THE TIFFIN GIRLS' SCHOOL

SAPERE AUDE

Candidate Information Pack

Teacher of Maths

'Pupils are provided with a world-class educational experience that inspires them to be the best they can be. They are happy and proud to be part of this community'.

Ofsted - January 2026

Ofsted

Read our report

The Tiffin Girls' School Vision

'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'

The school's motto ***sapere aude*** – **dare to be wise**, is embodied in its core values of *Community*, *Love of Learning* and *Character*.

Community:

Collaboration
Active Citizens
Celebrate diversity

Love of Learning:

Inspiration
Embrace knowledge
Creative & Critical thinking

Character:

Integrity & Respect
Courage & Resilience
Independence & Initiative



From the Headteacher

Dear Applicant

Teacher of Maths, from April 2027

Thank you for your interest in the post of Teacher of Maths at The Tiffin Girls' School. We are looking for someone who is knowledgeable and passionate about their subject, enthusiastic about contributing to a high performing department and teaching students who love learning, and committed to the all-round development of every student. I hope that the materials we have prepared help you to decide that you would like to apply.

I feel very excited and very privileged to have stepped up to the Headship of The Tiffin Girls' School this year and am focused on ensuring that the culture and ethos of our school are sustained and enhanced. While our day-to-day commitment to the school and to its students is not driven by external validation, it was incredibly rewarding that our recent Ofsted inspection recognised the education we offer our students as exceptional. The outcome was a result of our staff body's professionalism, commitment, focus on consistency, and the collective aim to offer our students as inclusive an education as possible. Our students are incredible - ambitious, supportive, enthusiastic and engaged. However, it is everything we do as a collective that enables them to thrive, develop and achieve.

As you will be aware, there is significant change coming to education in the next couple of years. As Headteacher, I want to make sure that we have the time and capacity to engage with and respond to that change, whilst also ensuring that it does not detract from our values and strengths. As a school, we remain focused on the ways in which we can build upon, and maximise the impact of, our daily actions across our key areas of priority:

- **Quality First Teaching**: Maintaining a sharp, ongoing focus on classroom practice to support all students, including the most vulnerable.
- **AI and the human advantage:** Leveraging AI and other digital tools to support pedagogy and curriculum development, all while ensuring that we maintain a focus on human connection, and continuing to develop our students as learners.
- **Workload management:** Collaborating with all staff to continue to identify and implement ways in which our use of technology can have a positive impact on workload.
- **Literacy focus:** Developing a clear literacy, oracy and extended writing strategy that documents the interventions and strategies already in place, and provides a framework for continuing to support staff in these areas.
- **Strategic readiness**: Ensuring the school is as prepared as possible for the upcoming Curriculum and Assessment changes, sharing information proactively and ensuring that staff have the time and capacity to prepare for these changes.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to teach at The Tiffin Girls' School is an appealing one. I look forward to receiving your application.



Emma Kilburn
Headteacher

The Maths Department

The department, which is lively and progressive, consists of 11 members of staff, some of whom work part-time. It is well resourced and Mathematics is the most popular choice in the Sixth Form.

In Years 7 – 11 students have three one-hour lessons per week. This is within a 25-period week. Classes are set from Year 8 to Year 11. Two accelerated class runs for Key Stage 4 where students study the GCSE course (Edexcel syllabus) at a faster pace and study OCR Additional Maths (level 3 qualification). All are entered for the higher tier at GCSE and, in 2026, 99% of students were awarded grades 9-7 (57% overall gained a grade 9).

Year 12 students study the Edexcel A Level course, which includes Pure Mathematics, Mechanics and Statistics. Several accelerated groups are run in Year 12 giving some students the opportunity to study for A level qualifications in both Mathematics and Further Mathematics over the two years. Students have four one-hour lessons per week except for those on the accelerated courses who have eight lessons in total per week. At present, there are 17 A level Mathematics groups in Key Stage 5. Results are excellent with 90% gaining A*to B in A Level Mathematics and 97% A*- B in A Level Further Mathematics. The opportunity to teach Further Mathematics is available to experienced teachers within the department.

Teaching rooms are equipped with an interactive screen, running Promethean software, and access to the school's extensive computer facilities. The department regularly uses software such as Desmos, GeoGegbra, MyMaths and DfM. Students take part in a wide variety of Mathematics competitions such as the UKMT individual and team challenges, with many individual students invited to participate in the follow-on rounds such as the Kangaroo and Olympiad. The Hans Woyda Mathematics team enjoys many successes regularly advancing to the knockout rounds of the competition.

Further information about our curriculum can be found on the school website
https://www.tiffingirls.org/academic/subject-departments/mathematics/

Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the students take centre stage. The school is currently home to 1,267 students, aged between 11 and 18, and is now into its 147th year. The school prides itself on encouraging students to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim, which is to encourage and support the students.

The school is a six-form entry selective school, with 180 students in each year group and over 360 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, two drama studios, a Learning Resource Centre, a music suite and a computer suite of two computer rooms. . There is a large assembly hall and a separate dining hall. Sports facilities include a Sports Centre, opened September 2022, two gyms, an astro turf, resurfaced netball and tennis courts. Students in years 7 to 13 bring their own chromebooks to school to ensure a seamless transition between home and school learning.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, a new teaching block and Sports Centre have been added thanks to the support of our parents, which have provided significant funding when submitting successful capital bids.

Ofsted
Our most recent Ofsted inspection took place on 6 and 7 January 2026.

Please click here for an online version of the report or on the download below for a pdf version.

The school achieved 'Exceptional' judgements in Achievement, Attendance and behaviour, Curriculum and teaching, Leadership and governance, Personal development and wellbeing, and Post-16 provision. It also earned a 'Strong standard' in Inclusion.

Staff
The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.
Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through CPD based on needs identified through appraisal, or for whole school development. Where relevant, non-teaching staff are encouraged to join working

parties, recent groups have included Equality, Diversity and Inclusion and a Digital Working Party, which focused on on Teaching and Learning (Curriculum), Engagement of Stakeholders (CPD), Safeguarding, data management, privacy and policy and Collaboration and Partnerships.
Staff wellbeing is a priority within the school, supported by the Senior Leadership team, who identify and implement initiatives to support the positive and inclusive working environment. The latest initiative was focused on the refurbishment of the staffroom.

There is an active staff association that arranges social activities throughout the year.

Admissions
The school operates a two-stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2026 entry are available to read on the website.

In recent years, Governors changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background. There is a similar priority criteria for disadvantaged students relating to Sixth Form entry.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.

Curriculum
The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one-hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language, with students then choosing three further options. All students receive a private study lesson and two PE lessons per week as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications, choosing 4 in Year 12 dropping to 3 in Year 13. In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education, including compulsory PE lessons.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving students face. We have therefore developed a comprehensive evidence based pastoral curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

Sixth Form
Sixth Form students have many opportunities to enrich their educational and social experiences over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme – a team of approximately 25 students, enrol on the Duke of Edinburgh Award Scheme Gold award, and take part in Chemistry and Biology Olympiads, Engineering Education Scheme, IRIS Research, UKMT, debating, university challenge, Model United Nations and a wide range of other clubs and societies. Sixth Form students support and/or are extensively involved in contributing to Black History Month, LGBTQ+ week, RAG week, our Time to Talk activities and lead on the extensive range of charity work the students are involved in. Alongside this,

the students are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (27 in 2026) and other Russell Group universities, a small number are choosing to study abroad or to take up degree level apprenticeships.

Location
The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Equality and Diversity

The school celebrates the diversity of its students and staff, and is fully committed to an ongoing programme of review of our equality and diversity practices to ensure all members of the school community are fully accepted and equally valued.

Safeguarding at The Tiffin Girls' School
In support of our safeguarding commitment, we undertake rigorous pre-employment, online searches and enhanced Disclosure and Barring service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Claire Russam, HR Director on recruitment@tiffingirls.org.

Our safeguarding policy is available for you to read on our website at www.tiffingirls.org under the tab 'Our School' and the page headed 'Key Documents'.

Job Description: Teacher of Maths

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Job content
The basic duties of a teacher are outlined in the current Teaching Standards. The Teacher shall maintain a good understanding of whole school curriculum, teaching and learning, assessment and pastoral policies.

Core responsibilities

Teaching:

- Plan work in accordance with departmental schemes of work , working collaboratively within the department which enables flexible and creative approaches to teaching
- Take account of students' prior levels of attainment and use them to set future targets and inform planning
- Set appropriate and challenging work for all students
- Maintain good discipline by following the Behaviour for Learning policies and procedures
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities
- Ensure effective setting of homework and provide comprehensive feedback to students
- Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
- Set work when required for absent students

Assessment, recording and reporting:

- Keep accurate records of students' work in line with school's Assessment and Feedback policy
- Mark and return work set, including homework within an agreed and reasonable time and in line with the school's Homework and Assessment and Feedback policies
- Use the school's marking scheme at all times; including guidance on literacy
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets

Pastoral work (Form Tutor):

- Follow schemes of work provided by Heads of Year or Senior Leadership Team
- Being aware of the strengths and needs of each student
- Undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
- Monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
- Promoting high standards of behaviour and attitudes to work within the group
- Promptly completing administrative tasks relating to the group
- Other tasks appropriate to the tutor role; including creating a positive form environment

Post threshold teachers:

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

General:

- The teacher will be part of the school's appraisal scheme. They will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Actively engaging with google classroom and other online platforms to share resources, set homework and communicate with students.
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra curricular life of the school
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the school's strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters

The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
Experience		
Evidence of raising student achievement		✓
Awareness of current developments in education training		✓
Strong track record of high success rates and positive value added in teaching at all Key Stages		✓
Experience of undertaking Form Tutor role		✓
Skills and abilities		
Ability to demonstrate excellent teaching practice against the current Teaching Standards	✓	
Demonstrate awareness of and ability to develop outstanding practice in teaching techniques	✓	
Demonstrate an ability to work as part of a team in a successful department	✓	
Ability to devise strategies to ensure aspirational student achievement	✓	
Evidence of effectively using assessment data to inform teaching and learning in your classroom	✓	
Demonstrate high level of skill in giving effective and regular feedback to students on academic progress	✓	
Ability to be an energetic and supportive form tutor	✓	
Ability to develop and sustain effective rapport with students and collegiate relationships with colleagues	✓	
Ability to manage and develop a good relationship with parents encouraging their involvement	✓	
Personal qualities		
Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development	✓	
The ability to reflect on own teaching practice, adapting teaching strategies and techniques based on departmental / senior leadership team feedback	✓	
The ability to communicate effectively (verbally and in writing) with all members of the school community	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Commitment to the ambitious visions and values of The Tiffin Girls' School	✓	
Demonstrable commitment in previous settings to participation in the extensive extra-curricular program of the department	✓	
Demonstrable commitment to treating others fairly, equitably and with dignity and respect	✓	
Be able to work in a way that promotes the safety and wellbeing of students	✓	
Commitment to the school's safeguarding policies and procedures	✓	
Demonstrate an understanding of safeguarding responsibilities	✓	

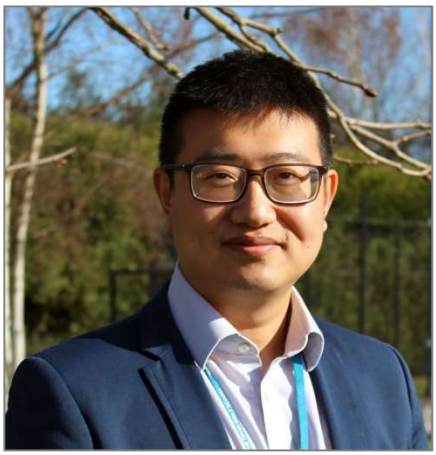
Why teach at Tiffin Girls'?

Mrs Laura Metcalf Head of History



"I joined the school as Head of History and since then, have had the opportunity to become a temporary member of the Senior Leadership Team before starting a family. After that, the school has supported me by enabling me to become part time and then within that, being able to job share the Head of Department role. More recently, I have undertaken sole Head of Department responsibility while working four days a week. It's a special place to work – the incredible engagement from the students and their love of history, their quest to find out more at every level – definitely keeps me on my toes. I still continue to be blown away by the sheer excitement they feel about learning. I enjoy working with a very diverse teaching staff; the Humanities department is particularly close knit and welcoming. A personal highlight is going to the Himalayas with World Challenge which was something I'd never experienced before and a life-long ambition."

Mr Zidong Cui Maths Teacher & 2nd in Maths Department



"I was a business owner before becoming a teacher but I was trained in a very similar setting (a top performing girls' grammar school) in my PGCE year so I knew what it would be like working at The Tiffin Girls' School. Initially, I did think I might struggle with the level of Maths taught here as the students are so able, however, since I started, the support I've had from the department has made things so much easier. The Maths department has so many experienced teachers from whom I have learned so much. The people definitely make it special working here. The staff are so friendly and supportive. The students work really hard and are so interested in the subject. I took over the Young Enterprise programme in my third year. Because of my business background, I was really excited to help the students develop their business skills through real life experiences. I've taken them to many trade fairs (as far as Stratford upon Avon) and competition finals, and we've won several awards together. But the best part has been to see the progress the students make in a year – they've all been brilliant. The school has given me many opportunities to develop myself – I've been involved in CPD sessions and policy-making working parties, and I've been given opportunities to teach all the year groups."

Ms Afiyya Sami Chemistry Teacher & KS3 Science Co-Ordinator



"I started my teaching career at the school as a NQT – I was a bit nervous about applying as I thought I might not be able to teach at such a highly academic school. But I realised straight away they're just normal students – they're very enthusiastic, fun and willing to do well. The school has always been very supportive – there are lots of training sessions, and I had the opportunity to observe experienced and supportive teachers in the department, which also helped develop my skills in teaching A-Level. I'm really enjoying teaching the A-Level syllabus because the students are very passionate about their subject and share the love of your subject with you. One of the nicest bits about working here is the great sense of community. It feels like a family that supports and encourages each other and like every family we stay in touch, we get together to share, remember and celebrate. The support and encouragement also led me to apply for (and gain) the role of KS3 Science Coordinator after completing my NQT year."

Benefits of working at The Tiffin Girls' School

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Two week October half term
- Free tea and coffee in the staffroom
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme (salary sacrifice)
- Annual flu vaccinations for staff
- Enhanced maternity benefits and consideration given to flexible working where possible
- An Employee Assistance Programme including free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events
- Staff discount on hiring the school facilities (single booking only) https://facilities.tiffingirls.org/

Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme: *the school contributes 23.68% of salary*
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs