# Teacher of Mathematics Application Pack

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# Contents


| | |
|---|---|
| Page 2 | Contents |
| Page 3 | Welcome from the Principal |
| Page 6 | Staff benefits |
| Page 8 | Job description |
| Page 13 | Person specification |

# Welcome from the Principal

Thank you for your interest in this post. Choosing the right school in which to work is a very important decision, and the aim of this application pack is to provide you with sufficient information to support your consideration of whether you would be happy and motivated working with us over the coming years, to shape the future of our school and inspire our students to make academic progress that is within the top 15% of all schools nationally.

Chipping Campden School is indeed a very special place – unlike any other. What makes our school so special is its culture and ethos; something that has been grown since the school's formation in c.1440, enabling students to feel empowered in their learning and inspired to excel. The school has a very special place in my heart, having served at the school between 2003 and 2011 as a Teacher of mathematics, Head of Year and latterly Assistant Headteacher. Without doubt, having the opportunity to return to the school as Principal in 2023 is the proudest moment of my career. Having taught and led in a variety of other schools across the country, when I drive to Chipping Campden School each day, I know that I am very privileged to be coming to such a special place, with so many amazing people.

When you take a walk around our school, it is impossible not to feel a palpable buzz of excitement. There are so many opportunities for students to flourish, whether that be representing our school on the sports field, performing on stage in our state-of-the-art Performing Arts Centre, leading one of our Student Parliament Ministries or completing the Duke of Edinburgh Gold Award; our offering of co-curricular and extra-curricular activities is enormous.

We are unashamedly ambitious for all our students, enabling them to develop high aspirations and chase goals that perhaps at first, may seem a little daunting. It is only when we relentlessly pursue these high aspirations and settle for nothing less than our very best, do we enable our students to leave our school being able to successfully compete with their global counterparts, in whatever they choose to do at the end of, what for most, will be a seven-year partnership with us. As staff at the school, I believe it is our job to provide the expertise and environment to enable our students to do just that, supporting and challenging along the way.

I am also acutely aware of the current pressures on staff workload and the impact this can have on their wellbeing. I encourage you to take a read through

the range of staff benefits that we offer at our school (pages 6-7), including our tangible commitment to supporting staff in achieving an effective work/life balance.

If you decide to apply to support me in leading our school, you will be an exceptional candidate with a thirst for delivering high quality mathematics in an outstanding department. Our outcomes are some of the highest in our school and well above national standards in both attainment and progress (when last measurable in 2023). You will be ably supported by a Director of Learning (Mathematics), three other TLR responsibility holders and a wider team of eight other Teachers of Mathematics. In Key Stage 5, we offer A Level Mathematics, A Level Further Mathematics and also Level 3 Core Maths. We invite applications from teachers at all stages of their career and would be open to serious applications for part-time hours.

If you would like to explore the vacancy in more detail prior to applying, a confidential conversation can be arranged with me on the telephone/video, or equally you are welcome to come and visit the school to meet me in person and look around. If you would like to arrange either of the above, please contact Charlotte Crossley (PA to the Principal) by email at ccrossley@campden.school or telephone (01386 840216) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

If you would like to apply for the post, please do so by completing both parts of our application form, which can be found on our website, by clicking here. Part 1 of the form (pages 3 and 4) provides a space for you to write about the

relevant skills and experience that make you a suitable candidate for this post. This section is restricted to two pages (min. font 11) and should outline how your teaching portfolio to date is suited to the requirements of the person specification. The deadline for applications is **10:00am on Friday 17th April 2026.**

I look forward to hearing from you.

**Gareth Burton**
**Principal**

# Staff benefits

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. We feel that a mark of the outstanding school we are is symbolised by the number of staff who choose to send their children to be educated with us.

Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work:

- An allocation of three, paid staff wellbeing days, where employees are not required to be in school.
- An average of 17.4 students per teacher (full-time equivalent)
- Access to a beautiful property at below market rent situated a short distance from our school (subject to availability)
- An iPad to use in school and at home, to enable seamless remote working, using cloud-based technology.
- Commitment to staff wellbeing through a variety of internal practices, designed to recruit and retain the very best staff.
- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.

- Comprehensive range of staff social events throughout the year.
- Cycle to Work scheme
- Freshly prepared and cooked food available on site
- Generous allocation of directed time - for the 2024/25 year, all teaching staff had at least 14% of the timetabled week allocated as non-contact periods; more for TLR postholders.
- Health and wellbeing support including access to an Employee Assistance Programme (including partners and dependents), confidential counselling services and support from our Staff Wellbeing Group, who meet regularly to ensure that our staff wellbeing is prioritised.

- Outstanding, tailored CPD
- Pension Scheme membership (Teachers Pensions or Local Government Pensions Scheme)
- Support in completing relevant external leadership development programmes.
- The school is located within the beautiful Cotswold town of Chipping Campden, with friendly businesses, including a wide range of restaurants and pubs.

# Job description

**Post Title:** Teacher of Mathematics
**Responsible to:** Director of Learning (Mathematics)

## Section A: Job purpose

- To take responsibility for a class of mixed ability children, recognising children as individuals
- To promote the aims of the school through effective teaching and learning
- Lead and maintain an overview of teaching, standards and ongoing improvement in the above specified subject/s and/or aspects.
- To develop self in relation to individual needs
- To contribute to the developing ethos of the school by participating in reviews of policy and practice.

## Section B: Job context

This job description reflects the vision, strategic plan and policies of Chipping Campden School. The specific nature and balance of these responsibilities will vary according to the needs of the school and may at times be shared.

At Chipping Campden School we follow the statutory requirements and guidance of the School Teachers' Pay and Conditions Document and DFE conditions of employment which are reflected in the school's current Pay Policy. The expectation is that teaching will be at least good; this means that all teachers are expected to be meeting the Teachers' Standards, (Appendix 1) to a good level as appropriate to the stage of their career development.

## Section C: Main duties

**Teaching**

- Plan and teach lessons and sequences of lessons to the classes you are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

**Whole school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or student development to secure coordinated outcomes.
- Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so.

**Health, safety and discipline**

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

**Management of staff and resources**

- Direct and supervise any support staff assigned and where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Contribute to the training of other staff
- Deploy any delegated resources
- Review and coordinate the usage of resources in the subject/s

**Professional development**

- Participate in arrangements for the appraisal and review of own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

**Communication**

- Communicate with pupils, parents and carers.

**Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

**Other**

- Arrange and promote relevant subject activities to promote pupils' enthusiasm and interest
- Any other reasonable duties as directed by the Principal

**Upper pay range teachers who do not hold Teaching and Learning Responsibilities**

The elements above apply to all teachers on the main and upper pay ranges. Teachers who wish to progress on the upper pay range are invited to demonstrate that they are 'highly competent in all elements of the teaching standards' and that their 'achievements and contribution to the school have been substantial and sustained'.

**In addition, teachers who seek to progress to UPR3 (or above) or who have reached UPR3+ should meet the following:**

*UPR3+ teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.*

## Appendix 1: Teachers' Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

**A teacher must:**

1. **Set high expectations which inspire, motivate and challenge pupils**
   - establish a safe and stimulating environment for pupils, rooted in mutual respect
   - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**
   - be accountable for pupils' attainment, progress and outcomes
   - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
   - guide pupils to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   - encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**
   - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
   - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
   - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**
   - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
   - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
   - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. **Make accurate and productive use of assessment**
   - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   - make use of formative and summative assessment to secure pupils' progress
   - use relevant data to monitor progress, set targets, and plan subsequent lessons
   - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**
   - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
   - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
   - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
   - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

**Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
    - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
    - showing tolerance of and respect for the rights of others
    - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
    - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

# Person specification

| Education and qualifications | Essential (E) or Desirable (D) | Application (A), Interview (I) or Reference (R) |
|---|---|---|
| Relevant educational qualifications at school/college | E | A |
| Educated to degree level | E | A |
| PGCE (or equivalent) | E | A |
| Good honours degree (1st or 2:1) | D | A |
| Other postgraduate qualification (Eg. MEd) | D | A |
| **Professional knowledge and experience** | **Essential (E) or Desirable (D)** | **Application (A), Interview (I) or Reference (R)** |
| Appropriate experience of teaching classes across the age and ability range | E | A/I |
| Ability to plan and deliver motivating and appropriately challenging lessons | E | I |
| Ability to build good relationships with young people with effective behaviour management strategies | E | I |
| High expectations for young people and what they can achieve | E | I |
| Experience of teaching Mathematics at KS3 and KS4 | D | A/I |
| An ability to teach Mathematics to KS5 | D | A/I |
| Familiarity with Edexcel 9-1 GCSE | D | A/I |
| Wider knowledge of current educational issues | D | A/I |
| Creativity in using new technologies or teaching practices to help students learn and make progress | D | A/I |
| **Traits and competencies** | **Essential (E) or Desirable (D)** | **Application (A), Interview (I) or Reference (R)** |
| Committed to and good understanding of Safeguarding and Child Protection practice and procedure | E | A/I |
| Outstanding oral communicator | E | I |
| Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy | E | A/R |

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| A 'self-starter' with the ability to prioritise effectively and meet deadlines | E | I/R |
| Someone who:<br>• is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance<br>• prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school<br>• thrives on challenge, with the necessary drive and determination to get a job done. | E | I |
| Willingness to be involved in and contribute to the development of the department and extra-curricular activities | D | A/I |

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