



# Teacher of Mathematics Maternity Cover Application Pack



# Contents

Welcome from the Headteacher	3
Welcome from the CEO	4
Introduction	5
About the School	6
School Aims	7
Teaching and Learning at Walton High	8
Key Information	9
Job Description	11
Person Specification	13
Department Information	14
How to Apply	15





# Welcome from the Headteacher

Dear Applicant

Thank you for expressing your interest in this exciting opportunity. I am pleased to present this application pack which, I hope, will help you to build a picture of our school.

Walton High School opened in 1967 and serves the south-eastern area of Stafford. It is a school that prides itself on providing its students with a caring environment in which they are keen to learn. Parents are supportive of the school and rightly expect high standards at all times.

The school continually achieves high academic results as well as a variety of other successes. This is a reflection of the efforts of hard-working, talented staff who always strive to improve achievements across all key stages.

If you feel you have the qualities we are looking for and are the right person to work at the school, we would be delighted to receive your application.



**Mr Andy Leese**  
**Headteacher**



# Welcome from the CEO

Walton Multi-Academy Trust is committed to the delivery of quality education for all children in our academies. The Trust's prime responsibility is to set the vision, promote the ethos and develop the culture of our academies and we aim to ensure that each academy fulfils that vision.

We are determined to develop effective partnerships between our academies and to serve our local communities whilst encouraging each academy to retain and develop its unique character and identity. We are excited by the financial and practical benefits of a successful multi-academy trust and we intend for each of our academies to become financially stable and then financially secure.

We are very proud of our academies and of our leaders, governors, teachers, support staff and students. We are currently a small MAT of just two secondary schools (Walton High School and King Edward VI High School) and whilst we have ambitions to grow further, we are determined to retain the supportive culture which we hope we have established.

This is a really exciting time in the development of Walton Multi-Academy Trust and I am looking forward to working productively with you if you share our ambition, drive, ethos and commitment.



**Neil Finlay, Chief Executive Officer**

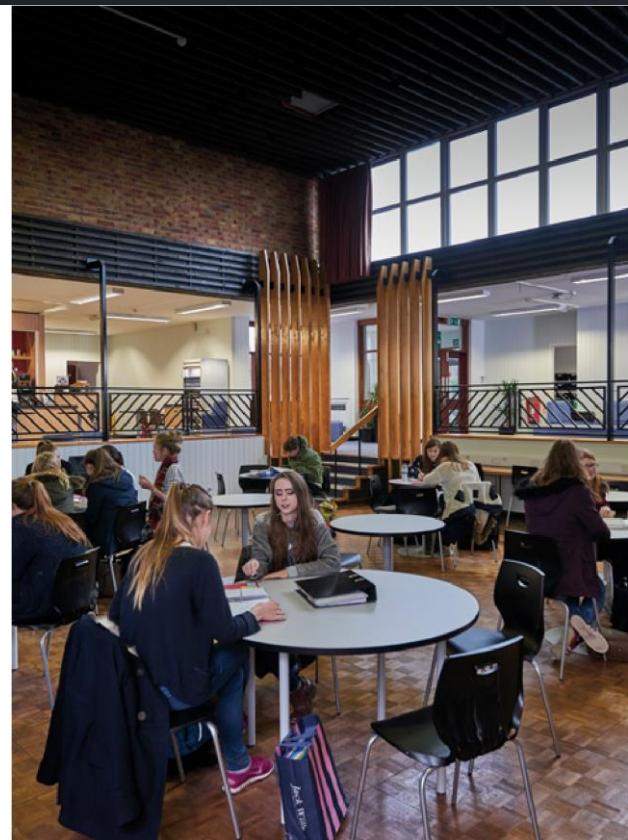


# Introduction

Walton High School opened in 1967 and serves the south-eastern area of Stafford. We are a school that ourselves in providing students with a caring environment in which they are keen to learn. Parents are supportive of the school but rightly expect exacting standards. The school nestles on the northern boundary of Cannock Chase, an area of Outstanding Natural Beauty. Our school is oversubscribed. Our students either walk or cycle to school. Since the 1960s, the school has been served by only seven substantive headteachers. This continuity has always been a feature of Walton's culture. Additionally, Walton's feeder schools are of an extremely high quality. The school has a PAN of 210 but we are regularly oversubscribed.



We have re-established our two-year Key stage 4 curriculum and a significant amount of work will be ongoing in departments. Walton is outward facing, having strong links with external partners in teacher training. Evidence informed practice is a hallmark of the school approach to improvement, particularly in teaching and learning. As a result of this practice, the school continually achieves high academic results as well as a variety of other successes. This reflects the efforts of a hardworking and talented staff who always strive to improve achievements across all key stages.



**“ A calm and focused environment typifies the school.**

Ofsted, 2024



## About our school

Walton High School prides itself on its high quality, supportive staff. We attract talented subject specialist teachers and we are able to retain staff once they join us. We believe this is because we provide a stimulating and rewarding environment to work in. We root all our decisions in evidence-based research, from teaching and learning, to behaviour and staff CPD. We also believe that our staff deserve a good work-life balance, so we have worked hard to remove unnecessary tasks from teachers and ask that they focus only on the things that research has shown make a real impact on learning.



participation rates are high.

We feel it is vital to promote and sustain a collaborative style of working with outside agencies. Whether this is local primary and secondary schools, teaching school hubs or ITT providers, we believe it is important to work with everyone for the benefit of everyone. We also encourage our staff to pursue further qualifications such as NPQs or work with other agencies such as ITT providers so that they deepen and broaden their experiences, skills and knowledge.

Walton is known for aiming high with its curriculum and academic experiences and we pride ourselves on the examination successes of our students. We do, however, invest heavily in the wider experiences of our students. We promote and support the wider curriculum in the areas of sports, arts, music, drama and theatre, gardening, knitting, STEM and DofE, to name but a few, and large numbers of our students are regularly involved. Walton is a school where extracurricular activities are seen positively by all sorts of students and we feel it is vital that we promote and

**“ The recent shift in the culture across the school has been profound. ”**  
- Ofsted, 2024





“ **Pupils are happy here and attend often. Pupils feel safe here.** ”

Ofsted, 2024



The school has a heavily invested Teaching and Learning Responsibility structure. Walton High School is one of two schools in the Walton Multi-Academy Trust. The other school is King Edward VI High School which is also located in Stafford. The CEO of the Trust is Neil Finlay, a former Headteacher at Walton.



Despite the school's age, recent CIF Funding has led to the refurbishment of several of our roofs, windows, heating system and the installation of LED lighting. Lettings include the swimming pool and the swimming pool and school hall for Stagecoach, a local theatre company.

The school has a 1960s' gymnasium and possesses around 25 acres of paying fields. These have been extensively planted with trees by our students over the years as a contribution to making the school more sustainable.

## School Aims

1. To enable every individual to fulfil their potential
2. To educate the whole student by fostering an ethos where academic success and the development of personal skills and attributes are equally important
3. To create an environment that promotes mutual respect between staff and students
4. To encourage creativity, flair, imagination and enthusiasm in our students
5. To equip our students with the knowledge, skills and personal qualities that will best prepare them for their future lives
6. To sustain a partnership with parents and the local community through effective communication to support our students



# Teaching & Learning at Walton High

We are '**evidence-informed**' in our approach to teaching and learning. This means that we are aware of, and utilise regularly, strategies that research has shown have the biggest positive impacts on students' learning and progress.

Below, we outline the main areas of our evidence-informed teaching and learning and the strategies within each area that teachers will be using.

We do not have a 'one size fits all' approach to teaching and learning. In other words, we do not expect all teachers across all subjects to teach lessons in exactly the same way. Teachers are the experts in their subject area and we ask departments to implement each strategy in a way which is most appropriate to their subject.



*“The school has delivered a broad and ambitious curriculum that spans well beyond the academic.* Ofsted, 2024



# Key information

<b>Status</b>	Member of Walton Multi-Academy Trust
<b>Last Ofsted</b>	October 2024 <a href="#"><u>Walton-High-School-Report-November-2024.pdf</u></a>
<b>Ofsted Judgement</b>	Good
<b>Published Admission Number</b>	210, arranged in 7 forms
<b>Type of School</b>	Secondary, mixed
<b>Year School established</b>	1967
<b>Age Range</b>	11 – 18
<b>Number of Students on Roll</b>	1,269
<b>Number of Students in Sixth Form</b>	213
<b>% of SEND Students</b>	9.3% (125 students)
<b>% of EAL Students</b>	4% (57 students)
<b>% FSM Students</b>	6% (84 students)
<b>% of Pupil Premium Students</b>	6.6% (89 students)
<b>Link to exam results</b>	<a href="#"><u>Latest GCSE Results</u></a> <a href="#"><u>Latest A Level Results</u></a>
<b>School website</b>	<a href="http://www.waltonstaffs.com"><u>www.waltonstaffs.com</u></a>



***The school's work to improve pupils' attendance is notable.***

Ofsted, 2024

***The school's work to develop pupils' personal development is impressive***

Ofsted, 2024





# Teacher of Maths - Maternity Cover

## Job Description

<b>Date:</b>	23 February 2026
<b>Title:</b>	Teacher of Maths (Maternity Cover) Full time
<b>Responsible to:</b>	Headteacher
<b>Line Manager:</b>	Head of Maths Dept
<b>Accountable for:</b>	Students in class

### DUTIES AND RESPONSIBILITIES:

#### 1. Teaching:

- Having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned
- Planning and preparing courses and lessons
- Teaching, according to their educational needs, the students assigned including the setting and marking of work to be carried out by the student in school and elsewhere
- Assessing, recording and reporting on the development, progress and attainment of students

#### 2. Other activities:

- Promoting the general progress and well-being of individual students and of any class or group of students assigned
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
- Making records of and reports on the personal and social needs of students
- Communicating and consulting with the parents of students
- Communicating and co-operating with persons or bodies outside the school; and
- Participating in meetings arranged for any of the purposes described above

#### 3. Assessments and reports

- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students



#### **4. Performance management**

- Participating in arrangements made in accordance with regulations made under section 131 of the Act for the appraisal of performance and that of other teachers

#### **5. Review, induction, further training and development**

- Reviewing from time to time methods of teaching and programmes of work
- Participating in arrangements for further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participation in arrangements for supervision and training

#### **6. Educational methods**

- Advising and co-operating with the headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, methods of teaching and assessment and pastoral arrangements

#### **7. Discipline, health and safety**

- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere

#### **8. Staff meetings**

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements

#### **9. Rarely cover**

- Supervising and so far as practicable teaching any students whose teacher is not available to teach them as part of the rarely cover arrangements

#### **10. External examinations:**

- Participating in arrangements for preparing students for external examinations, assessing students for the purpose of such examinations and recording and reporting such assessments; and participating in arrangements for students' presentation for, and conducting, such examinations; but not routinely invigilating

#### **11. Administration**

- Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions



# Person Specification

Attributes	Essential	Desirable	Evidence
Education and qualification	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Qualified to teach mathematics at secondary level</li> </ul>		Application form
Experience	<ul style="list-style-type: none"> <li>Successful teaching experience/teaching practice of mathematics at KS3 and KS4.</li> <li>Using evidence informed practice in your teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Some experience (including teaching practice) of form tutor/PSHE work</li> <li>Teaching KS5 for GCSE Resit class</li> </ul>	Application form Letter References
Skills and abilities	<ul style="list-style-type: none"> <li>Knowledge of current National Curriculum programmes of study</li> <li>Good oral and written communication skills.</li> <li>Good subject knowledge and sound classroom management, along with first rate organisation and time management skills are essential</li> <li>Evidence of the ability to develop good working relationships with students</li> <li>ICT skills</li> <li>Ability to plan effective lessons</li> <li>To demonstrate excellent teaching and be committed to supporting high levels of student attainment.</li> </ul>		Letter References Observed lesson Interview
Motivation and personality	<ul style="list-style-type: none"> <li>Positive enthusiastic outlook</li> <li>Able to work as a member of the departmental team and to be an active participant in the staff community.</li> <li>In tune with aims and values of Walton High School</li> <li>Receptive to new ideas and able to generate them.</li> </ul>	<ul style="list-style-type: none"> <li>Willing to extend own skills/knowledge through further professional development</li> <li>Interest in developing extra-curricular activities with students.</li> </ul>	Letter References Interview
Circumstances and health	<ul style="list-style-type: none"> <li>Good record of attendance and punctuality</li> <li>Available from February 2026 subject to routine health and protection of children checks.</li> </ul>		References



Attributes	Essential	Desirable	Evidence
	<ul style="list-style-type: none"><li>This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.</li><li>The interview will be used to assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children</li></ul>		

## MATHEMATICS DEPARTMENT INFORMATION

**Staff:** Head of Department / Second in Department / 9 Maths Teachers

### Accommodation:

The department is situated on the top floor of the main building and comprises eight classrooms, an office and a number of storerooms. Interactive touchscreens are in all of the classrooms as well as a range of textbooks. The department uses a variety of software packages to support the teaching and learning of mathematics. The department is well resourced with manipulatives and other equipment for use with groups of students and individuals.

### Key Stage 3

Students are currently taught in groups by set within separate half years in Years 7, 8 and 9. The initial setting is made on the basis of KS2 SAT results, an induction test and consultation with the primary feeder school. Each group is allocated four 50-minute periods within the 30-period week. A mixture of resources is used to support the learning at this key stage, including various software packages. Students in Year 9 follow a transition programme incorporating problem solving, retrieval, and recall preparing them for GCSE.

### Key Stage 4

The department enters all students for the AQA GCSE examination with the most able also being entered for the Level 2 Certificate in Further Mathematics. Throughout this key stage students have four 50-minute periods in the 30-period week and are set across each year group. As in KS3 a range of teaching materials and styles are employed.

### Key Stage 5

The subject is a popular option in Years 12 and 13. Students are prepared for the Edexcel A level examinations. There is also a group studying Further Mathematics in each year where we develop Pure, Mechanics, Statistics and Decision topics further. Mathematics at Walton High School is a popular choice with some students transferring from other schools to join the programme. Core maths is also offered at level 3, with a one-year Certificate in Mathematical Studies open to Years 12 and 13.



## Other

A successful intervention programme runs within the department supporting students from all Key Stages. The department also runs a Gifted and Talented programme and has good links with the primary schools.

Walton High School is a dynamic and over-subscribed school which achieves excellent results. The department is a strong team of dedicated and supportive mathematicians and within the school there is an excellent mentoring programme for early career teachers.

## How to apply

Thank you for your interest in our school. The Headteacher looks forward to receiving your application. Please complete all sections of the application form in full.

In addition to completing an application form you are requested to submit a supporting letter. Your letter should be no more than 2 sides of A4 in length. Please outline: **Your personal philosophy of education and how your experience to date has enabled you to meet the requirements of the Person Specification.**

Your completed application, including your letter, should be emailed to:  
**recruitment@walton.staffs.sch.uk**

**The deadline for applications is 12noon on Friday, 23<sup>rd</sup> January 2026**

**Interviews will be held on Thursday, 29<sup>th</sup> January 2026.**

References will be taken up prior to interview using the contact details you supply on your application form.

Shortlisting will take place and successful applicants will be informed as soon as is practicable.

Further information about Walton High School can be found on the school website [www.waltonstaffs.co.uk](http://www.waltonstaffs.co.uk)

