every child reach their full potential, regardless of ability or prior attainment.
- A collaborative approach to working, supporting staff to work smarter and achieve a healthy work-life balance.
- A friendly, professional team committed to continuous improvement.
- Excellent CPD opportunities through mentoring and coaching.
- A successful ECT support programme and mentoring for new staff.
- A comprehensive induction programme.
- Onsite parking.
- Free Employee Assistance Programme.
- Teacher Pension Scheme.
- Marking and communications policies designed to reduce workload.
- Membership of the DfE Staff Wellbeing Charter.
- Cycle to Work scheme.
- Free use of the college gym.

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### **WE ARE LOOKING FOR SOMEONE WHO IS:**

- An enthusiastic, dynamic and reflective teacher of Maths.
- An excellent classroom practitioner with strong subject knowledge.
- Passionate about raising achievement at KS4.
- Committed to inclusive practice and high expectations for every student.
- A team player with strong personal and professional standards.
- Willing to contribute to the wider life and ethos of the school.

If you are a talented Maths teacher with the passion and ability to make a real difference and would like to play a significant role in the future success of our school, we would be delighted to hear from you.

## Mathematics Faculty Information

**Leader of Learning and Teaching:** Mr S Colebourne

Welcome to the Mathematics Faculty. We are a high-performing, collaborative team that balances academic excellence with a commitment to "teaching for understanding." Our faculty prides itself on being a place where we develop great practitioners through shared resources, pedagogical dialogue, and a supportive atmosphere.

### Our Results

We consistently outperform national averages at GCSE and we are proud of our sustained success in this area. A Level results fall broadly in line with national averages and a key faculty (and college) priority is to improve outcomes in the sixth form.

Academic Year	2023	2024	2025
GCSE Grades 9-4 (%)	91%	89%	88%
A Level A*-C (%)	76%	73%	72%

### Curriculum

- **Key Stage 3 (Years 7–9):** We believe in high aspirations for all. Years 7 and 8 are taught in mixed prior attainment groups using a curriculum adapted from White Rose Maths, focusing on mastery and mathematical fluency. In Year 9, students transition into prior-attainment sets agreed in tandem with the Science faculty.
- **Key Stage 4:** Students follow the Edexcel GCSE syllabus. To stretch our high prior attainers, we offer the AQA Level 2 Further Maths Certificate through popular lunchtime sessions, fostering a culture of ambition.
- **Key Stage 5:** Mathematics is a premier choice at our Sixth Form. We currently run three A-level classes in both Year 12 and 13. Furthermore, we two Year 12 classes working towards AQA Level 3 Core Maths (Mathematical Studies) and around 10 students in each year group studying Further Mathematics (specializing in Decision and Further Mechanics).

**Teaching and Learning** within the department is underpinned by:

- Clear explanations and strong subject knowledge
- A focus on conceptual understanding, reasoning, and problem-solving
- High expectations for behaviour, effort, and presentation
- Regular use of formative assessment to inform teaching

Lessons are well-structured and purposeful, supporting all learners while providing appropriate challenge. Staff work collaboratively to refine pedagogy and share effective classroom practice.

### Resources & Reduced Workload

We value your time. Our department is designed to let you focus on teaching:

- **Centralised Planning:** Every unit is broken down into "small steps" with pre-prepared lesson slides and suggested activities.
- **Homework & Marking:** We use Sparx Maths across KS3 and KS4 to streamline home learning and data collection, significantly reducing the traditional marking load.
- **Digital Tools:** We are a Google Reference-style school; all classrooms feature large touch-screen TVs, and we utilize digital resources alongside textbooks to bring abstract concepts to life.

### Enrichment

Being located in Bristol allows us to tap into a vibrant mathematical community. Our students benefit from strong links with the University of Bristol and UWE, UKMT Maths Challenges and cross-curricular STEM clubs and Axiom Maths Circles for high-attaining Year 7 and 8 learners.

### Professional Development and Support

The Mathematics Faculty has a strong culture of professional learning. This includes:

- Regular departmental meetings focused on teaching and learning
- Collaborative planning and moderation
- Support for early career teachers through mentoring and coaching

## **Teaching and Learning Responsibility within Mathematics**

### **Mathematics Lead – Key Stage 4 , TLR2a**

**The Leader of a Key Stage in Mathematics must lead by example and be first and foremost a very good classroom practitioner.**

The Leader of a Key Stage in Mathematics is ultimately accountable for the performance and progress of our young people in Mathematics. The Key Stage Mathematics Lead will assist in ensuring excellent provision throughout the Key Stage.

The role of the Key Stage 4 Mathematics Lead is to lead, manage, inspire and be accountable for the development of the curriculum in order to ensure the highest possible standards of student achievement, personal development and well-being.

#### **POST PURPOSE**

- Ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the college and the curricular policies.
- Act as a Key Stage Mathematics Lead and Coordinator and be responsible for leading and developing the Key Stage curriculum, within Mathematics.
- Develop and enhance the teaching practice of others.
- Monitor and support the overall progress and development of students as a manager within the curriculum area.
- Support the Leader of Mathematics and deputise when and where appropriate.

**Reporting to:** Leader of Mathematics.

**Key Accountability:** Student achievement in Key Stage 4 Mathematics.

**Responsible for:** The provision of a full learning experience and support for students.

**Liaising with:** Link Manager, Leader of Mathematics, teachers, support staff, external agencies & parents.

#### **OPERATIONAL/ STRATEGIC PLANNING:**

- Lead the development of appropriate syllabuses, resources, schemes of work/learning, marking policies, assessment and teaching strategies in the Key Stage Mathematics curriculum area.
- Day-to-day management, control and operation within the Key Stage Mathematics curriculum area.
- Monitor and secure student progress.
- Work with colleagues to formulate aims and objectives for the curriculum which have coherence and relevance to the needs of students and to the aims and objectives of the department and college.
- Contribute towards faculty planning and evaluation.

#### **CURRICULUM PROVISION:**

- Liaise with the Leader of Mathematics to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective Key Stage curriculum programme which complements the college's strategic objectives.
- Ensure good and appropriate resources are in place for each key stage.
- Work with colleagues to ensure schemes of work drawn up which are relevant and motivate students.

#### **CURRICULUM DEVELOPMENT:**

- Support curriculum development within the department.
- Keep up to date with national developments in the subject area, teaching practice and methodology.
- Monitor actively and respond to curriculum development and initiatives at national, regional and local levels.

## **STAFFING**

- Work with the Leader of Mathematics and Assistant Principal: Teaching and Learning, to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- Continue professional development as agreed with Leader of Mathematics.
- Engage actively in the Appraisal process and act as reviewer, if required, for identified staff.
- Promote teamwork and motivate staff to ensure effective working relations.
- Ensure the effective and efficient deployment of classroom support where appropriate.
- Support staff members that are new to the college, including NQTs.
- Mentor staff as appropriate.

## **QUALITY ASSURANCE:**

- Ensure the effective operation of quality control systems.
- Assist in the process of the setting of targets within the faculty and work towards achieving these.
- Help to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles.
- Contribute to the college procedures for lesson observation and learning walks.
- Implement quality procedures and ensure adherence to those within the faculty.
- Participate in the monitoring and evaluation of student progress, assessments and home learning and respond to issues promptly.
- Seek/implement modification and improvement where required within Mathematics.

## **MANAGEMENT INFORMATION:**

- Ensure the maintenance of accurate and up-to-date information concerning Key Stage Mathematics on the management information system.
- Assist in the use of analysis and evaluation of performance data.
- Help the Leader of Mathematics to produce reports within the quality assurance cycle.
- Assist in the production of reports on Key Stage end of year examination performance, including the use of value-added data.
- Develop a good understanding of the performance of Pupil Premium and Vulnerable children and ensure this is clearly understood by the teachers of these children so that strategies are implemented to bridge gaps in performance.
- In consultation with the Assistant Principal, put in place catch-up sessions for students not making the required levels of progress.

## **COMMUNICATIONS and LIAISON:**

- Ensure effective communication, as appropriate, with the parents of students.
- Liaise with partner schools as required to ensure students are working at the right pace.
- Contribute to the planning and delivery of college liaison activities, including the annual Open Evenings.
- Promote actively the development of effective subject links with external agencies for the benefit of the students.
- Develop enrichment opportunities for students, so that they are able to take their enjoyment of Mathematics beyond their timetable lessons.

## **MANAGEMENT OF RESOURCES:**

- Assist the Leader of Mathematics to identify resource needs and to contribute to the efficient /effective use of physical resources.
- Co-operate with other faculties to ensure a sharing and effective usage of resources to the benefit of the college and the students.

**The area of responsibility for this post holder will change as necessary in order to meet the needs of an ever-developing college.**



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Person Specification

**KS4 Maths lead from 1<sup>st</sup> September 2026, full time, permanent (TLR2a £3,527)**

Criteria	Essential	Highly Desirable
Catholicity	<ul style="list-style-type: none"> <li>▪ Willingness to support the Catholic character of St Bede's</li> </ul>	<ul style="list-style-type: none"> <li>▪ Catholic</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>▪ Graduate or equivalent</li> <li>▪ Qualified Teacher status</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good Honours graduate</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>▪ Excellent and reflective classroom practitioner</li> <li>▪ Ability to teach Mathematics up to GCSE</li> <li>▪ Ability to motivate and challenge students to achieve high standards</li> <li>▪ Ability to provide student feedback, mark work and talk to parents and carers about their children's progress</li> <li>▪ Good classroom management skills</li> <li>▪ Good computer skills</li> <li>▪ Willingness to be involved in co-curricular enrichment opportunities</li> <li>▪ Follow safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to teach a Mathematics to A level</li> <li>▪ Ability to teach a second subject</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>▪ Evidence of ongoing professional development</li> <li>▪ Broad knowledge of educational developments</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>▪ Ability to develop and maintain good relationships with children and colleagues</li> <li>▪ Ability to communicate clearly</li> <li>▪ Be flexible and open to change</li> <li>▪ Optimistic disposition</li> <li>▪ A positive attitude to students of all abilities and dispositions</li> <li>▪ Trustworthy, conscientious and loyal</li> <li>▪ Emotionally intelligent</li> <li>▪ Energy and enthusiasm</li> <li>▪ Well organised and good interpersonal skills</li> <li>▪ A desire to achieve and be successful</li> <li>▪ Good and smart professional appearance</li> <li>▪ A good sense of humour</li> </ul>	
Health	<ul style="list-style-type: none"> <li>▪ Good health</li> <li>▪ Good attendance record</li> <li>▪ Stamina</li> </ul>	
Record	<ul style="list-style-type: none"> <li>▪ Clear Criminal Record</li> </ul>	
Letter of Application	<ul style="list-style-type: none"> <li>▪ Ability to address succinctly the essential characteristics of this position</li> <li>▪ Co-Curricular interest and/or experience</li> </ul>	
References	<ul style="list-style-type: none"> <li>▪ Two good professional references</li> </ul>	

**The point on the salary range will depend on experience, expertise and professional qualifications.**

## How to Apply

Please complete the application form, available electronically via Eteach or as a word document on the college website, and submit this with a letter outlining your experience and suitability for this role to Claire Walker, PA to the Principal by emailing [walker@c@stbcc.org](mailto:walker@c@stbcc.org) by noon on Monday 9<sup>th</sup> March 2026.

*Offers of employment are subject to Enhanced Disclosure and Barring Service clearance, excellent references and medical clearance.*

We are an equal opportunities employer and committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

We follow safer recruitment practices and appointments are subject to an enhanced DBS check, satisfactory references, online screening, qualification verification and evidence of your right to work in the UK.

Our safer recruiting and safeguarding policies are available on our website: [www.stbedesc.org](http://www.stbedesc.org)

No other application forms or curriculum vitae' will be accepted.

St Bede's has a superb reputation locally, within the Diocese and nationally. We are recognised by the Diocese as an Outstanding Catholic school and hold the SEND Inclusion award that recognises our high-quality education for students with SEND. In addition, we hold a Beacon status for Holocaust Education, the Geography Quality Mark and an award from the Incorporated Society of Musicians in recognition of excellence in Music. We have also been recognised for 'Leadership through moral purpose', 'Engaging with evidence and research' and for our outstanding results by SSAT. The College has also recently been awarded the Leading Parent Partnership award in recognition of our work with parents and re-accredited as Investor in People

