



Campion School
The best in everyone™
Part of United Learning

**CREATING
BRILLIANT
FUTURES**

Welcome to Campion School

APPLICATION PACK

Second in Mathematics

Salary: ULT Teachers' Pay Range (£36,400-£53,040) plus TLR2

Hours: Full time

Start Date: September 2026

Closing Date: 10th March 2026 at 23.59pm

Proud to be Campion – Be part of something brilliant



Ambition ■ Respect ■ Integrity ■ Resilience

Campion School is seeking a Second in Mathematics

Are you an excellent teacher of Mathematics who is looking for a leadership opportunity?

An exciting opportunity has arisen for a Second in charge of Mathematics to join and support the leadership of the Mathematics department at Campion School. As Second in Mathematics, you will work alongside the Head of Department to help support and ensure outstanding progress for all students in the school.

You will have a close eye to detail and be able to support the Head of Department in managing a large team whilst retaining the highest possible standards. You will be an exemplary teacher of Mathematics with strong subject knowledge and the drive to inspire students in all areas of mathematics. You will play a major role in improving teaching and learning across the department and be fully committed to providing an excellent learning experience for students across the school.

Campion School is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people can make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – high quality staff such as you.

Campion School is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments. The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Ambition, Respect, Integrity and Resilience, and will have a working knowledge of how these will apply within a secondary academy context and within the role itself.

“Staff at Campion have high expectations of all pupils at the school, including those in the Sixth Form. There is an ambition that all pupils can achieve academically. As suggested by the school’s hashtag, pupils and staff are proud to be Campion.”

(Ofsted, November 2021)

Rewards and Benefits

Our pledge, to all our academy teachers, is that by working for us you will benefit from more pay, more time and more support.

More pay.....	More time.....	And more support
<ul style="list-style-type: none">▪ We pay an average of 5% above national scales – the best rates of pay in the sector▪ Cash towards medical treatment▪ Generous staff discount scheme	<ul style="list-style-type: none">▪ Three extra INSET days for planning▪ At least one personal day a year	<ul style="list-style-type: none">▪ Great training for your career▪ Exceptional curriculum resources▪ Expert subject advice▪ Support for your wellbeing

A Message From The Principal



Dear Colleague,

Thank you for considering Champion School as the next step in your career. We are delighted that you are exploring the opportunity to join our team, and we believe that becoming part of Champion will be a truly rewarding experience.

Champion School is proud to be part of **United Learning**, a nationwide network of academies, primary schools, and independent schools. Our shared motto, *“The Best in Everyone,”* reflects our commitment to excellence and to helping every individual reach their full potential.

Our mission is clear: **“Creating Brilliant Futures.”**

Our vision is: **“To foster an inclusive community where every student thrives, enriches their skills and character, and achieves academic excellence.”**

The safety and wellbeing of our students is at the heart of everything we do. We work together to provide every student with the best opportunities, focusing on character education to build confidence and resilience so they can achieve their goals and aspire to be the very best they can be.

At Champion, trust is fundamental. We trust our staff to perform their roles with professionalism while maintaining a healthy balance between work and personal life. You will find many initiatives to support staff wellbeing as you progress in your career with us.

Our school is on an exciting journey of improvement, and our students have high aspirations. Many go on to top universities and apprenticeships—and you could play a vital role in helping them achieve their dreams. People often say, *“I became a teacher to make a difference.”* At Champion School, you truly can.

Champion School is a special place, and we are confident it will only continue to grow stronger. We hope you will choose to join us and be part of something brilliant.

Thank you for considering Champion School - together, let's create brilliant futures.

Kim Bradley-Smith
Principal

“There are good relationships between staff and pupils. Pupils can talk to staff with ease, and pupils say that they feel safe at school.”

(Ofsted, November 2021)

“My department is very supportive and we work well as a team to ensure everything is done in the best way to support our students.”

(Staff Survey November 2025)

Why Work For Us?

The leadership of the school is highly focused on creating an environment in which teachers can focus on their core role: to deliver excellent lessons. The student behaviour system is simple, easy to administer in lessons, and takes the burden away from teachers. Detentions are conducted centrally by the Pastoral and Senior Teams. Teachers speak of this as one of the major benefits of working here.

In addition to this, teachers are trusted to be professionals through:

- No unannounced observations
- No lesson grading
- A feedback and recognition policy that lets teachers decide the best feedback mechanism for their own classes, rather than having this prescribed centrally
- Departments set their own feedback and recognition policy and have no expectation of teachers spending extra time marking
- 3 extra INSET days per year for collaborative team planning
- A genuine flexible working approach considered

“Leaders have revised the curriculum so that all pupils can study a broad range of academic subjects, including at least one modern foreign language. There are opportunities in all year groups to take on leadership roles, such as being an antibullying ambassador or head student. The aim of this is to create brilliant futures for Champion pupils.”

Ofsted November 2021



Our Vision

“To foster an inclusive community where every student thrives, enriches their skills and character, and achieves academic excellence.”

Our Mission

“Creating Brilliant Futures”

Our Values

At Champion School we are committed to providing a friendly and safe environment for all students. Our values are at the heart of everything we do, and we strive to instil them in our students through our daily interactions, policies and practices.

We believe that the four core values that best define Champion School are:

AMBITION

- Aspiring to be the best people we can possibly be; and know what this looks like
- Aspiring to achieve the highest outcomes possible
- Aspiring to achieve the best jobs, college and university places

RESPECT

- Showing due consideration for the values, opinions and beliefs of others
- Understanding that we are all different from one another
- Respect for ourselves, others and the environment

INTEGRITY

- Doing the right thing, even when nobody is watching
- Being honest with yourself and others, even when in the wrong
- Having strong moral principles

RESILIENCE

- Not giving up, especially during adversity
- Embracing the challenges of learning at a high level
- Supporting each other to achieve

A School of Character

Campion School's Character Development Programme is delivered through the curriculum, assemblies, tutor time reading, PSHE and many other facets.

The Character programme is based on our core values:

- **Ambition** - aiming high, not just for what you want to be, but who you wish to be
- **Respect** - showing consideration for the views, opinions, and beliefs of others
- **Integrity** - doing the right thing, even when nobody is watching
- **Resilience** - never giving up

We promise our students leadership opportunities across every year group to ensure we develop them to be the leaders of the future. This strand of opportunity for our young people is one of many that we use to help develop their character.

Staff play a vital role in this development of students' character, and are expected to role model our values in all aspects of school life.

We fundamentally believe in nurturing talent within our staff body. Our in-house Continuous Personal Development Programme focuses on developing teaching and learning practices and techniques to ensure we become the best possible practitioners in the classroom. Further, we actively support staff in their CPD and ensure all leaders have formal leadership training through avenues such as the United Learning Leadership Development programmes as well as the National Professional Qualifications. Alongside this, we create succession planning for future senior positions.



Part of United Learning

Campion School is part of United Learning; a large and growing group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing and our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It's an ethos we call 'the best in everyone'.

“There is a strong work life balance mainly facilitated through the provision of United Learning curriculum resources, a flexible marking policy and offsite PPA.”

(Staff Survey November 2025)



About Northamptonshire

Northampton is nestled in a curve of the River Nene. It has great transport links direct into London or Birmingham by train in about an hour. It also has direct access to the M1. There is a wide range of attractions both in the town and the surrounding county, such as:

- Museums and theatres - northamptonmuseums.com, [The Royal and Derngate](#)
- Manor houses and gardens - [Delapré Abbey](#), [Castle Ashby](#)
- Great retail outlets - [Rushden Lakes](#)
- Excellent value for your money on houses and flats
- Historic surrounding market towns and villages with local markets
- Variety of cycleways - [Cycle Northants](#)
- Wide range of country walks to take you away from the pressures of modern living
- Great primary schools throughout the county
- Lakes and watersports - [Stanwick Lakes](#)
- Great sporting scene – [Northampton Saints](#), [Northamptonshire County Cricket Club](#) & [Northampton Town FC](#)
- Picturesque golf courses - [Brampton Heath](#)
- Beautiful parkland and forests
- Canals and rivers





Castle Ashby Gardens



Northampton Saints



Royal and Derngate Theatre



Stoke Bruerne

Job Description and Person Specification

Job Description – Second in Mathematics

Campion School is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

Reporting to:

Head of Mathematics

Purpose

To be accountable for and provide professional leadership and day to day management of agreed responsibilities within the department, under the direction of the Head of Mathematics. These include:

- Leadership and Management of Mathematics
- Line managing agreed Mathematics staff
- Taking responsibility for agreed areas of the department
- Extending the impact of mathematics across the whole school by modelling excellent practice and supporting development
- Helping to lead an exciting, innovative curriculum which enables the highest levels of pupil progress and attainment

Safeguarding

- To uphold the academy's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners

Key Responsibilities

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive

- To be accountable to the Head of Mathematics
- Promoting the latest developments in pedagogical practice within Mathematics
- Improving the standards of presentation of work throughout the faculty
- Ensuring the Mathematics home learning is regularly set and assessed, particularly in designated area of key stage responsibility
- Organise and lead curriculum masterclasses as directed by the Head of Mathematics
- Building a high performing team of professionals within the Mathematics department who regularly monitor the performance of all the individuals in their classes and groups of individuals such as LAC, FSM (Pupil Premium), SEN and G&T
- Managing academic and other data on all learners in the department in order to raise both attainment and progress
- Promoting educational inclusion in Mathematics so that behaviour is good or better
- Encouraging and listening to the “learner voice” about learning within the Mathematics department and so developing a shared understanding of what is outstanding teaching
- Monitoring, evaluating and reviewing the work of the professionals in the Mathematics department. For example, monitoring both the submission and the accuracy of assessments
- To make a positive contribution to the school Middle Leadership Team
- To ensure that strategies are in place to maximise levels of attainment in Mathematics for all students within the agreed area of responsibility
- To be active and forward thinking in issues relating to students' welfare and support
- To maintain a teaching timetable modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment
- To assist and support the Head of Mathematics with resourcing and the day-to-day smooth running of the

department

- To be familiar with the relevant GCSE specification for Mathematics and to ensure that the subject area directly fulfils these requirements. It is imperative that the post-holder remains aware of any changes that the Exam Board makes and to ensure that the department is fully up to date with national developments
- Most significantly, the department needs to develop a skills-based approach to Mathematics that will prepare students for GCSE success
- To support the leadership and development, coordination of resources, schemes of work and lesson plans for the effective delivery of Mathematics
- Where necessary, to coordinate and lead any trips that have been agreed by the Head of Mathematics
- To assist the Head of Mathematics with modelling best practice in the teaching Mathematics, and to support new staff and non-specialist staff with this delivery
- To be actively responsible for intervention strategies to support students' success and to liaise with academy support staff where appropriate
- To be a reflective practitioner and to continually reassess, alongside the Head of Mathematics, the success of the department and to adapt and develop as necessary

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Know subject(s) or specialism(s) to enable effective teaching.
- Take account of wider curriculum developments.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take part in marketing and liaison activities such as Open Evenings and Parents Evenings.
- Take responsibility for own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Lead or help to lead an after-school activity once per week; either curriculum based or an extra-curricular club.

General

All academy staff are expected to:

- Work towards and support the school's vision, values and objectives
- Fully subscribe to the school values of Ambition, Respect, Integrity and Resilience regarding themselves, the school and our young people
- Support and contribute to the school's responsibility for safeguarding students
- Work within the school's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the school's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to school policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised

Other Specific Duties

- To play a full part in the life of the school's community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To actively promote the school's policies and procedures
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified not mentioned in the above
- To comply with the school's procedures concerning safeguarding and to ensure that training is accessed

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning across the school and the pastoral care of the students in their charge. Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

“There is a real sense of ambition and a drive for excellence, and it feels great to be part of that.”

(Staff Survey November 2025)

Person Specification – Second in Mathematics

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application

QUALIFICATIONS	Criteria	Selection
Qualified to at least degree level in related subject	E	A
Qualified to teach in the UK	E	A
Evidence of further in-service training	E	A
Further professional qualifications	D	A
LEADERSHIP		
Able to work in close harmony with the extended leadership team	E	A/I
Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance	E	A/I
Strong interpersonal, written and oral communication skills	E	A/I
Takes personal responsibility for their own actions	E	A/I
Genuine passion and a belief in the potential of every student	E	A/I
Commitment to the safeguarding and welfare of all students	E	A/I
EXPERIENCE		
Experience of teaching in a school or education setting (secondary)	E	A/I
A track record of effectively leading/motivating students	E	A/I
Experience of improving student outcomes	E	A/I
Experience of implementing behaviour management strategies consistently and effectively	E	A/I
Experience of leading a curriculum area for at least one year	D	A/I
Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes	E	A/I
Experience of having designed, implemented and evaluated effective, imaginative and stimulating Schemes of Work and learning plans for Maths	E	A/I
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge	E	A/I
Experience of running enrichment and extracurricular activities which inspire and motivate learners	D	A/I

Experience of leadership of a team	D	A/I
Experience of developing teaching and learning within Mathematics	E	A/I
Successful integration of whole school developments in innovations and skills	D	A/I
A minimum of 5 years' experience of working closely to facilitate the learning of students within a classroom situation	D	A/I
Awareness of data protection, security and confidentiality	E	A/I
To have knowledge and experience of working in and leading a successful team	D	A/I
Knowledge of the curriculum at KS3, KS4 and KS5	D	A/I
Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications	E	A/I
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment	E	A/I
Knowledge and understanding of their subject area and related pedagogy including the contribution that their subject area can make to cross-curricular learning, and recent developments	E	A/I
PROFESSIONAL DEVELOPMENT		
Evidence of a commitment to own professional development	E	A/I
Evidence of keeping up to date with educational thinking and knowledge	E	A/I
A strong commitment to the quality of professional development of staff	E	A/I
The drive to develop others' capabilities and help them realise their full potential	E	A/I
SKILLS, BEHAVIOUR AND PERSONAL QUALITIES		
Ability to establish a positive ethos with an emphasis on high achievement for all	E	A/I
Ability to empathise with the needs of students and to be firm but fair and consistent	E	A/I
Ability to prioritise and manage time effectively	E	A/I
An effective communicator and motivator of students and staff	E	A/I
A team player with the ability to establish good working relationships with staff, students and parents	E	A/I
The ability to set clear expectations and parameters and to hold others to account for their performance	E	A/I
The ability to challenge underperformance	E	A/I
A commitment to equality and diversity	E	A/I
Good health and an appreciation of work life balance	E	A/I
Resilience in overcoming challenges and the tenacity to follow actions through	E	A/I



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