



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL

DARE TO BE WISE



Subject Leader of Mathematics

MPS/UPS plus TLR 1C (£14,863)

Starting date - September 2026

Crossgate Moor, Durham, DH1 4SU

[www.durhamjohnston.org.uk](http://www.durhamjohnston.org.uk)

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# Letter of Introduction

Rosslyn McFadden  
**Headteacher**



Dear Applicant,

Thank you for your interest in being Subject Leader of Mathematics at Durham Johnston Comprehensive School.

Durham Johnston Comprehensive School is a happy, high performing, oversubscribed 11-18 school in Durham city. We have a national reputation for academic excellence and are well respected in our local community both for our excellent outcomes and our strong pastoral care. The success of our school is built on positive relationships at all levels, and our dedicated staff work together to prioritise the wellbeing and best possible outcomes for all our students. As a Local Authority school, we care for our own community; our focus is always on, 'how will this benefit our students?' and 'what impact will this have on our staff?'. Teachers often stay at Durham Johnston for a significant period of time as wellbeing, professional autonomy and subject specialism are respected and protected.

All leaders at Durham Johnston are first and foremost teachers. Our intake is fully comprehensive and we highly value expert practitioners with both a deep interest in their subject and a genuine commitment to social justice. We have many students joining us in Year 7 with the potential to achieve outstanding success academically alongside students who can find accessing education challenging for a variety of reasons. It is important to us that all these students benefit from their time here and they have access to strong subject specialists.

Our Mathematics Department is very successful, and we are seeking a teacher who is, or has the potential to be, a strong middle leader. The successful candidate will have the pedagogical expertise and leadership skills to inspire their team, drive curriculum evolution, and continue to cultivate a learning environment that promotes student achievement at all levels and, perhaps most importantly, a love for mathematics.

We encourage colleagues at any stage in their career to apply to work in our school. We will always appoint the best person for our school community regardless of age or experience. We have a large Sixth Form and there are opportunities to teach A-Level mathematics, however Key Stage 5 experience is not essential. We have a strong team of subject specialists, and we would welcome applications from colleagues who want to teach up to GCSE only.

Informal visits to the school are very welcome. If you would like meet with us, please contact Jane Bewley ([j.bewley@durhamjohnston.org.uk](mailto:j.bewley@durhamjohnston.org.uk)) to book a time.

In addition to completing the application form we would like you to outline, in no more than two sides of A4 paper, why your experience and personal qualities make you a strong candidate for this post, especially in relation to the job description and person specification.

The closing date is **9.00am on Monday 16<sup>th</sup> February 2026**. If you are returning your application by email please use the following address: [recruitment@durhamjohnston.org.uk](mailto:recruitment@durhamjohnston.org.uk)

We look forward to hearing from you.

Yours faithfully,

**Rosslyn McFadden**  
Headteacher

# Core Values

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At Durham Johnston Comprehensive School all members of our school community are expected to exemplify the school's core values.

- 1. Academic Excellence;** a belief in progress for all.
- 2. Acquiring Knowledge;** the importance of being an educated person and knowing things.
- 3. Social Justice;** providing opportunities for all, regardless of background.
- 4. Public Service;** the importance of making a contribution to the school community and wider society.
- 5. Diverse Opportunities;** a rounded education that 'opens doors' regardless of location or specialism.

In their time with us we want all of our students to make excellent academic progress based upon their starting points, to acquire knowledge, to access opportunities regardless of previous experiences or circumstance, to support others within and beyond our community and to leave us for further success as adults. We are a big and busy comprehensive school, and all teaching and support staff are united in wanting the best for our students. We work hard, and look for ways to adapt, improve, and create new opportunities for our young people. We don't always get things right and sometimes encounter issues and circumstances for which there aren't easy solutions, but we are honest about that and seek to work collaboratively with parents and carers.

We believe firmly in social justice and equality of opportunity for all; when students cross our threshold each morning, they have access to the same opportunities. As a school we believe in education in its widest sense; students can learn a huge amount both in and beyond the classroom, and, of equal importance, by interacting and working with others. The personal development of each student is key to their future success, and we offer a diverse range of extracurricular opportunities, as well as encouraging participation in public service, particularly through our well established House System.

# Job Description

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At Durham Johnston Comprehensive School everyone's first responsibility is to ensure our work remains aligned with our school's core values and ethos and contributes to our long-term strategic vision. Whilst job descriptions vary, our common commitment to the welfare and success of our young people does not.

## General Responsibilities

- To demonstrate, by professional behaviour, leadership and outcomes commitment to Durham Johnston's ongoing success.
- To fulfil the role of Subject Leader, taking responsibility for achievement, behaviour and leadership within the department.
- To support, develop and manage colleagues, including other postholders, to create and maintain a strong team ethic.
- To bring issues of concern or success within the department to the attention of the Leadership Group.
- To work with the Leadership Group in promoting high quality teaching, learning and assessment within the department
- To manage the day-to-day tasks within the department such as planning department meetings and preparing cover work for absent colleagues, delegating to other postholders where appropriate.
- To support colleagues in maintaining discipline and good order both within the department, around school and while on duty.

## Specific Responsibilities

- To lead and develop the Maths curriculum to ensure learning is presented in a logical and sequential manner across the department and there are smooth transitions between Key Stages 2, 3, 4 and 5. This should be reviewed annually.
- To lead the Maths departmental quality assurance programme and ensure that assessment is consistent, accurate and reliable. To work with and support colleagues where this is not so to ensure improvement.
- To take responsibility for achievement through examination reviews, data collections and other monitoring in Maths in line with school policies.
- To identify and track progress of key groups in Maths and to lead intervention in Maths liaising with relevant colleagues where appropriate.
- To report to Leadership Group and Governors as required.
- To lead department meetings, discussions with colleagues, implement agreed decisions and development and enable all colleagues to realise decisions in the classroom.

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- To ensure the department are informed about curriculum changes and external assessments affecting Maths.
- To oversee the creation and distribution of Maths resources to the department and to identify where new resources are required, to delegate development of such where reasonable.
- To prepare and lead the presentation of materials relating to Maths at open evenings.
- To be a focal point for colleagues concerns about Maths and to offer support and advice.
- To promote high quality teaching and learning within the department. To know best practice in Maths and to disseminate that to colleagues to support and develop them.
- To collaborate effectively with other schools and supportive networks to share good practice.
- To liaise with colleagues to ensure vulnerable, SEND and EAL pupils receive appropriate additional support where required and their subject specific learning needs are at the heart of departmental planning.
- To lead on behaviour management and deal with behavioural issues that impact progress of students in the department. To develop trace forms and other monitoring methods. To contact parents and to arrange detentions as appropriate in line with the school behaviour policy.
- Day to day administration including examination entries (in accordance with STPCD)

Some of the above tasks may be delegated to other postholders in the department but overall responsibility and accountability will remain with the Subject Leader.

This job description is current and was reviewed on 2<sup>nd</sup> February 2026, but following consultation with you, may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title. All posts will be reviewed annually.

# Person Specification

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	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Degree in mathematics or a related discipline</li><li>• Qualified Teacher status</li></ul>	<ul style="list-style-type: none"><li>• Evidence of further study and/or Further Professional Qualifications</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Evidence of being an outstanding classroom practitioner</li><li>• Evidence of consistently high-quality teaching and strong student outcomes at Key Stages 3 and 4</li><li>• Experience as a curriculum postholder such as Key Stage Coordinator or Second in Department</li><li>• Experience in curriculum design, development and evolution</li><li>• Experience of developing the teaching practice of others, from early career teachers to experienced practitioners</li><li>• Experience of working successfully and collaboratively to improve outcomes for all students, especially those who need additional support</li></ul>	<ul style="list-style-type: none"><li>• Experience in reaching and maintaining high levels of provision in a curriculum context</li><li>• Experience of supporting students who with additional needs</li><li>• Experience with mentoring or coaching colleagues</li><li>• Experience working collaboratively with other middle leaders</li><li>• Experience working with pastoral colleagues</li><li>• Experience of supporting colleagues with behaviour management</li><li>• Experience of communicating with parents and other stakeholders to resolve concerns</li></ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"><li>• Ability to help create a strong culture of success</li><li>• Ability to work collaboratively and strategically</li><li>• Ability to build, forge and sustain partnerships</li><li>• Ability to inspire, challenge, and support colleagues and students</li><li>• Ability to manage sensitive situations with empathy and discretion</li><li>• Ability to lead change and manage resistance effectively</li></ul>	<ul style="list-style-type: none"><li>• Ability to use data and other information to self-evaluate, plan and oversee the delivery of improvements evaluate their impact</li><li>• Ability to collaboratively work to produce reports, in order to inform monitoring and policy</li><li>• Knowledge of effective quality assurance systems and processes</li><li>• Strong understanding of safeguarding and child protection procedures</li></ul>

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<b>Knowledge and Skills (cont.)</b>	<ul style="list-style-type: none"><li>• Awareness of inclusion, equity, and diversity in curriculum planning</li><li>• Ability to analyse data to identify gaps, track progress, and implement high-impact interventions without losing sight of the individual student</li><li>• Strong analytical and problem-solving skills</li><li>• Strong Knowledge of the national curriculum for Maths</li><li>• Ability to use ICT proficiently</li></ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"><li>• Commitment to the school's ethos, core values, and strategic vision</li><li>• Commitment to safeguarding and promoting the welfare of children</li><li>• A passion for mathematics that inspires both students and staff</li><li>• Commitment to continuous professional development</li><li>• Commitment to promoting equality, diversity and inclusion</li><li>• High expectations of self, colleagues, and students</li><li>• Ability to model professional standards, integrity and behaviours articulating clear values and moral purpose</li><li>• Ability to communicate effectively</li><li>• Ability to build effective working relationships with staff at all levels</li><li>• Ability to engage with and motivate students who may find school challenging</li><li>• System orientated, extremely well organised and able to solve problems.</li><li>• Passionate about supporting young people</li><li>• Calm, approachable, and emotionally resilient</li><li>• Reflective and open to feedback</li><li>• Kind, tolerant and considerate with a sense of community and a commitment to public service</li><li>• Considerate to the wellbeing of colleagues and students</li></ul>	

# Person Specification

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## Leadership

All teachers and postholders at Durham Johnston Comprehensive School are expected to exemplify seven virtues of Ethical Leadership. **These qualities are essential in the role of Subject Leader.** We define these virtues as:

**Trust:** Leaders should be trustworthy and reliable. They hold trust on behalf of children and should be beyond reproach. They are honest about their motivations.

**Wisdom:** Leaders use experience, knowledge, insight, understanding and good sense to make sound judgements. They should demonstrate restraint and self-awareness, act calmly and rationally, exercising moderation and propriety as they serve their schools wisely.

**Kindness:** Leaders demonstrate respect, generosity of spirit, understanding and good temper. Where unavoidable conflict occurs, difficult messages should be given humanely.

**Justice:** Leaders should be fair, and work for the good of all children. Leaders should work fairly for the good of children from all backgrounds. They should seek to enable all young people to lead useful, happy and fulfilling lives

**Service:** Leaders should be conscientious and dutiful, demonstrating humility and self-control, supporting the structures and rules which safeguard quality. Their actions should protect high-quality education.

**Courage:** Leaders should work courageously in the best interests of children and young people. They protect their safety and their right to a broad, effective and creative education. They should hold one another to account courageously.

**Optimism:** Leaders should be positive and encouraging. Despite difficulties and pressures, we are developing excellent education provision to change the world for the better.

# Department Overview

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The Mathematics department at Durham Johnston is a highly successful department with a strong team ethos. Our high achievement is built on a passion for teaching engaging lessons, a spirit of collaboration and a desire to continually improve. The maths team is made up of 8 full time teachers, four part-time teachers and two members of the senior leadership team. The leadership structure includes Subject Leader, Second in Department and three additional departmental postholders.

All members of the department have degrees in mathematics or a related discipline and we are proud to be able to offer a complete range of mathematics courses at all levels. Our students have the opportunity to take part in national mathematics contests, the uptake to which is high, and we have a very good record of success both locally and nationally.

## GCSE Results:

		2025	2024	2023	2022	2019
GCSE	<b>Grade 9</b>	11%	11%	10%	11%	11%
	<b>Grades 7-9</b>	43%	42%	44%	38%	43%
	<b>Grades 5-9</b>	73%	70%	74%	69%	73%
	<b>Grades 4-9</b>	86%	83%	85%	82%	86%

GCSE Cohorts have ~270 students.

## A Level Results

		2025	2024	2023	2022	2019
A2 Mathematics	<b>Grades A*-A</b>	75%	57%	52%	55%	75%
	<b>Grades A*-B</b>	84%	77%	77%	80%	84%
A2 Further Mathematics	<b>Grades A*-A</b>	94%	100%	74%	69%	94%
	<b>Grades A*-B</b>	100%	100%	74%	69%	100%

A2 Mathematics Cohorts have 70-90 students

A2 Further Mathematics Cohorts have 15-30 students.

There are also a number of students who sit AS Mathematics only.

# Department Overview

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## Setting

At KS3 and KS4, all students are placed in sets according to ability. Setting is reviewed on a regular basis to ensure that each student is placed in the appropriate teaching group. We endeavour to provide an ethos of challenge within a supportive environment for students of all abilities.

In KS5, students are taught in mixed-ability groups, but all students are required to have achieved at least a grade 7 at GCSE (grade 8 for Further Mathematics).

Year Group	Class Breakdown
7	12 teaching groups arranged in 3 parallel populations
8	11 teaching groups arranged in two parallel populations
9	12 teaching groups arranged in two parallel populations
10	11 teaching groups arranged into two populations
11	12 teaching groups arranged into two populations
12	4/5 Maths groups and 1 Further Maths group
13	3/4 Maths groups and 1 Further Maths group

## Key Stage 3

Our KS3 curriculum is continually under development, led by the KS3 Coordinator and supported by other postholders. We have used the White Rose schemes as the basis for our Year 7 and 8 curricula, adapting them to align with the values and context of our school and to meet the needs of our cohort. Our Year 9 curriculum provides a transition from the White Rose scheme of learning into our GCSE curriculum.

## Key Stage 4

Our students follow the AQA GCSE course for Higher Mathematics and the Pearson/Edexcel course for Foundation. There is also an opportunity for selected students to study for an additional qualification, currently the AQA Level 2 FSMQ (Free Standing Mathematics Qualification) in Further Mathematics.

As with KS3, the KS4 scheme of work is continually developed to prepare students to solve more open-ended, problem solving, and multi topic questions. Curriculum development is led by the KS4 Coordinator, with support from other postholders. We aim to embed tasks that encourage and develop reasoning, foster the ability to make inferences and deductions, and enable students to challenge the validity of an argument.

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## Key Stage 5

Uptake and performance are very strong in both AS and A2 Mathematics and Further Mathematics. We have highly motivated students who work well and enjoy excellent relationships with their teachers. Many go on to study maths and maths related courses at highly competitive universities.

There are currently over 150 students studying mathematics in the sixth form, which means that all members of the department have the opportunity to teach A Level if they wish. Over the last five years, an average of more than 73 students have sat A Level Mathematics and 14 have sat A Level Further Mathematics.

## Opportunities for Development

As both a school and a department, we value our staff at Durham Johnston and have an ethos of continual improvement. As a department, we enjoy collaborating, sharing best practice, ideas, and expertise, and we are supportive of each other in the development of teaching skills, including A Level.

Professional development is important to us as a department, and staff are encouraged to attend external courses and to take a lead on initiatives within both the department and the whole school. We have strong links with local maths hubs and the local authority through courses, networking events, and participation in research projects. As a result, one member of the department has been accredited as a Professional Development Lead with the NCETM and has led research groups and CPD courses within the hubs and the local authority.

We enrol staff new to A Level teaching on the MEI TAMs course (Teaching A Level Maths); several members of the department have completed, or are currently completing, this course. Some members of the department have completed or are currently enrolled in NPQs.

# Context of Durham Johnston Comprehensive School



## **Comprehensive Nature**

Durham Johnston Comprehensive School is a truly comprehensive school that genuinely serves a social cross-section. We strongly believe that all students regardless of background or ability should have access to a knowledge rich curriculum and are unique in our commitment to both academic rigour and social inclusivity. We have high ambitions for all our students, and we are determined to ensure that every child, no matter where they grow up, whatever their personal circumstances, whatever life has given or denied them, has the opportunity to fulfil their potential and to be happy. For many colleagues, it is this unique opportunity to teach across the ability and social spectrum that is one of the main draws of the school.

## **Leadership**

Durham Johnston is a local authority school and has no plans to join or form a Multi Academy Trust. This allows the school to have its own unique identity and ensures that leadership decisions are made for the benefit of our students and our community. The school is led in a way that seeks to maximise the autonomy of individual classroom teachers and departments, as we recognise that highly dedicated, educated and trained professionals are the people best placed to determine how to teach their subject to the individuals in their classroom. The leadership of the school look to ensure that departments and classroom teachers are supported in a way that allows them to focus on this as much as possible; we keep good order and let our teachers teach.

At a leadership level we are committed to the values of ethical leadership. As a leadership team we listen and respond to staff concerns and our staff are able to raise problems and tough issues when necessary. In a recent staff survey, an overwhelming majority of our staff said they felt well supported by the school's senior leadership team.

## **Staff Wellbeing**

The wellbeing of our staff is central to the ethos of Durham Johnston Comprehensive School and this is evidenced in our exceptionally high staff retention. Leaders are very conscious that our staff are what makes Durham Johnston special; we value them and look after them. We have a strong sense of community within our school and our staff work very hard as a team to support one another. We welcome opportunities to come together as a staff and these can range from tea and scones in the staff room, to the highly competitive end of term departmental quizzes. Many staff socialise both inside and outside of school and in school run sessions such as sport and fitness clubs and wellbeing sessions. Our staff like each other and enjoy spending time together.

## **Pastoral Care**

Students at Durham Johnston benefit from exceptional pastoral care. One of the greatest strengths of the school is the strong, caring relationships between staff and students and the warm, harmonious ethos is regularly commented on by external visitors. We are incredibly proud of our students and who display a positive attitude to their studies and demonstrate a consistently strong desire to learn - we have an unusual culture where it is "cool to be clever". Behaviour in lessons and around school is consistently calm and purposeful due to effective systems built on strong relationships. Our strong pastoral systems help to ensure that every child feels valued and cared for and we offer a bespoke range of support where needed. Our pupils and parents and carers report that bullying is rare but, when it happens, it is dealt with highly effectively. Attendance at our school is very high.

# Context of Durham Johnston Comprehensive School



## **Sixth Form**

Our sixth form has a national reputation for excellence and is a specialist A-Level centre. We have over 350 students who join us from a wide geographical area and a range of schools. We offer 25 traditional A-Level subjects and our results consistently place us as one of the highest performing state schools nationally. The vast majority of our students go on to study at Russell Group universities and around 15% of our students each year typically secure places at Oxford, Cambridge, or for Medicine/Veterinary courses. Pastoral support in the Sixth Form is highly specialised and our expert staff and our students receive excellent guidance on transition, UCAS applications, personal statements as well as support on mental wellbeing and building resilience and good habits.

In addition, we offer an exceptional super curricular programme to develop our students beyond the exam syllabus. Our Sixth Formers are remarkable young people and they engage in a wide range of enrichment and leadership opportunities. This includes student led societies ranging from the very academic (quantum computing) through to those that are more social (the Taylor Swift society). Our House leads organise and run house events and competitions, as well as charity fundraising events. Other activities they engage in include: Debate, MedSoc group, Oxbridge group, Year 11 mentoring, Year 7 paired reading, Library leads, Mental health ambassadors, Subject ambassadors, Sports and Music.

## **Extra-Curricular**

We are proud of the range of sports our young people can take part in and the school has regularly been recognised in the top 1% of sport schools nationally by School Sport magazine. This reflects both the range of sports offered, as well as the high standards that many of our students achieve. Our music department lead a series of highly popular orchestras and choirs and we are excited about our upcoming musical. However, it is not just in these two areas that children can access a wide range of opportunities, our offer extends from coding to gardening; from film club to Ancient Greek. There are clubs for everyone and our young people always meet students with a shared interest. We actively seek to ensure that all children find something they can enjoy during their time at Durham Johnston. We were chosen as The Sunday Times National Comprehensive School of the Year for 2019/20 and we are very proud that the award was based upon a wide range of factors, including the opportunities that we provide for students regardless of their backgrounds or personal circumstances. We regularly receive regional awards for academic excellence.

## **Living in the North East**

Living in the North East is an attractive proposition. Many of our staff live within our catchment area and house prices in the region mean that it is ideal both for those seeking to establish themselves on the property ladder, or for families in need of more space. As well as the historic city of Durham, the surrounding area offers much in the way of natural beauty for people to enjoy, whether walking in the Wear valley, visiting the Borders or North York Moors, or surfing in the North Sea on the Northumberland Coast. Equally close is the vibrant city of Newcastle upon Tyne. Well served by transport links, the school is close to both Durham train station, a key stop on the East Coast Mainline, and the A1 (M), allowing easy access to Newcastle, York and London.