

Robertsbridge Community College, Part of Aquinas

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

[www.aquinastrust.org](http://www.aquinastrust.org)

# Application Pack

## Teacher of Mathematics

MPS/UPS Full Time (1.0 FTE)

Start Date: September 2025 (flexible for the right candidate)



Robertsbridge  
Community College

# Teacher of Mathematics

Robertsbridge Community College is seeking to appoint an enthusiastic, energetic and adaptable Teacher of Mathematics, who can demonstrate excellent subject knowledge, to join our highly motivated team. The position is offered on a permanent basis and is expected to begin in September, but a flexible start date can be arranged for the right candidate. We are driven by a pursuit of high academic standards regardless of background and a desire for all students to experience an exceptional education. We are open to applications from experienced teachers or ambitious newcomers.

## **Our ideal candidate will:**

- Be an excellent teacher to students of all abilities in key stages 3 and 4.
- Have a love of the subject and desire and ability to convey this to students.
- Be enthusiastic, energetic and open to innovation.
- Possess effective communication skills and be emotionally intelligent.
- Possess effective ICT skills and be open to new uses of technology in the workplace.
- Be committed to extra-curricular activities including lunch time activities.
- Be committed to continuing professional learning.
- Have integrity, optimism and a good sense of humour.
- Hold a good honours degree along with qualified teacher status.

## **In return, we offer:**

- A happy community committed to the professional development of all colleagues.
- A distinctive local context ensuring we place inclusivity at the heart of all we do.
- A skilled and experienced team of teachers and other professionals.
- A motivated leadership team leading rapid improvement to the students' life chances.
- A college in which the students are enthusiastic, engaging and thoughtful.

We would be pleased to welcome you for an informal visit to our school prior to application.

Robertsbridge Community College is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.



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## THE APPLICATION PROCESS AND TIMETABLE

### CLOSING DATE

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description. All sections of the form should be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form. A signed copy of your application form will be required prior to interview.

- Closing date for applications: **9.00 am, Monday 19 May 2025**

***We reserve the right to interview and appoint at any stage during the recruitment process.***

### SHORT LISTING

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained. All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in your application.

### INTERVIEWS

Candidates will be invited for interview.

- Interviews and task activities **w/c 19 May 2025**

### APPOINTMENT

All candidates will be contacted following interview.

- Appointment to commence: **September 2025 (flexible)**

### APPLYING

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to [hstedman@robertsbridge.org.uk](mailto:hstedman@robertsbridge.org.uk). Alternatively, submit your application to the HR Officer, Aquinas, Magpie Hall Lane, Bromley, BR2 8HZ.

**Robertsbridge Community College is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check. As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.**



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Community College

## OVERVIEW

### DETAILS

|                        |                                                   |
|------------------------|---------------------------------------------------|
| <b>Remit:</b>          | <b>Teacher of Mathematics</b>                     |
| <b>Salary:</b>         | <b>Main or Upper Pay Scale</b>                    |
| <b>Hours:</b>          | <b>Full Time – Directed Time, Monday – Friday</b> |
| <b>Accountable to:</b> | <b>Head of Mathematics, Headteacher</b>           |

### THE COLLEGE

Robertsbridge Community College is a happy, welcoming and inclusive 11-16 school situated within a thriving village in a beautiful part of East Sussex.

Since March 2025, **Robertsbridge Community College** has been part of the **Aquinas CE Education Trust** - an educational trust of eleven schools in the south-east; we believe our students will benefit enormously from our shared ambition to excel. We are proud to be working together with Aquinas to build on our reputation for supporting students in realising their potential and going on to lead fruitful and productive lives.

#### **Our Vision and Values**

Our vision is for Robertsbridge to be a school where happy young people thrive and grow into successful adults. A school where our young people are nurtured and challenged across the Robertsbridge experience to be the best they can be, unlocking potential within a caring environment where great teaching is the norm.

Our school is a safe, happy, exciting place where the student is at the heart of everything we do. Our students are cared for, nurtured and challenged, enabling them to thrive and flourish, making great progress as learners and people

#### **Our People**

Staff at Robertsbridge are passionate and committed to providing the best possible experience for our students. We are reflective, outward-facing professionals committed to exploring how we can make the Robertsbridge experience even better. Every member of staff is on their own learning journey, and we are committed to growing and nurturing everyone in the school community within a learning culture.

#### **Our Journey**

The school has experienced a period of change and improvement as we work tirelessly to further develop our work in response to our last OFSTED report. Our 2024 GCSE results were the best results we have achieved for five years and are clear evidence that Robertsbridge is going from strength-to-strength on its improvement journey.



**Robertsbridge**  
Community College

## THE DEPARTMENT

We want to build strong, resilient Mathematicians, and to do this we hope to develop a curriculum that will encourage logic and reasoning skills, as well as communication skills. We want students to question how Maths is used in the world around them. Over their time at the College, we want our students to cover a vast range of Maths, looking at the history of Maths and the awe of numbers in nature and the arts. To this end, the aim is for students to follow an ambitious curriculum where topics are seen and built upon year on year, with topics interleaved where possible to allow students to keep all their skills relevant.



**Robertsbridge**  
Community College

## JOB DESCRIPTION

### SUBJECT TEACHER AND FORM TUTOR

This job description has been compiled in accordance with School Teachers Pay and Conditions of Employment.

### CURRICULUM

- Ensure the programme of study is followed and work is planned well in advance of delivery.
- Plan and prepare lessons and resource materials that lead to an appropriately differentiated curriculum to meet the needs of all students.
- Ensure the progress and achievements of each student is monitored and recorded.
- Oversee details of individual and group assessments with reports and references being provided as necessary to agreed deadlines.
- Take account of students' prior levels of attainment and use them to set future targets.
- Set and monitor homework assignments regularly in accordance with college policy.
- Monitor and assess student achievement in accordance with college policy.
- Ensure students are entered for appropriate examinations consistent with their achievements to date and their potential.
- Prepare constructive and developmental reports for parents, attending relevant parent's evenings and meet parents at other times necessary to maximise achievement.
- Maintain data files (e.g. grab files and SIMS) to a high standard making them available for regular review by Faculty and Curriculum Leaders.
- Differentiate work to meet individual needs and promote equal opportunities.
- Set appropriate and challenging work for all students.
- Identify and work appropriately with students with special educational needs and disabilities, the disadvantaged and high attainers.
- Communicate effectively with form tutors, parents and leaders to maximise opportunities for effective learning to take place.
- Set work when required for absent students via Arbor.
- Establish a purposeful working atmosphere during all learning activities.

### STUDENTS

- Ensure the student safety and welfare is accorded top priority in the planning and delivery of each lesson.
- Ensure that any sanctions imposed are in accordance with college policy.
- Ensure that each lesson begins and ends punctually and that students are properly always supervised.
- Maintain good discipline by following the college's behaviour management policies and procedures.
- Ensure that students' work is marked, corrected and returned promptly. Provide constructive comments and feedback as appropriate, promoting high standards of content and presentation in accordance with appropriate faculty criteria.



**Robertsbridge**  
Community College

- Monitor any concerns with student achievement and take the appropriate action.

## **COLLEAGUES**

- Work in line with trust, college and faculty policies.
- Support NQT work in the faculty or year team as appropriate.
- Welcome, support and encourage new members of the team.
- Share new ideas and suggestions, reflect on good practice and be involved in lesson and task observation to improve professional practice.
- Produce evaluation reports of all training attended.
- Participate in faculty reviews and work with external consultants to develop practice.

## **RESOURCES**

- Create and maintain a classroom that is a pleasant, tidy and well organised working environment.
- Promote the use of display of work as a means of encouraging students, celebrating success and raising levels of achievement.
- Ensure that books, equipment and other resources are properly cared for and that their use is effectively controlled and efficiently organised.
- Take care of equipment and furniture with any damage or defects to fabric or equipment being reported to the Site Manager and Faculty Leader as appropriate.

## **OTHER DUTIES**

- Attend meetings, scheduled training activities and workshops as published.
- Work in support of the trust, college, faculty and related strategic improvement plans.
- Support college activities that benefit the community (e.g. concerts, open evenings, events etc.).
- Take time to read notices, keep to deadlines and carry out duties to the best of your ability.

## **ROLE OF THE TUTOR**

- Monitor absences, lateness and uniform and maintain accurate details of attendance in accordance with college policy.
- Monitor student planners on a regular basis.
- Ensure that tutorial programmes are planned, recorded and are in accordance with the programme of study provided by the Director of Life Education.
- Complete individual reports for parents and maintain regular contact.
- Promote students' achievements using praise and rewards effectively in line with college policy.
- Maintain effective communication with students and their parents, and with associates, other teachers and leaders as necessary.
- Assist leaders and directors in the organisation of activities and events.
- Ensure that students new to the college are properly inducted.



**Responsibilities are likely to change over time and you will be expected to perform duties of a similar nature such as the headteacher may reasonably require.**

#### FLOURISHING PEOPLE AND PROFESSIONAL DEVELOPMENT

Once your probation period is completed successfully, you will transfer to the Aquinas Trust “Flourishing people CPLD cycle.” This will involve:

- Self-evaluation
- Development goal setting
- Termly check ins

Along with this work you will, with the support of your appraiser, you have the opportunity to “Research, Train and have a go” – this would be a project that you can complete about an area of education you are interested in.



**Robertsbridge**  
Community College

## PERSON SPECIFICATION

### SUBJECT TEACHER

| [a] TRAINING AND QUALIFICATIONS                | Essential or Desirable |
|------------------------------------------------|------------------------|
| Qualified Teacher Status                       | E                      |
| Degree or equivalent                           | E                      |
| Commitment to professional learning activities | E                      |

| [b] LEADERSHIP COMPETENCIES                                                                                                                              | Essential or Desirable |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Have high expectations of themselves and their students                                                                                                  | E                      |
| Hold positive values and attitudes, and adopt high standards of behaviour in their professional role                                                     | E                      |
| Have commitment to ensure every student achieves their full educational potential                                                                        | E                      |
| Use student data to inform progress and attainment                                                                                                       | E                      |
| Have a commitment to progress and enthusiasm for learning                                                                                                | E                      |
| Have diligence, drive and focus to boost standards                                                                                                       | E                      |
| Have high quality organisational and communication skills                                                                                                | E                      |
| Have a commitment to collaboration and co-operative working                                                                                              | E                      |
| Demonstrate exemplary professional and personal standards in all their actions                                                                           | E                      |
| Be able to establish fair, respectful, trusting, supportive and constructive relationships with students                                                 | E                      |
| Have the ability to inform, advise and guide students to ensure progression                                                                              | E                      |
| Know how to make effective personalised provision for those they teach, including those who have SEN, disabilities, or English as an additional language | E                      |

| [c] EXPERIENCE OF TEACHING         | Essential or Desirable |
|------------------------------------|------------------------|
| In a secondary school              | D                      |
| As a highly effective practitioner | E                      |

| [d] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING                      | Essential or Desirable |
|-------------------------------------------------------------------|------------------------|
| Excellent, secure knowledge of their subject and related pedagogy | E                      |



|                                                                                                                 |   |
|-----------------------------------------------------------------------------------------------------------------|---|
| Good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies         | E |
| Skills in literacy, numeracy and ICT to support their teaching and wider professional activities                | E |
| A range of approaches to assessment, including the importance of formative assessment                           | E |
| Assessment requirements and arrangements for the subjects they teach, including public exams and qualifications | D |
| How to make effective personalised provision for those they teach                                               | E |
| Up-to-date safeguarding procedures, and the ability to identify and support students as                         | D |

| [e] PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES                          |  | Essential or Desirable |
|---------------------------------------------------------------------------------|--|------------------------|
| Inspire, challenge and motivate colleagues and students towards a shared vision |  | E                      |
| Teach challenging and well organised lessons across the age and ability range   |  | E                      |
| Promote and maintain effective relationships                                    |  | D                      |
| Prioritise, plan and organise self and others                                   |  | E                      |
| Think creatively in order to anticipate and solve problems                      |  | D                      |
| Listen to and reflect positively on feedback                                    |  | D                      |
| Demonstrate an ability to communicate to a range of audiences                   |  | D                      |
| Willing to be flexible to meet the needs of the college                         |  | E                      |
| Lead assemblies or collective worship                                           |  | D                      |

| [f] CONFIDENTIAL REFERENCES AND REPORTS                         |  | Essential or Desirable |
|-----------------------------------------------------------------|--|------------------------|
| A positive recommendation from current Headteacher or employer  |  | E                      |
| A supportive reference from one other source                    |  | E                      |
| Enhanced DBS check undertaken and acceptable to the Headteacher |  | E                      |



## HEALTH & SAFETY FUNCTIONS

This section is to make you aware of any health and safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

|                                         |          |
|-----------------------------------------|----------|
| Using display screen equipment          | <b>X</b> |
| Working with children/vulnerable adults | <b>X</b> |
| Moving & handling operations            |          |
| Occupational Driving                    |          |
| Lone Working                            |          |
| Working at height                       |          |
| Shift / night work                      |          |
| Working with hazardous substances       |          |
| Using power tools                       |          |
| Exposure to noise and /or vibration     |          |
| Food handling                           |          |
| Exposure to blood /body fluids          |          |

