Glenthorne High School

*Achievement for all*

# Application Pack for the position of Teacher of Mathematics

Glenthorne High School

Required from September 2026

**www.glenthorne.sutton.sch.uk**

# PACK CONTENTS


| | |
|---|---|
| Department page | 3 |
| Job Description | 4 & 5 |
| Person Specification | 6 |
| Information for applicants | 7 & 8 |
| Guidance to applicants | 9 & 10 |
| Dates for your diary | 11 |
| Willow Learning Trust Benefits | 12 |

# DEPARTMENT: MATHEMATICS

The Math Department consists of nineteen teachers and is accommodated in specialist rooms. Mathematics is taught throughout the school to A-Level. The Maths team work collaboratively towards raising standards and results for our pupils. We aim to foster logical problem-solving skills to develop numerical and mathematical competence. Schemes of work are arranged to follow a Mastery approach where topics are covered in units and then interleaved through questioning and problem-solving into later modules. The results of module assessments are kept by the Key Stage Coordinators and are used to track the progress of individual pupils. Homework plays an important role throughout each pupil's school life and is set twice a week. Throughout the year various competitions take place to assist learning and enrich the pupils' experience of mathematics, which include the Maths Week, Maths Challenge and Puzzle of the Fortnight.

Key Stage 3

Students begin KS3 with an introductory week of "fit for FEET" lessons, to encourage pupils to take risks in lessons, problem solve using different methods and have an appreciation that it is acceptable to make mistakes. The scheme of work follows a Mastery approach where topics are taught in depth and then regularly used and interwoven through subsequent topics. Mastery in Maths aims to encourage pupils to think deeply about Maths, use multiple different methods and representations and explain their methods and thinking clearly. This has been chosen to support the increasing demands of Maths GCSE, especially in relation to problem solving and to allow all pupils full access to a rich Maths curriculum. Pupils are grouped into three bands, based on their current attainment; however, setting is fluid and band changes take place on a regular basis. All bands are taught the same content, but the pace, support and level of challenge is varied by the teachers to ensure all pupils make maximum progress from their individual starting points.

Key Stage 4

In KS4 we currently prepare pupils for the Edexcel GCSE exam using a GCSE Plus curriculum. The current curriculum is challenging with increased content and a strong emphasis on problem solving. Resources produced and used by the department are tailored to encourage independent learners and support all pupils by developing depth and breadth of the subject. Students are externally assessed by three linear exams at the end of Year 11, at either a higher level where they are graded 9-4, or at foundation level graded at 1-5. Pupils at a foundation level are taught the material needed to access the higher tier within cross-curricular subjects, such as Science, Design Technology and Geography. Pupils of the highest sets are given the opportunity to sit an external exam with AQA at the end of Year 10 where they can earn a level 2 certificate in Further Mathematics. Students' progress is continually tracked internally by key homework's and module tests which take place every half term on average.

Key Stage 5

Students can choose to study either A-Level Mathematics or the Level 3 Mathematics in Context course. For those students who have a passion for mathematics and would thrive on more challenge can choose to study A-level Further Mathematics in addition to A-level Mathematics. Independent study is promoted throughout each course along with class discussions where students become confident on articulating themselves in a mathematical context. Students can assess their learning and progress through chapter assessments, half-term assessments and mock exams.

# JOB DESCRIPTION

**POST TITLE:** **Teacher of Mathematics**

**RESPONSIBLE TO:** **Head of Mathematics**

**GRADE/SCALE:** **Outer London Pay Scales**

## Key Responsibilities

All teachers are accountable to the Headteacher through their Line Manager. The postholder will be expected to perform the following duties and meet the teaching responsibilities and standards as set out in the School Teachers' Pay & Conditions Document. The postholder is responsible for promoting their own CPD to ensure that his/her skills, knowledge and understanding remain up-to-date.

## Pupils

- To be accountable for standards of pupil achievement, attainment and behaviour in the postholder's classes, ensuring that prior attainment data is used effectively for pupils to make good progress.
- To monitor pupils' achievement and attainment through their progress grades to identify underachieving groups or individuals and put in intervention strategies to identify and combat underachievement.
- To set and communicate challenging targets for all pupils in the postholder's classes.
- To set homework according to the school homework timetable ensuring that it is set for the correct amount of time, on the right evenings and is sufficiently challenging for pupils of all abilities.

## Planning, Teaching & Assessment

- To plan and prepare lessons in accordance with the general goals and philosophies of the Subject Area and to keep records of lesson plans.
- To teach pupils according to their educational needs, in line with the Subject Area schemes of work, ensuring that classwork and homework is differentiated according to the ability of pupils.
- To mark pupils' work in accordance with the school's two weekly cycle and in line with the Marking Policy. To work as part of a team and to actively contribute to the further development of schemes of work within the Subject Area.
- To assess pupils' progress regularly and effectively and provide formative feedback to pupils.
- To contribute to the further development of appropriate assessment strategies and procedures for evaluation.
- To contribute to the development of policies and resources.
- To keep accurate records of pupil progress and complete annual reports and data sheets to reflect this progress.
- To provide information to parents and colleagues as requested.

## Resources

- To be responsible for the care and safe use of resources when they are being used by pupils.
- To be directly responsible for setting useful work when absent from lessons.
- To be responsible for maintaining the fabric of the classroom environment according to school policy.
- To enable pupils to produce display work and ensure that such displays are regularly changed and support teaching and learning.
- To be accountable for the Health and Safety of pupils at all times when the postholder is responsible for the supervision of pupils.

## Communication

- To maintain close contact with Line Manager.
- To attend relevant school meetings as calendarised.
- To be responsible for communicating to parents, according to school policy, the progress made by the pupils in their care.
- To encourage a positive attitude towards the subject within and outside the school.
- To direct the classroom activities of Teaching Assistants deployed to support the postholder's lessons.

## Pastoral/Whole School

- Take instructions from senior members of staff as required.
- Carry out other duties of a similar nature from time to time as maybe required by the Headteacher.
- Adhere to school policies and procedures to ensure the safety, welfare and discipline of pupils.
- To be responsible for promoting and safeguarding the welfare of pupils with whom you come into contact.
- To be a form tutor to a class and be responsible for the personal, social and academic development of all pupils in your tutor group.
- To monitor the progress, attendance and punctuality of pupils and keep up to date records of these.
- To lead tutor time activities and ensure active engagement of all pupils in the tutor group as directed by the Head of Year.
- To maintain close contact with staff and parents and work within a year team.
- To ensure all pupils adhere to the rules and support the ethos of Glenthorne High School.

## Extra-Curricular

- To work with the Subject Leader to plan and run a range of extra-curricular activities where appropriate.

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# PERSON SPECIFICATION

## Teacher of Maths

### ESSENTIAL CRITERIA

1. UK Qualified Teacher status as recognised by the DfE for teaching in secondary education
2. Graduate in Mathematics or a related subject with a good degree.
3. Proven classroom management skills.
4. Potential to teach at least good lessons across the age and ability range.
5. Appreciation of the application of subject knowledge in education.
6. Understanding of mathematics links with other areas of the curriculum.
7. A good working knowledge of ICT systems and the application of ICT in the classroom.
8. Ability to prioritise and set personal targets.
9. Willingness to contribute to extra-curricular activities.
10. Ability to assume a form tutor role.
11. Commitment to own professional development.
12. Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
13. Commitment to equal opportunities.

### DESIRABLE CRITERIA

14. Ability to teach Maths A Level.

The Willow Learning Trust is an equal opportunities employer and welcomes applications from all the sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which include assessing candidates suitability to work with children. Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

# INFORMATION FOR APPLICANTS

Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of two new science classrooms, a new 6th form facility and MUGA (Multi Use Games Area).

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupil do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Platinum Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. Pupils take their options in Y8, and study their GCSE subjects for three years.

A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Oaklahoma" and "Addams Family". All involved over 100 pupils and proved to be huge successes.

Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y9, 10 & 11) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

We also offer the following benefits to staff: Discounted Healthcare, Electric Vehicle, Cycle to work schemes, on-site parking, Employee Assistant Scheme, and a generous pension, both Teachers and Support. We also offer a flexible afternoon, a fortnight, during which fulltime teaching and support staff can work from home.

Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an enhanced DBS disclosure, on-line check, references amongst other pre-employment checks.

## SAFEGUARDING STATEMENT

Safeguarding at the Willow Learning Trust is of paramount importance. Each school in the Trust has its own Safeguarding Policy which is reviewed and approved by the Local Governing Body on an annual basis or more frequently if new guidance is received, and adopted by each school's Local Governing Body.

• The Board of Trustees receives a termly update on safeguarding from each school through Headteacher Reports.

• Each school nominates a Safeguarding Governor and a Deputy who visit the school to ensure that correct procedures are being followed and to check that the Single Central Record is upto-date.

• Each school completes an appropriate safeguarding audit following Local Authority guidance which is reviewed by the Local Governing Body and submitted to the Trustees' Personnel Committee each year in the Autumn Term.

• Each school reports back to the Trustees' Personnel Committee on action taken to address development points identified in their audit.

• Each school puts in place appropriate systems and software to ensure effective safeguarding through filtering and monitoring of computer use.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

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# GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

### THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

### PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

### CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

### EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

### STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

### PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,

you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

### Relationships

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

### Interviews

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

### Complaints

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

# DATES FOR YOUR DIARY

The deadline for applications is **11:59 pm , Sunday, 22nd March 2026**

*We reserve the right to interview and appoint before the closing date should a suitable candidate apply.*

**JOINING DATE:** September 2026

The Willow
LEARNING TRUST

# KEY BENEFITS

## PROFESSIONAL DEVELOPMENT

- Comprehensive programme of professional development for teaching and non-teaching staff
- A long and successful track record of supporting teachers from ITT, through ECT and into leadership roles
- Bespoke ECT programme
- Collaborative opportunities to work on innovation and in partnerships across the Trust
- Apprenticeships opportunities to support the development of staff new to role

## WELLBEING

- 24/7 Employee assistance programme
- 50% discount on Benenden healthcare
- Opportunities for flexible working
- Hybrid working available for suitable posts
- PPA time that can be worked from home (Primary Schools only)
- Protected 'gained time' for planning (Secondary School)
- Wellbeing activities and initiatives suggested by staff

## FINANCIAL

- National pay and conditions for teachers and support staff
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Long service awards