



Teacher of Maths: TMS/UPS Full-Time, Permanent From 1 September 2025

1. THE SCHOOL

Gordano School, part of the Lighthouse Schools Partnership, is a large and successful 11-18 comprehensive secondary school approximately eight miles outside Bristol. Our school includes a thriving Sixth Form of approximately 350 students that is strongly integrated into the life of the school and offers significant opportunities for sixth form teaching in over 30 courses. We are the sole secondary school serving the popular town of Portishead and benefit greatly from being a central part of our community.

We view education as something bigger than just academic achievement. We have a record of considerable academic success but wholeheartedly believe that a student's education should be about preparing young people for their future lives in the complete sense, developing our young people's key skills and behaviours that set them up for a successful future pathway. As well as consistently strong outcomes at GCSE and A Level, we place great emphasis on the opportunities available to our students including developing student leadership across our student body, offering an unparalleled extra-curricular programme and ensuring clear guidance for students when considering progression to their next steps of their educational journey

We pride ourselves on high-quality support for colleagues at all stages of their career through internal and external CPD, including our membership of the Lighthouse Schools Partnership, with staff involved in a range of developmental opportunities across schools in the Trust as well as supporting staff in bespoke training such as completing different levels of the NPQ programmes. We maintain significant involvement in Initial Teacher Training and deliver a comprehensive ECT induction in association with the Five Counties Teaching School Hubs Alliance and Ambition Institute. Our very large staff body allows regular opportunities for progression into leadership roles at all levels.

Importantly, beyond the wider experiences on offer to our student body, we seek to be a very happy school community with a big heart. This has never been more evident than through our recent work in delivering our core principles of 'Dream big, do your best, give back', fostering a community filled with kindness and respect.

2. THE ROLE

This opportunity within the Maths Department would suit a passionate, well-qualified individual to contribute to further growth of the School on a full time, permanent contract. The successful candidate will get the opportunity to work within our talented and successful Maths team, which is one of our highest achieving faculties.

The postholder will engage in regulated activity.

3. THE MATHS TEAM

The Mathematics Faculty is a close and friendly team. Working relationships are highly supportive and positive. High expectations are set for students and staff alike.

The Mathematics Faculty consists of:



• Jimi McWilliam Woods	Head of Faculty
• Mike Alsop	Lead for KS4 Maths, Second in Faculty
• Josh Baker	Lead for KS5 Maths
• Brogan Robinson	Lead for KS3 Maths
• Mike Penhale	Lead on Maths Transition
• Tom Heysham	Teacher of Maths / Deputy Head of 6 th Form
• Francoise Johnston	Teacher of Maths
• Alice Powell	Teacher of Maths
• Thomas Smith	Teacher of Maths
• Victoria Lloyd	Teacher of Maths, Head of Lundy House
• Hannah Morris	Teacher of Maths
• Elizabeth Lomax	Teacher of Maths
• Nicola Goodwin	Teacher of Maths
• Conor Manning	Teacher of Maths
• Stephen Wong	Teacher of Maths
• Rachael Heath	Teacher of Maths
• Katherine McDermott	Teacher of Maths

3. THE MATHEMATICS CURRICULUM

Gordano School's curriculum is divided into the Development stage which covers Years 7 and 8, the Personalised stage which covers Years 9, 10 and 11, and the Sixth Form.

Assessments are planned into the schemes of learning throughout the Maths curriculum, and are written using databases of questions. Most personalised assessments are pared down past papers allowing effective current attainment tracking data to be generated, and students to look across their learning at personal development priorities. All staff share in the responsibility of managing the data, and postholders guide the expectation and follow up on key assessment data.

The Development Stage (Years 7-8)

The Faculty has made schemes of learning that follow a system of support, core, challenge and super challenge objectives allowing teachers the opportunity to push students as far as possible. These systems are currently under review in light of the National Curriculum and GCSE courses.

Students throughout the Key Stages are set according to ability in Maths, with initial setting decisions being made before entry using KS2 data and information from the feeder primary schools. Setting is reviewed regularly (specifically at the end of terms 2, 4 and 6) and adjusted where necessary. Judgements are made using moderated assessment material, professional judgements and consideration of a wider range of performance and attainment data, for example target levels/grades generated from baseline assessments.

The aim of all setting arrangements is to both support and challenge learning in Mathematics lessons, and the pattern of sets will always be dictated by the needs of individual cohorts. However the year groups are generally taught in four blocks, with 'Higher,' 'Intermediate' and 'Foundation' sets in each block.

Personalised Stage (Years 9-11)

The aim of the Personalised Stage is to support students towards achieving their full potential in their GCSE exams whilst also maintaining an interesting, challenging and responsive curriculum. Strong routines for assessment and improvement are in place, and a



rigorous Year 11 strategy ensures all students know what they should be doing to boost their grade.

Sixth Form (Years 12-13)

There are currently more than 100 Sixth Formers pursuing Maths A Level courses. At A level we use the new Edexcel course covering a mixture of Core, Mechanics and Statistics. We also run A Level Further Mathematics with a large group in both year 12 and 13. A significant number of students pursue Maths or related courses at university.

GCSE resit Maths is provided to all students who have not yet secured a GCSE grade 4 in Maths. We also provide Core Maths at Year 12 and this, alongside A-Level Maths, is one of the three most popular courses at our Sixth Form.

4. THE MATHEMATICS FACULTY BASE

The Faculty occupies a modern 14 classroom Mathematics block, equipped with ICT facilities, storage and ample office space. This has provided Mathematics with a focal location where dedicated display and collaborative working practices have been able to develop. The block also houses an IT room.

5. MATHS FACULTY ENRICHMENT AND DEVELOPMENT

The faculty contains a team of dedicated, highly-qualified and passionate Maths teachers. We are currently embarking on an in-house project to write resources for the curriculum, ensuring there is always a Teaching and Learning Discussion going on.

Maths GCSE results are strong and showed positive progress in 2023 despite the grade boundary jump.

6. CRITERIA FOR SELECTION

The successful candidate will:

- be a strong classroom teacher with a real commitment to high quality teaching and learning.
- be able to enthuse, engage and motivate students
- be a reflective practitioner and always be willing to improve
- be a strong team player
- be willing to be involved in the extra-curricular life of the school

Gordano School offers an excellent benefits package including contributory pension scheme, a comprehensive employee assistance programme and benefits (offering discounts on shopping), cycle to work scheme and on-site parking.

Closing date: 23:59 Thursday 30th January 2025
Interview date: w/c 3 February 2025



Early applications are encouraged. Gordano School reserves the right to interview and appoint prior to the closing date of the advertisement, should the School be able to identify an appropriate candidate.

Gordano School supports Equal Opportunities Employment.

We are committed to creating a diverse and inclusive workplace and welcome applications from all suitably qualified candidates, particularly those from under-represented groups.

Safeguarding Statement

The Lighthouse Schools Partnership - Gordano School is committed to safeguarding and promoting the welfare of children and young people and expects all in its community to share this commitment. Suitability to work with children and young people will form part of the selection process. As part of the shortlisting process an online search will be carried out. All appointments will be subject to vetting, including an enhanced DBS check.

A copy of the Safeguarding Policy and Recruitment Policy can be found on the Lighthouse Schools Partnership website.

Please note that for all roles that require regulated activity it is an offence to apply if you are barred from engaging in regulated activity.

The LSP Privacy Notice for Job Applicants can be found at www.lsp.org.uk/policies