



Higham Lane School  
Helping Learners Succeed



Job Specification

# Permanent Assistant Subject Leader of Maths

Full-time/Part-time

MPR/UPR + TLR2A £3,213

April 2025 or sooner

With the possibility of an additional Recruitment Allowance for an exceptional candidate



Dear Applicant,

Thank you for taking the time to consider Higham Lane School as your next school. Higham Lane is a large, 11-18 comprehensive academy, set on an attractive site on the Warwickshire-Leicestershire border, easily accessible due to excellent road, train and bus connections.

Achievement in all its forms: artistic, academic, social, cultural, sporting and intellectual is equally valued in our diverse five year, knowledge-rich curriculum. We were extremely pleased to have been rated as Outstanding by Ofsted in May 2019, one of only a small number of schools in England to have achieved the highest rating that year. We are strongly committed to ensuring that all of the young people in our care make excellent academic progress and we take great pride in securing both impressive progress and high attainment for our students, whatever their starting points. Higham Lane is one of the highest-achieving non-selective comprehensive schools in Warwickshire. We are also delighted to have achieved impressive A level results in our high-performing Sixth Form. Our progress figures indicate that our teaching and learning and student behaviour and engagement are excellent! We are excited by the opportunities which our recent merger with the Central England Academy Trust will bring us and are also delighted that the Department for Education has given us permission to open a new secondary Free School, Higham Lane North Academy, in 2025. In July 2021, we were granted World Class Schools status, one of a very small number of schools to achieve this.

Our school has a strong ethos based on mutual respect between students and staff and very clear expectations regarding students' effort and behaviour. We enjoy an excellent reputation with parents/carers and are always over-subscribed. You will find a happy, caring and purposeful environment at Higham Lane. Students get on exceptionally well, both with each other and with our staff, who take pride in working here. Our students are encouraged to do their very best in every aspect of their lives and to reach the highest standards, irrespective of their ability. We encourage them to "Be the best you can be!"

At Higham Lane, our staff are our most precious resource. We are committed to offering you:

- excellent continuous professional development
- reduced workload
- behaviour for learning that empowers teachers to teach and students to learn
- a range of imaginative approaches to ensure staff wellbeing.

The closing date for applications is: **midday, Monday 25th November 2024**. (If you encounter a problem in meeting this deadline, please contact the School). If you are interested in applying for this post, please complete the application form that you will find on the School's website ([www.highamlaneschool.co.uk](http://www.highamlaneschool.co.uk)) and email it to [jobs@highamlaneschool.co.uk](mailto:jobs@highamlaneschool.co.uk), indicating in the message title the post you are applying for.

If you would like to have a chat about this post, please contact Natalie Charnell, Subject Leader for Maths, on 024 7638 8123.

Higham Lane School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure.

We really look forward to reading your application!

Yours faithfully,



Michael Gannon  
Headteacher



# WHY WORK FOR HIGHAM LANE SCHOOL?



At Higham Lane, we appreciate that our staff are our most precious resource. We are committed to offering them:

## EXCELLENT CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

- we are passionate about curriculum, teaching and learning, always developing our practice and learning from each other!
- our approach to performance management is on developing staff. Conversations are based around celebrating teacher strengths and focusing on how to be even more effective. This is also reflected in the way we do lesson visits and learning walks.
- our CPD is second to none and highly-regarded by our staff, many of whom often lead sessions themselves. Our staff have led presentations for Pixl and Osiris.
- all staff receive regular training in the most effective teaching and learning techniques based on pedagogical research by leading practitioners such as Lemov and Rosenshine.
- we provide bespoke career stage training such as the new, reformed NPQ programmes.
- we have expertise in teacher training and formed the Higham Lane School Partnership comprising 13 partner schools across both primary and secondary phases in collaboration with the University of Warwick, Birmingham City University and the University of Leicester. We are a Designated Lead School for School Direct.
- we are local delivery partners for the Early Career Teacher and Mentor Induction programmes.
- we are actively leading school-to-school support within our local area, sharing our strong practice and expertise and learning from other schools about their effective approaches. Our Director of Corporate Services and Chief Financial Officer is a mentor on the ESFA CFO Mentoring Programme.

## REDUCING WORKLOAD

- we are committed to reducing staff workload by always looking to streamline our ways of working, for example in our Feedback Policy, which makes greater use of whole-class feedback, rather than pointlessly marking excessively. Non-judgmental quality assurance conversations with staff celebrate strengths and consider how to make our curriculum and teaching and learning even more effective.
- we minimise admin and data entry so we can truly focus on what is important to allow meeting time to be dedicated to teaching and learning.
- we value our staff as experts in their field. Subject teams have dedicated weekly time and space to work together to develop their practice.
- staff work very effectively in their subject teams to collaboratively produce schemes of learning and resources, so that teachers are not wasting time creating their own materials.
- students use knowledge organisers for revision during homework and assess themselves in our Do Now knowledge tests, enhancing their subject knowledge and reducing teacher workload.

## BEHAVIOUR FOR LEARNING THAT EMPOWERS STAFF

- we empower teachers to teach and students to learn!
- our SLT and Progress Leaders move around our site during lessons to supportively visit lessons, support teachers and uphold our ethos.
- where students do not behave according to our expectations, we address this promptly.
- parents/carers fully support our Behaviour Policy.

## STAFF WELLBEING

- staff wellbeing is very important to us. We care about each other. Staff know that they can always approach SLT members and staff governors with any wellbeing or workload concerns.
- we believe that successful schools are rooted in strong teamwork where everyone plays their part and is valued.
- we ensure a work-life balance in the way we organise our meetings and INSET days and release our calendar before the start of the academic year.
- we ensure emails are used sparingly and only at agreed times (7am-7pm, Mondays-Fridays).
- we support staff to look after themselves, for example by signposting health awareness events.
- we discuss what is working effectively and what needs to be done differently in our half-termly Staff Governors and Unions meetings.
- we get on well together and celebrate our many achievements in a range of social events.

## SERVING OUR COMMUNITY

- students play an active part in the running of our school (such as through the Junior Leadership Team, Year Ambassadors, Student Voice groups and so on). Students' views are important to us and influence the school's strategic planning.
- we have excellent relationships with parents/carers and value their feedback.
- we actively support our local community through fundraising and supporting local charities such as the Nuneaton Food Bank.



## STAFFING AND ACCOMMODATION

- The Maths Department has 10 full-time and 4 part-time members of staff.
- Three teachers act as Assistant Subject Leaders in Maths, supporting the Subject Leader in the leadership of the Department.
- Lessons are taught in ten specialist rooms equipped with digital projectors and whiteboards.
- The Department makes frequent use of its computer suite and each member of the Department has a laptop and visualiser.

## KEY STAGE 3

- Students receive 7 x 60 minute lessons of Maths per fortnight.
- Class sizes average around 23 students.

## KEY STAGE 4

- Students follow a course leading to either GCSE Maths or GCSE Maths and GCSE Statistics.
- Our 30 most able students also complete Level 2 Further Maths during Year 11 which helps to bridge the gap for students taking A-Level Maths.
- Key Stage 4 students currently receive 9 x 60 minute lessons per fortnight.

## KEY STAGE 5

- We offer A-Levels in Maths and Further Maths. These are delivered in our purpose-built Sixth Form Centre.

## GENERAL MATHS DEPARTMENT INFORMATION

The Maths Department at Higham Lane School is a consistently high-performing team of teachers. Our aim is to further increase the high standards of our work and offer students a broad, balanced curriculum, to give them the skills and confidence needed to pursue their chosen further studies and careers. We continue to strive for high standards of attainment and achievement, whilst simultaneously addressing the needs of all students. We use a range of strategies to maximise student performance, ensuring teaching and learning is creative, challenging and engaging.

## LOOKING AHEAD

The Maths Department is always looking to further develop the quality of teaching and learning in the Department. We are currently embedding the principles of teaching for mastery into our practice to ensure all pupils are engaged, challenged and develop a secure understanding of mathematical concepts. We are reflective practitioners who work collaboratively to ensure we are even better with a view to building upon our reputation of being a high-performing department, both within the School and the County. We are constantly evaluating what we do and how we can improve it. This is an exciting time for the Department and the school!

## 2024 EXAMINATION RESULTS

### GCSE MATHS

87% of students achieved grades 9 - 4

69% of students achieved grades 9 - 5

28% of students achieved grades 9 - 7

### GCSE STATISTICS

100% of students achieved grades 9 - 4

95% of students achieved grades 9 - 5

48% of students achieved grades 9 - 7

### A-LEVEL MATHS

44% of students achieved grades A\* - A

72% of students achieved grades A\* - C

### A-LEVEL FURTHER MATHEMATICS

50% of students achieved grades A\* - A

100% of students achieved grades A\* - C

# Job Description

## Job Title:

Permanent Assistant Subject Leader of Maths  
(Full-time/Part-time)

**Date of Commencement:** January 2025

Applications are invited from suitably-qualified, experienced and enthusiastic teachers to assist in the leadership of the maths department, as Assistant Subject Leader. This is an excellent opportunity to develop leadership skills whilst being supported by our maths leadership team. The post also requires the teaching of Maths at Key Stage 3 and GCSE Maths at Key Stage 4. Opportunities to join our A-Level Maths team are available for a suitable candidate should they have the appropriate experience or wish to further develop their practice but this is not essential and would not prevent suitable candidates from being shortlisted, if they meet the person specification.

## General Duties and Responsibilities

The expectations and duties of a Standard Scale Teacher at Higham Lane School are set out in the national Teachers' Standards, which can be found at: <https://www.gov.uk/government/publications/teachers-standards>

Pastoral responsibilities will include form tutor duties such as registration, monitoring progress and behaviour, checking uniform and student organisers and reporting and liaison with other staff as necessary.

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of students:**

- To have total regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- To have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.
- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Our staff are 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:

- Staff uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating students 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 students' 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 students' vulnerability or might lead them to break the law.
- Staff must have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.
- Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Specific Duties and Responsibilities as an Assistant Subject Leader**

- Support high quality Teaching and Learning
- Coordinate the writing and review of short, medium and long-term Schemes of Learning and differentiated resources, ensuring this curriculum is suitably broad and balanced and covers the National Curriculum for Maths as appropriate.
- Advise on and lead staff in professional learning on effective teaching and learning.

### **Support high quality Marking, Feedback, Assessment and Reporting**

- Support staff to follow the School's Marking and Feedback Policy.
- Coordinate the accurate and timely assessment of the work of students and ensure relevant assessments are loaded onto the Maths Department and Whole-School Data Systems by agreed deadlines, so that they can be reported to parents.

### **Contribute to quality assurance and self-evaluation**

- taking part in paired lesson observations, learning walks, work scrutiny, data analysis, Maths Department SEF completion and so on and use this analysis to identify effective practice and areas for improvement to be addressed in professional learning.
- Contribute to the strategic direction and development of the subject by supporting the Subject Leader in creating, monitoring and reviewing the Department Development Plan (DDP).

### **Carrying out other agreed responsibilities** within the Maths Department including:

- Carrying out the appraisal of several teachers from the Maths Department.
- Acting as Subject Mentor to ITT (PGCE or School Direct) students or Early Career Teachers, as appropriate.
- Assisting in operating the Behaviour for Learning system within the Department. Supporting the subject leader to address any concerns raised by parents/carers in line with the school's expectations.
- Assisting the Subject Leader in ensuring effective departmental communication.
- Attending the half-termly Subject Leaders and Assistant Subject Leaders meetings with all other middle leaders and members of the Senior Leadership Team (SLT) across the School.
- Supporting the Subject Leader in ensuring effective Safeguarding within the Department and its extra-curricular activities.

- Taking responsibility for or supporting the Subject Leader to plan, organise and facilitate Enrichment activities where appropriate.
- Support the coordination of extra-curricular opportunities such as Year 7 Maths Olympics, Maths Challenges, Key Stage 5 Drop-in, House Competitions and preparation for Maths at University.
- Identify underachieving students, monitor and evaluate the provision of intervention and ensure appropriate record keeping to ensure that appropriate and effective intervention is in place.
- Deputising for the Subject Leader when he/she is absent, for example in liaising with staff, setting work for absent colleagues, speaking to students and **communicating with parents/carers**.



## Person Specification for Assistant Subject Leader of Maths (full-time/part-time)

1= application form; 2= selection day activities; 3=documentary evidence.

Category	E/D	Criteria Indicated E (Essential) or D (Desirable)	How Identified
Qualifications	E	Degree level qualification.	1,3
	E	Qualified Teacher Status.	
Experience	E	Experience of teaching Maths at KS3.	1
	E	Experience of teaching GCSE Mathematics.	1,2
	D	Experience of teaching Maths at KS5.	1
Knowledge and Understanding	E	Of the National Curriculum for Maths.	1,2
		Of one or more GCSE specifications for Mathematics.	
		Of a range of effective, differentiated teaching and learning, assessment for learning and marking and feedback techniques.	
		Of how to make secure judgements relating to student progress and performance.	
		Of how to use ICT to enhance teaching and learning and raise standards.	
Professional Skills and Attributes	E	The ability to motivate, influence and challenge all students to achieve their best performance.	1,2
		The ability to consistently deliver 'good' or 'outstanding' lessons.	
		The ability to assess students' work and offer them feedback in line with the School's Marking and Feedback Policy.	
		The ability to ensure excellent Behaviour for Learning of students.	
		The ability to be well-organised, keep efficient records and meet deadlines.	
		The ability to communicate effectively.	
		The ability to work effectively as a member of a team.	
		The ability to take responsibility for your own professional learning.	
Energy, enthusiasm, commitment and perseverance.			
Health and Attendance	E	A good health and attendance record.	3



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