



**Leeds**  
Mathematics  
School



**Principal:** Mr R Wilne MA, Cantab (Hons)  
**Chair of Governors:** Mr P Oxley

**Chief Executive Officer:** Sir John Townsley BA (Hons) NPQH  
**Deputy Chief Executive Officer:** Mrs L Griffiths BA (Hons) NPQEL  
**Executive Principal:** Mr D Holtham BSc (Hons)

# Teacher of A Level Mathematics and Further Mathematics

## Job Description & Person Specification

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### Leeds Mathematics School

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**UNIVERSITY OF LEEDS**

## Job Description

<b>Post Title:</b>	Teacher of A-level Mathematics and Further Mathematics
<b>Accountable to:</b>	Director of Mathematics
<b>Location:</b>	Leeds Mathematics School 105 Albion Street Leeds LS1 5AS
<b>Scale:</b>	MPR / UPR
<p><b>This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.</b> The total directed time of an LMaS teacher will be consistent with the STPCD, but some directed time will be specified in evenings and at weekends (e.g. for Outreach and Admissions).</p> <p>Teachers on the Upper Pay Range (UPR) have been assessed as 'highly competent' in all elements of the Teachers' Standards and their achievements and contribution to LMaS are expected to be substantial and sustained.</p>	

## Job Description: Teacher of A-level Mathematics and Further Mathematics

### Purpose of the LMaS Teacher of A-level Mathematics and Further Mathematics:

You will

- Teach consistently excellent lessons in A-level Mathematics and Further Mathematics.
- Be completely committed to ensuring that every LMaStudent
  - has an exceptional experience every day;
  - achieves highly and leaves LMaS with powerful outcomes, personal strengths, and many and meaningful choices available to them: in their learning, in their career, in their life.
- Uphold and embody Leeds Mathematics School's three core values of
  - Intentional Inclusivity
  - Productive Struggle
  - Impactful Altruism
- Contribute actively to the successful delivery of the whole vision for LMaS, including LMaS' commitment to providing coherent and impactful
  - extra-curricular, super-curricular, sporting and cultural programmes alongside the academic timetable;
  - trips and visits;
  - academic support to ensure that all students achieve highly, in particular students with SEND and students who are Widening Participation (WP) eligible;
  - outreach enrichment programmes for high-attaining Key Stage 2, 3 and 4 students;
  - mathematics CPD programmes for primary and secondary teachers.
- Promote LMaS at all times, including at admissions events.
- Be a reflective practitioner who engages wholeheartedly with CPD.

**Every member of LMaStaff must at all times work within the framework provided by LMaS' policy statements and support and sustain LMaS' achievement of its vision to be:**

- The 'destination of choice' for A-level study for high-attaining mathematicians in the Leeds and West Yorkshire region with a home-to-school travel time of up to 60 minutes, especially for students who are WP-eligible and/or are from groups currently under-represented in mathematics and the mathematical sciences in higher education and STEM-related careers.
- A socially diverse, culturally rich, intentionally inclusive community in which all LMaStudents and LMaStaff feel safe and welcome, and where everyone is encouraged and enabled to develop themselves intellectually and personally.
- A centre of excellence with a national reputation for
  - teaching A-level Mathematics and Further Mathematics and the mathematical sciences;
  - internal and Outreach teacher CPD in Mathematics and the mathematical sciences, in particular CPD focusing on teaching high-attainers;
  - sustained Outreach enrichment programmes for high-attainers in Key Stage 4 and younger, especially those who have SEND and those who are Widening Participation eligible;
  - imaginative building design and innovative use of teaching and learning spaces;
  - mutually-developmental partnership activities with HE and STEM-related employers;
  - CEIAG that directly and successfully unblocks social immobility and undoes systemic inequalities in higher education, employment and UK society (as identified, for example, by [The Sutton Trust](#)).

## Purpose of an LMaS Teacher

### DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

You will

- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Be able to prioritise, be efficient and meet deadlines.
- If appropriate to your role:
  - Establish and develop effective team working practices.
  - Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
  - Ensure an aspirational and motivational culture is developed, sustained and celebrated.
  - Be an effective and clear line manager.

### WORKING WITHIN THE LAW AND FRAMEWORKS

You will

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work, and contribute to the development, implementation and evaluation of the policies and practice of your workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Read and implement LMaS' key safeguarding materials which include:
  - The Safeguarding and Child Protection Policy
  - The Behaviour and Conduct Policy

- Familiarise yourself with the content within Appendix A of: 'Keeping Children Safe in Education'.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- To carry out the duties and responsibilities of the post in accordance with LMaS' Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
- Always work within the framework provided by LMaS' policy statements to fulfil the general aims and objectives of LMaS.

## DEVELOPING PRACTICE

You will

- Evaluate your performance and be committed to improving your practice through appropriate professional development (i.e. training, mentoring etc.).
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.
- Review the effectiveness of your teaching and its impact on LMaStudents' progress, attainment and well-being, refining your approaches where necessary.

## PROFESSIONAL SKILLS

You will

- Promote and model inspirational teaching and learning.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which you:
  - Uphold and exemplify the principles and practices set out in the Teaching & Learning Policy and the Academic Policy
  - Use an appropriate range of teaching strategies and resources, including e-learning, which meets LMaStudents' needs and take practical account of diversity and promote equality and inclusion.
  - Build on the prior knowledge and attainment of those you teach in order that LMaStudents meet learning objectives and make sustained progress.
  - Develop concepts and processes which enable LMaStudents to apply new knowledge, understanding and skills.
  - Adapt your language to suit the LMaStudents you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions, and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of LMaStudents and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring LMaStudents' progress and levels of attainment.
- Provide LMaStudents, colleagues, and parents and carers with timely, accurate and constructive feedback on LMaStudents' attainment, progress, and areas of development.
- Support and guide LMaStudents so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement, and become successful independent LMaStudents.

- Use assessment as part of your teaching to diagnose LMaStudents' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that LMaStudents feel secure and sufficiently confident to make an active contribution to learning and to LMaS.
- Manage LMaStudents' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with LMaS' Behaviour and Conduct Policy.
- Promote LMaStudents' self-control, independence, and cooperation through developing their social, emotional and behavioural skills.

## PERSONAL RESPONSIBILITIES

You will

- Be an exemplary professional role-model.
- Hold positive values and attitudes and adopt high standards of professional conduct.
- Carry out the duties and responsibilities of the post, in accordance with all relevant legislation and GORSE Academies Trust policies and procedures.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- Willingly engage with training as required by LMaS.
- Treat all aspects of the role with the strictest confidentiality, unless legislation and/or GORSE policy instructs otherwise (e.g. reporting Safeguarding and Child Protection disclosures).
- Be aware of and comply with policies and procedures relating to Safeguarding and Child Protection, Health, Safety and Security, Confidentiality, Equality and Diversity, and Data Protection, reporting all concerns to an appropriate person in the LMaSenior Leadership Team or in the GORSE Academies Trust central leadership team.

We are committed to safeguarding the welfare of children and expect all LMaStaff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

**Employment is conditional on confirmation of the right to work in the UK: either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**

## Person Specification: Teacher of A Level Mathematics and Further Mathematics

### Commitment to LMaS vision and values

**Every** member of LMaStaff:

- must be committed to working as part of a whole school team to support and achieve the vision and aims of Leeds Mathematics School, and
- must be excited by the opportunity to be part of a 'young' school, but also must accept that working in a still-developing school requires flexibility, resilience and creativity above and beyond 'the day to day' in an established school or college.

Criteria	Essential / Desirable	Evidence
Qualifications	E / D	
• A-level (or equivalent) in Mathematics.	E	<ul style="list-style-type: none"> <li>• Application.</li> <li>• Certificates.</li> <li>• References.</li> </ul>
• Strong honours degree in Mathematics, or in a subject containing a considerable amount of Pure Mathematics.	E	
• Qualified Teacher Status.	E	
• A-level (or equivalent) in Further Mathematics.	D	
• Masters degree in Education, or in a relevant STEM subject.	D	
Knowledge and Skills	E/D	
• Excellent classroom practice, including behaviour management.	E	<ul style="list-style-type: none"> <li>• Application.</li> <li>• References.</li> <li>• Written subject knowledge assessment as part of interview.</li> <li>• Observed lesson as part of interview.</li> <li>• Other activities as part of interview.</li> </ul>
• Knowledge of the post-16 Mathematics and/or Further Mathematics curriculum, and assessment.	E	
• Successful development and implementation of data-led intervention programmes and 'closing the gap' strategies to ensure all students achieve highly.	E	
• Successful teaching in more than one school.	D	
• Knowledge of <ul style="list-style-type: none"> <li>○ current developments in education;</li> <li>○ effective use of the post-16 Bursary Fund;</li> <li>○ Widening Participation Eligibility for university Access programmes.</li> </ul>	D	
Experience	E/D	
• Current or recent teaching of outstanding lessons to high-attaining secondary or post-16 students.	E	<ul style="list-style-type: none"> <li>• Application.</li> <li>• References.</li> <li>• Interview and assessment activities.</li> </ul>
• Current or recent teaching of A level Mathematics and Further Mathematics.	D	
• Contribution to the development of A level Mathematics and/or Further Mathematics schemes of learning, assessments or pedagogy.	D	

• Contribution to extra-curricular activities.	<b>D</b>	
• Contribution to the development of resources for Outreach activities for high-attainers in KS2, 3 or 4.	<b>D</b>	
• Experience of <ul style="list-style-type: none"> <li>○ using interactive ICT systems for teaching and learning;</li> <li>○ devising new resources for learning;</li> <li>○ leading high quality extra-curricular activities;</li> <li>○ teaching another LMaS subject.</li> </ul>	<b>D</b>	
<b>Personal Qualities</b>	<b>E/D</b>	
• Passionate about education and ‘changing the deal’ for disadvantaged students.	<b>E</b>	<ul style="list-style-type: none"> <li>• Application.</li> <li>• References.</li> <li>• Interview and assessment activities.</li> </ul>
• Personal enthusiasm for Mathematics, beyond the A level specification and taught curriculum.	<b>E</b>	
• Excellent communicator.	<b>E</b>	
• Effective team member.	<b>E</b>	
• Drive and determination.	<b>E</b>	
• Ambitious.	<b>E</b>	
• Energy, enthusiasm, sense of humour	<b>E</b>	
• Able to forge effective relationships.	<b>E</b>	
• Self-aware, self-sufficient and self-confident, but not self-important.	<b>E</b>	
<b>Continuous Professional Development</b>	<b>E/D</b>	
• Evidence of commitment to Continuing Professional Development.	<b>E</b>	<ul style="list-style-type: none"> <li>• Application.</li> <li>• References.</li> <li>• Interview and assessment activities.</li> </ul>
• Knowledge and understanding of Safeguarding, Child Protection and Prevent.	<b>E</b>	
<b>Other Conditions</b>	<b>E/D</b>	
• Enhanced DBS Clearance.	<b>E</b>	

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