



# JOHN F KENNEDY CATHOLIC SCHOOL

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## Numeracy Coordinator & Mathematics Intervention Lead Information for applicants



Diocese of Westminster

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## **Numeracy Coordinator & Mathematics Intervention Lead**

**Start date: September 2025**

**Salary: MPS/UPS plus TLR 2b plus London Fringe**

### **Introduction**

Thank you for your interest in this post at John F Kennedy Catholic School (JFK).

The Governors and I are seeking to appoint an experienced Teacher of Mathematics to join our thriving and high achieving department, building upon the current high standards. The successful candidate will be an inspiring, dynamic teacher with a passion for learning and have the vision to develop further in this popular and successful department. Whilst teaching in mathematics, this role will entail responsibility for the development of Numeracy across the school and leading on intervention within the mathematics department.

You will have a good track record of excellent classroom practice, be committed to high standards of learning and student progress, with the energy and vision to build on current progress and have ambitions for yourself and our school.

We welcome applications from candidates of all faiths and none, though support for our Catholic ethos is expected.

I hope that you find the following details useful and informative. They are intended to help you to decide whether or not JFK is the school in which you would be happy, be able to make a positive contribution and prepare yourself for the next stage of your career.

### **John F Kennedy Catholic School**

JFK is a mixed 11-18 comprehensive, part of All Saints Catholic Academy Trust, located in the suburban environment of Hemel Hempstead. It is a voluntary academy with approximately 1100 students on roll. The school enjoys an excellent reputation and is always over-subscribed; for the 2024-25 intake of 180 places there were 530 applicants, with 206 putting JFK as first choice. The intake has, in recent years, been almost entirely Catholic - currently 83% of students. JFK serves the Catholic communities of Hemel Hempstead and a very wide surrounding area, including parts of Hertfordshire, Luton and Bedfordshire; in addition to seven main feeder primary schools, it regularly takes children from over twenty other schools. Unsurprisingly, its students come from a diverse socio-economic background, ranging from a very affluent commuter town to an area with high social deprivation. Overall, however, the school deprivation factor is just below the national average. Currently 15% of students are eligible for Free School Meals. The number of students from minority ethnic backgrounds has increased over the past ten years and is now above the national average. The prior attainment of students is significantly higher than the national average. Additionally the profile of current cohorts is generally skewed towards the 'middle' and 'high' prior attainment categories. The local parish church, St Mark's, is on the school site and the Parish Priest of the Hemel West Parish supports the liturgical life of the school.

JFK's most recent inspections were: Section 8 in March 2017 and Section 48 in February 2024. The headline outcomes for these inspections were all judgements of 'good'. In terms of results our most recent Progress 8 scores were: 0.09 in 2017, 0.25 in 2018, 0.05 in 2019, 0.01 in 2022, 0.15 in 2023 and 0.15 in 2024.

At A level, our results have been stable in recent years, and have been broadly average compared with national figures. Our most recent L3VA scores were -0.05 in 2017, -0.17 in 2018, -0.07 in 2019, -0.69 in 2023 and -0.27 in 2024.

Visitors to the school frequently comment on the ethos and atmosphere they sense as they come to the school for the first time. This friendliness and sense of community is part of something wider; it is rooted in the fact that we are a Catholic school. As such, everything that we do is based on our Mission Statement, summarised by words: Inspire • Achieve • Serve. We are an inclusive school that values the uniqueness of each member of our community. In this way we uphold the Gospel values and ensure that everyone has the opportunity to fulfil their potential.

Outside the formal curriculum there have always been numerous opportunities for students to take part in a very wide range of activities. These include drama, sport, music, retreats, trips at home and abroad and the Duke of Edinburgh Award Scheme. All the opportunities offered for students' personal development are summarised by the 'JFK Journey' that is displayed throughout the school.

### **The Mathematics Department**

The Mathematics Department consists of eleven maths specialists many of whom have taught at the school for a significant time. Together they make up an extremely well-established, experienced and supportive team. The school and department policy is that teachers, as far as possible, teach across the range of age and ability. A-level teaching is shared according to the teachers' specialist areas and skills.

In years 7 and 8 students are taught in year group halves, with four sets in each half. In years 9 - 11 students are set linearly into eight ability groups. In the sixth form there are typically two groups of students for A Level Maths and one for Further Maths in each year group. There is also a Level 3 Core Maths class for those students who do not study A Level Maths but do study another A Level with a high level of mathematical content.

Examination outcomes are consistently outstanding at both GCSE and A Level, with Mathematics and Further Mathematics being popular options at Key Stage 5. The department's GCSE results are significantly above the national average with 83% of our students achieving grade 9-4 in 2024. Our Maths progress 8 score was +0.4 in 2024, which was the highest in Dacorum. At A-Level 47% of our A2 students achieved A/A\* grades, with a significant number going on to study maths or related disciplines at university.

The department is extremely well equipped and resourced and has nine maths classrooms. Each classroom has an interactive whiteboard and these are used extensively by the teachers in the department to enhance teaching and learning.

### **JFK, now and in the future: ASCAT**

JFK was opened in 1967, so it is over 50 years old. There is a great tradition here of several generations from families attending the school. Many teachers and support staff over the years were students at the school and currently one of the students in the first intake is working on the support staff. I believe there are many features that make JFK a great school but I also recognise there are areas needing development. We must never be complacent and we must embrace new ideas that will benefit the educational opportunities of the students in our care. We made a bold decision seven years ago to become a 'Google school', introducing Chromebooks for use in and out of school. This has been phased in, one year at a time, and is complete in the main school - all students in Years 7 to 11 have their own device. Google Classroom has been embraced by staff as well as students and is now an integral part of school life.

JFK joined All Saints Catholic Academy Trust (ASCAT) on 1st June 2023. The trust currently comprises 11 schools and JFK is one of only two secondary school members. Within the trust, JFK sits in a regional hub, with other Dacorum Catholic schools: 'St Mark's Hub'. Joining ASCAT has opened up many opportunities for cross-school and cross-phase developments, making this a very exciting time for JFK's future development.

### **Next steps**

I hope that having read this letter and the information about the school that you will choose to apply to. To do so, you are asked to complete the application form in full but instead of a supporting statement please write a letter of application which relates your experience to the job description and person specification. In your letter you should also outline your personal educational philosophy, your vision and the contribution that you can make to John F Kennedy Catholic School.

Please post your application or submit it to Ms Eva Final by email to: [efinal@jfk.herts.sch.uk](mailto:efinal@jfk.herts.sch.uk)

I am always happy to welcome visitors to the school and I would strongly encourage you to come and visit us to see the school for yourself. If you would like more information about the school please visit our website [www.jfk.herts.sch.uk](http://www.jfk.herts.sch.uk) where you will find our online prospectus and other information. If you would like to know more about the post itself or to arrange a visit, please do not hesitate to contact my PA, Ms Eva Final (email: [efinal@jfk.herts.sch.uk](mailto:efinal@jfk.herts.sch.uk)), who will be very happy to help you.

Yours faithfully,



**Mr Paul Neves**  
Headteacher

## **Person Specification – Numeracy Coordinator & Mathematics Intervention Lead**

### **Qualifications:**

- A Honours graduate
- Qualified Teacher Status

### **Professional Experience:**

- Ability to teach Maths at KS3 and GCSE
- Ability to teach Maths at A Level
- High expectations of students
- Effective communication skills
- High standards of classroom management
- Knowledge and use of ICT in teaching and learning
- Commitment to continuing professional development
- Knowledge of current curriculum developments
- Knowledge of safeguarding requirements

### **Personal Qualities:**

- Commitment to support the Catholic ethos
- Commitment to team working
- Commitment to equal opportunities and the equal value of all members of the school community
- High personal standards – dress, conduct and presentation

### **Note:**

We are committed to safeguarding and promoting the welfare of children and young people. An enhanced DBS check is required for this post.

## **Numeracy Coordinator & Mathematics Intervention Lead**

**Responsible to:** Subject Leader; SLT link

Whilst teaching in mathematics, this role will entail responsibility for the development of Numeracy across the school and leading on intervention within the mathematics department.

### **Job Description**

It is expected that the postholder will work in such a way that is totally compatible with the aims and objectives of the school. The responsibilities outlined below are intended to fall within the 'School Teachers' Pay and Conditions' guidance. They are in addition to the responsibilities outlined in the teachers' job description and the Teachers' Standards.

As a senior post holder within the department, the Numeracy Coordinator & Mathematics Intervention Lead is a pivotal role in securing its effectiveness and is expected to contribute to whole-school thinking and development.

With a clear understanding and focus on how students learn, the postholder is expected to:

#### **Numeracy Coordinator:**

- Facilitate communication between other departments and maths
- Raise the standard of numeracy as a life-skill across all year groups
- Conduct an audit of the teaching of numeracy skills across the curriculum and to use the findings to improve numeracy across the curriculum
- Liaise with Subject Leaders, and the SENDCo to ensure that numeracy skills are being encouraged and developed across the whole curriculum
- Liaise with subject teachers to improve standards by modelling, coaching and observing the teaching of numeracy skills across the curriculum, including paired observations and feedback related to numeracy
- Manage shared school resources to support numeracy e.g. software
- Establish and maintain relationships with feeder primary schools to support transition into Year 7
- To report the impact of your work to members of the SLT and governors

#### **Maths Intervention Lead:**

- To raise the profile of disadvantaged pupils and CLA pupils through proactive analysis of data and through optimum identification for intervention programmes
- Devise and deliver, under the direction of the Maths Subject Leader, programmes for small groups to support their progress taking place before school, at lunchtimes and after school
- Maintain appropriate records of interventions and their impact; use these to evaluate activities and plan for the future
- In collaboration with Maths Department staff, deploy the team of 6th form Maths Ambassadors to support the learning of younger students and evaluate their effectiveness
- To report the impact of your work to members of the SLT and governors

**General duties:**

- To give full support to the school's distinctive Catholic ethos and act as an appropriate role model
- To look for opportunities for the department to be actively involved in the Catholic life of the school
- To support the strategic vision of the school and the School Development Plan
- To support the Subject Leader in formulating and monitoring the Department Development Plan
- Providing subject specific CPD to the department
- To support with the Quality Assurance system within the department in order to improve the quality of student learning and to raise standards of student attainment and achievement
- To support the management of behaviour within the department
- To liaise with the Pastoral Support Coordinator and SENDCo as and when necessary
- To seek and promote activities that enhance and extend the curriculum
- To attend all meetings relevant to your post
- To work collaboratively with the Subject Leader
- To support the Performance Appraisal system offering encouragement and support to all members of the department in their professional development, and acting as appraiser to specific members of the department
- To support the organisation of school events: meetings, performances, examinations etc.
- To be a presence around the school and be supportive of the leadership of the school
- To support and contribute to staff training as and when required
- To support the recruitment, induction, training and development of new staff, including the mentoring of ECTs