



# **Maths Second in Department**

## **APPLICATION PACK**

**Neston High School  
Raby Park Road  
Neston  
Cheshire  
CH64 9NH**

**Headteacher: Ms K Cunningham**

**[www.nestonhigh.com](http://www.nestonhigh.com)**



## Message from the Headteacher

Welcome to Neston High School, a high-achieving mixed 11–18 school set in the beautiful surroundings of Cheshire. Our school is extremely popular, known for its academic excellence, exceptional pastoral care, and a positive environment where young people thrive. Families choose Neston High with confidence, knowing their children will be part of a strong, caring, and respectful community that prioritises high achievement for all, alongside dedicated support and encouragement.

At Neston High, every individual is highly valued. Our supportive approach helps each person develop the knowledge, skills, and understanding needed to become responsible, considerate, and well-rounded individuals prepared for our ever-changing society. A commitment to learning beyond the classroom is central to our school's culture. Our achievements in STEM education have been recognised nationally, with the Educate Outstanding Commitment to STEM award granted in 2022, 2023, and 2024. This recognition is just one of many, including the Gold Award for Learning Outside the Classroom. We have high participation in programmes such as The Duke of Edinburgh Award and bar mock trials, and our students regularly excel in national competitions, such as the UKMT Senior Maths Challenge. Our sports provision is second to none.

At Neston High, we work in partnership to ensure the best outcomes for each of our students. Our aims are simple: we strive for excellence, supporting every student in reaching their full academic potential. Exceptional teaching is crucial to our students' success, and our dedicated team of specialist staff is talented, enthusiastic, and deeply committed to providing the very best. Staff development here is widely regarded as "leading edge." We foster strong partnerships with universities and other higher education institutions and actively support staff in pursuing professional qualifications. Whether you are a teacher, student, or member of our support staff, Neston High is a great place to learn and work.

We place a high emphasis on respect and positive behaviour, making our school a happy and welcoming place to learn. Our students engage fully in all the opportunities the school offers, attend well, and show a keen desire to learn. Young people enjoy being part of Neston High, and we love teaching them. This is a wonderful community school, yet we are always looking to improve. We are not complacent and continue to strive for growth.

We look forward to meeting you, introducing you to our students, and welcoming you to our school.

Ms Kirsty Cunningham  
Headteacher



Status	Single Academy Trust since 2012
Last Ofsted	February 2022
Forms of Entry	10 x 30 per year group Y7 – 11
Type of School	Mixed Comprehensive
Age Range	11 - 18
Number of Students on Roll	1732 – Male 54.2% / Female 45.7%
Number of Students in Sixth Form	236
% of SEND Students	16%
Looked After Children	1.1%
% of FSM	15.9%
% of Pupil Premium Students	17.4%
School Website	<a href="http://www.nestonhigh.com">www.nestonhigh.com</a>
Staffing	104.79 FTE Teacher 71 Support Staff – Class-based, Administrative, Technicians, Site Staff etc. 35 Ancillary Staff (in-house) – Cleaning & Catering



**NESTON**  
HIGH SCHOOL

# Vision, Values & Mission

## Our Vision

Our vision is to create a vibrant, inclusive community where everyone feels valued and empowered. We celebrate and reward kindness, fostering an environment that is respectful, safe and driven by intellectual curiosity and high aspirations, providing a broad range of opportunities for students to be the best versions of themselves.



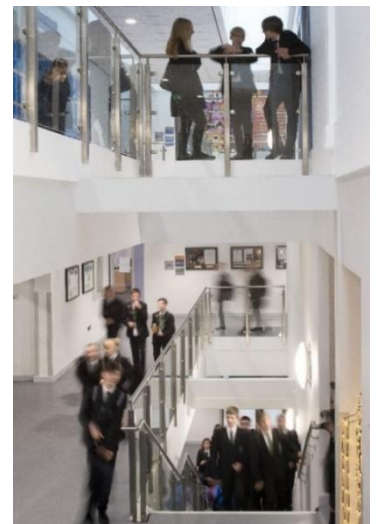
## Our Mission

Our mission is to empower students to learn the skills, knowledge and resilience they need to achieve their academic and personal potential. We aspire to be the heart of learning in our community where students access tailored support to achieve the highest outcomes, equipping them to be productive and compassionate global citizens of the future.

## Our Values

Our overarching values are **Aspiration, Community & Kindness**

- We value achievement and intellectual curiosity along with lifelong learning
- We value community and belonging
- We value kindness in all its forms
- We value hard work and high aspiration
- We value resilience and enthusiasm
- We value manners and respect for others
- We value fairness, trust and honesty
- We value self-belief and personal confidence
- We value diversity and embrace difference
- We value the environment
- We value strong relationships





The department aims to create successful Mathematicians. We want students to enjoy their learning of Mathematics and embrace the range of skills it can develop.

We are developing pathways most appropriate to the needs of our students to support, stretch and challenge them mathematically and developing their problem-solving skills for life in the real world. We will do this through an enhanced and flexible curriculum model that allows students the opportunity to study above and beyond their required GCSE courses to add further skills to their portfolio.

We believe Maths plays a critical part across the Whole School Curriculum and as such will work hard to promote its use to other subjects (as either Maths or basic Numeracy).

Maths lessons will be engaging and challenging, educating students not to be able to do, but to be able to think and communicate mathematically to their individual levels of potential.

The Mathematics Faculty comprises a team of eighteen teachers, (4 of which are part time) and one full time Learning Support Assistant dedicated to the maths department. There are twelve teaching rooms within the department and teachers with the fullest timetables having their own classroom. Within the department area is an additional staff workroom with a bank of computers and work desks. It is also where we store a vast array of manipulatives and resources we have invested in to assist students to connect ideas and integrate their knowledge in order to gain a deep understanding of mathematical concepts.



At present, all students in Years 7 - 11 have seven or eight hours of Mathematics each fortnight on a two-week timetable and are taught in two parallel ability bands. Regular summative assessments are used to review progress and setting arrangements as necessary. The SOW being followed is a bespoke 5-year programme of study leading to their GCSE examination in year 11. Lessons should contain the opportunity to solve more open-ended questions in line with the increased focus on application of knowledge and problem-solving style of questions in GCSE examinations. At KS4, students are taught in one of six ability sets and work towards the OCR GCSE Mathematics examination. We are pleased to have a year on year improved GCSE Maths results culminating in us achieving a Progress figure of 0.44 in 2023 and 0.44 in 2024.

At KS5 we follow the Edexcel A-Level and have 7 lessons of pure and 5 lessons of applied per fortnight. A-Level Maths is one of the most popular courses at KS5 and we currently have over 60 students studying A-Level Maths. 2024 will be our first year to take a group of students through Further Maths GCSE and 2025 will see our first cohort of students who will have completed Further A-Level Maths. A very exciting development for us as a department!



**Start Date:** September 2025

**Hours of work:** Full time

**Paygrade:** Teacher pay scale plus TLR 2.2

We are looking to appoint an inspirational colleague, to join our thriving learning community.

We are building on present best practice and developing a new strategic vision in order to raise standards even further. We are looking for someone to join our Maths team who can bring creative new ideas to further enhance the learning experience of our students.

**Closing Date:**  
9am Thursday 27<sup>th</sup> March 2025

**Proposed Interview Date:**  
w/c 31<sup>st</sup> March 2025

Applications and supporting letters should be returned FAO Ms K Cunningham via Mrs Leadbetter, PA to the Headteacher, at [leadbetterh@nestonhigh.com](mailto:leadbetterh@nestonhigh.com). In your supporting letter please demonstrate how your experience to date meets the criteria and enhances the vision. Please ensure your letter is no longer than two A4 sides, size 12 font.

*Neston High School is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. Applications will be subject to checks with past employers and an enhanced check with the Disclosure and Barring Service. Applicants who have lived outside of the UK in the past five years will be required to provide a Police Check from their country of residence. In accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process. The School is an equal opportunities employer. The Safer Recruitment policy is available on the school website [Policies & Procedures - Neston High School](#)*



Criteria	Essential	Desirable	Evidenced From?
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• A relevant degree</li><li>• A teaching qualification</li></ul>	<ul style="list-style-type: none"><li>• Additional evidence of CPD in the area of Maths</li></ul>	<ul style="list-style-type: none"><li>• Application form</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Ability to teach Maths at KS3 &amp; 4</li></ul>	<ul style="list-style-type: none"><li>• Experience in an 11-19 school</li><li>• Experience in at least one comprehensive school</li><li>• Experience of Teaching A Level</li><li>• Held a specific T &amp; L responsibility within a Maths Team</li><li>• Experience of successful strategies to raise and maintain achievement and standards</li><li>• Experience of teaching Maths at KS5</li></ul>	<ul style="list-style-type: none"><li>• Application form</li></ul>
<b>Abilities and Skills</b>	<ul style="list-style-type: none"><li>• To enhance the current school vision and ethos</li><li>• To positively impact on learning outcomes for students</li><li>• To lead and motivate students</li><li>• To provide appropriate support and challenge to students</li><li>• To take and act upon initiative</li><li>• To have a strong presence and maintain a high profile</li><li>• To safeguard and promote child safety and welfare</li></ul>	<ul style="list-style-type: none"><li>• A good level of ICT proficiency</li></ul>	<ul style="list-style-type: none"><li>• Letter of application</li><li>• Selection process</li><li>• References</li></ul>



	<ul style="list-style-type: none"><li>• To work with a variety of partners with an inclusive approach to learning and teaching.</li><li>• To prioritise and complete tasks</li><li>• Effective communication and listening</li><li>• A creative approach to problem solving</li><li>• Strong interpersonal skills</li><li>• Efficient resource management</li><li>• To work effectively with the other Heads of Departments and a variety of other Senior Leaders</li></ul>		
<b>Qualities</b>	<ul style="list-style-type: none"><li>• Clear commitment to achieving the best for all members of the school community</li><li>• Belief in inclusion, achievement and aspiration</li><li>• Strong sense of community</li><li>• Strong sense of justice and mutual respect</li><li>• A dynamic approach</li><li>• Sense of perspective</li></ul>		<ul style="list-style-type: none"><li>• Letter of application</li><li>• Selection process</li><li>• References</li></ul>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Current thinking and initiatives around Maths and the National curriculum assessment.</li><li>• Effective teaching and learning strategies</li></ul>	<ul style="list-style-type: none"><li>• School performance data</li></ul>	<ul style="list-style-type: none"><li>• Letter of application</li><li>• Selection process</li><li>• References</li></ul>





**Job Title:** Second in Department

**Responsible to:** Head of Department / Senior Leadership Team Line Manager

### **OVERALL RESPONSIBILITY**

- To provide clear, cohesive leadership and direction in teaching and learning in the subject area and manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
- To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.
- To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes, to ensure the department meets academic targets.
- To take responsibility and be accountable for pupil attainment and achievement, by tracking pupil progress and supporting individual pupils' learning needs.

### **SECTION 1 - GENERAL MANAGEMENT DUTIES**

#### **Leadership**

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
2. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
3. Scrutinise and monitor the performance and effectiveness of the Department in delivering the School's aims and objectives.
4. Play a major role in the School's middle leadership structure, assisting the Headteacher in creating a vision, sense of purpose and pride about the curriculum area and its work.
5. Contribute to the School Evaluation Form and ensure the Department contributes towards the setting of targets and works towards achieving them.
6. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation
7. Proactively devise and implement departmental rules and procedures within relevant school policies.
8. Co-ordinate the production and maintenance of the Department, and implement, monitor and evaluate all of its policies and documentation.
9. Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the curriculum area.
10. Set students by ability when it is required by the Headteacher
11. With support of the pastoral team, be responsible for maintaining discipline in the curriculum area, ensuring behaviour management strategies are in place, including supporting staff during lessons and breakout days when appropriate.
12. Keep a high profile around school, taking command of areas at change of lessons and being visible and active during non structured time.



13. Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, Trustees, external agencies and the wider community (including business and industry).
14. Identify and applaud areas of success for individual teachers and the Curriculum Team.
15. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the improvement plan and produce resources as a team.
16. Chair and produce the agenda for effective team meetings. Ensure minutes are taken by support staff, kept secure and others informed as appropriate.
17. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.
18. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
19. Deploy all Department staff effectively in order to give department members a good Work/Life balance.
20. Liaise with other staff on the effective deployment of any Learning Assistants or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.

#### **Curricular/Departmental Development**

1. Contribute towards continuity and progression within the whole school curriculum.
2. Oversee the Department Improvement Plan, its implementation and the part it plays in the whole school development.
3. Develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
4. Develop departmental systems to allow teaching staff to access pupil data to inform their planning and teaching.
5. Monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
6. Develop departmental strategies for the pupils' spiritual, moral, social and cultural development.
7. Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
8. Work with the SENCO to ensure EHCPs are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
9. Identify and support the subject cohort of More Able pupils by developing teaching strategies to meet their needs, sharing good practice, tracking pupil progress and setting specific departmental targets for the group.
10. Ensure that the department supports the School's implementation of all current statutory requirements.
11. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and pupils by offering leadership and advice.



### **Stock/Resources/Budget**

1. Have oversight of the management of the Department stock, teaching resources and finances - obtaining best value for money.
2. Ensure timetable provision is effectively resourced and roomed to enable maximum benefit to staff and pupils.
3. Plan and budget the financial activities of the running of the department, oversee ordering of resources, and use support services to monitor the maintenance of an inventory of all department stock items and authorise the annual stock audit.
4. Authorise stock disposal in accordance with department and school policies.
5. Devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) (and pupils where appropriate).
6. Ensure resources are adapted to suit the needs of all pupils to enable inclusive learning opportunities for all pupils.

### **Liaison/Communication**

1. Communicate daily with department team members, making positive and constructive comments about work and pupil progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development.
2. Meet regularly and work with the 'SLT link' for professional support and develop effective departmental management.
3. Work closely with the SLT to promote the successful image of the school in the community.
4. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
5. Act as the initial person for others to contact regarding all issues relating to the curriculum area.
6. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
7. Liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN and ICT.
8. Inform staff about new developments and ideas related to the Curriculum area by means of a regular newsletter – to include team meeting agendas, etc.
9. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
10. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries.

### **Health and Safety**

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health and Safety and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health and Safety.



### **Continuing Professional Development - Personal**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Develop skills and knowledge for mentoring and coaching colleagues.
4. Maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

### **Continuing Professional Development - Staff**

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources expertise.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and ECTs are appropriately monitored, supported and assessed in relation to QTS and Induction standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment.
3. Carry out appraisal of certain teachers and teacher assistants as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
4. Assist the Headteacher, by providing relevant evidence as requested, in assessing staff for Threshold and beyond.
5. Through a process of monitoring and evaluation, within the School Improvement Plan context and Performance Management system, establish the professional development focus for the coming year for each member of the department.
6. Manage a range of learning styles and pace of learning within the department and provide colleagues with differentiated learning opportunities and techniques and support as appropriate.
7. Meet regularly with colleagues to discuss, review and monitor progress made in implementing change.
8. Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
9. Work with other teachers to develop practice by:
  - leading professional development activities;
  - assisting colleagues in matching teaching approaches to learning styles;
  - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
  - acting as consultant to teams that develop strategies for pupils experiencing difficulties;
  - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
  - auditing staff skills and experiences against requirements for change in practice to meet the demands of new initiatives and any requirements leading to successful implementation;
  - trialling teaching procedures, reporting back on successes and areas for further development and be open to colleagues contributions and judgements;



- network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
  - mentor and coach members of the team to support and improve practice
  - supporting government and local initiatives.
10. Create time for Professional Development of staff by efficient use of meetings time.
11. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.

## **SECTION 2 - ADDITIONAL DUTIES FOR THIS POST**

The following tasks will be negotiated and agreed at the time of appointment and at annual review.

These additional tasks are seen as an important part of the School's professional development programme:

### **NOTES**

- The above responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document.
- The job description will be reviewed annually and may be subject to amendment at any time after consultation with the post holder.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it shall be so construed.
- This job description is not necessarily a comprehensive definition of the post. It is subject to renegotiation at the instigation of the Headteacher and is not exclusive of the full range of professional duties.