



Lavington School

**Recruitment Pack  
Teacher of Maths ECT –  
September 2026**

## Lavington School

### Teacher of Maths ECT



<b>Start Date:</b>	1 <sup>st</sup> September 2026
<b>Salary:</b>	MPR/UPR £32,916 to £51,048
<b>School context:</b>	Mixed 11-18, comprehensive, number on roll 909
<b>Contract type:</b>	Permanent, Full Time

**‘We believe that every child should be happy, healthy, safe and achieve more than they thought possible; at school and beyond’**

Lavington School is looking to appoint an energetic and enthusiastic classroom practitioner for September 2026. This is a great opportunity for a newly qualified teacher. You must have a passion for mathematics and the ability to communicate this to a wide range of pupils with different needs and abilities.

The ideal candidate will be an excellent classroom practitioner with the ability to deliver high quality, effective teaching, which engages and motivates students.

In return we offer:

- A competitive salary
- A full and varied CPD programme offering teaching and leadership development for our staff
- An opportunity to work in a supportive team from whom you can learn, develop and grow
- Wider opportunities to be involved across the Equa Multi Academy Trust
- An energised and professional working environment
- Benefits include: pension scheme, free on-site parking and cycle to work scheme

#### **About the Department**

The Maths Department at Lavington School is a friendly, enthusiastic and supportive team of committed individuals. This is a team that possesses a range of strengths and expertise. The success achieved is down to sharing and collaborating with each other in order to ensure that young people are given the opportunity to achieve or exceed their potential. Maths is taught in a suite of rooms, all of which have an interactive whiteboard.

#### **Department staff**

Lilly Paget – Associate Senior Leader  
Jessica Jones – Second in Department (Joint)  
Catherine Hamilton – Second in Department (Joint)  
Victoria Doole  
Hazel Crocker  
Jake Packer  
Caitlin Kirby-Ashmore  
Angus Mathers

## **Curriculum overview**

### **Key Stage 3**

Years 7-9 are taught in ability sets. Class sizes tend to be around 30 for the top sets and are incrementally smaller for the lower ability groups. Our main resource at KS3 is the "MyMaths" series. These are supplemented and supported by numerous other resources to ensure challenge and differentiation. In order to stretch the more able and promote a positive image of mathematics, we enter students for the UKMT Mathematics Challenges at Junior and Intermediate levels, and have success at both. We also participate in local gifted and talented programmes and mathematics competitions.

### **Key Stage 4**

All students follow the AQA Mathematics and Statistics courses, with our students working furthest below benchmark also completing the AQA Entry Level qualification. Some also take the AQA Level 1 and Level 2 qualifications in Functional Mathematics. Set one additionally take the AQA level 2 Further Mathematics course. The students benefit from having five fifty-minute lessons a week so we see the students every day. Students are taught in sets, with the upper ability classes consisting of 30 to 32 students and the rest of the groups becoming incrementally smaller. The department has detailed schemes of work that class teachers adapt to suit the needs of their individual students, often sharing these ideas.

We have a strong and successful ethos of target-setting in the department and students are well aware of the high expectations that we have of them. We constantly monitor targets against performance and provide help and encouragement for all students. When a student does underachieve, this is identified early and a student is guided and supported in how to reach his or her target. We regularly review progress and make set changes as appropriate.

## **Job Description**

### **Main Purpose**

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

### **Teacher Responsibilities**

- Plan for the learning needs of all students in assigned groups
- Create a positive learning environment
- Use a wide repertoire of teaching and learning strategies that will stimulate learning
- Prepare lessons which meet the learning needs of students
- Assess formatively and summatively, recording and reporting on progress, monitoring progress against targets, giving advice for improvement
- To contribute towards preparation of schemes of learning
- Actively contribute to liaison events
- Follow guidance on implementation of other strategies, e.g. Literacy, ICT, Citizenship
- Contribute and respond to departmental plans
- Continue with professional learning, formalized through performance management
- Monitor and evaluate the effectiveness of lessons, schemes of learning etc.

## **Staffing**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the appraisal review process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

## **Quality Assurance**

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## **Management Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning.

## **Communication**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school

## **Marketing and Liaison**

- To take part in marketing and liaison activities such as Open Evenings Parents Evenings, and liaison events with other schools.
- To contribute to the development of effective subject links with external agencies.

## **Management of Resources**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

## **Other Specific Duties**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies. To continue personal development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

## Teacher of Maths – Person Specification

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> <li>• Degree in appropriate subject</li> <li>• Has qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous professional development (CPD)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of successfully applying a range of teaching strategies</li> <li>• Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN pupils</li> <li>• Proven ability to deal with a wide range of student behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience in a UK secondary school/academy</li> <li>• An understanding of how the progress 8 measure will impact academy results and targets</li> <li>• Experience of inclusion strategies to support pupils with SEND</li> <li>• Proven ability to effectively work with a range of stakeholders including parents and external organisations</li> </ul>
Competencies	<ul style="list-style-type: none"> <li>• A good or outstanding teacher in your subject</li> <li>• Demonstrable ability to engage with learners in a variety of ways</li> <li>• Demonstrable ability to move pupils' learning forward</li> <li>• Able to effectively evaluate own practice to further improve learning of pupils</li> <li>• The ability to work effectively as part of a team, including across faculties</li> <li>• Demonstrable knowledge of behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Able to demonstrate knowledge of planning, curriculum and assessment procedures</li> </ul>

### **About Us**

Lavington is a high achieving school that is imaginative and creative in its approach to teaching and learning and is keen to look for continued and sustained improvement. We are fully committed to providing high quality education for children whatever their age. We benefit from a wonderful rural setting, surrounded by beautiful and historic countryside. The majority of our students live in nearby villages, and thrive in our supportive, positive, nurturing environment, achieving academic excellence for all.

The school enjoys a very good reputation within the community and throughout the county and continues to demonstrate the highest standards of achievement. Much of this success is due to the active partnership of home, school and community, which allows a happy working atmosphere to prevail, where hard work and good behaviour is the expectation. Our students are happy and well-motivated and respectful. They are nurtured through superb individual care, a culture of high aspirations, an extensive leadership and enrichment programme and recognition of their unique talents.

### **Applying**

If you would like to apply, please go to the EQUA Mead Learning Trust Vacancies page and click on Apply

Now in the Teacher of Maths section:

[Equa Mead Learning Trust - Vacancies](#)

Interviews will be arranged with applicants as soon as possible after the closing date.

If you would like to arrange a visit to the school or have any further questions, please email [hr@lavington.wilts.sch.uk](mailto:hr@lavington.wilts.sch.uk)

Further information about the school can be found on the website [www.lavington.wilts.sch.uk](http://www.lavington.wilts.sch.uk)

This role is advertised on the school's website, eteach and DfE Teaching Vacancies.



@lavingtonschoolwiltshire



[www.lavington.wilts.sch.uk](http://www.lavington.wilts.sch.uk)



@LavingtonSchool



@lavingtoncreates



01380 812352



[hr@lavington.wilts.sch.uk](mailto:hr@lavington.wilts.sch.uk)



Lavington School, The Spring, Market  
Lavington, Devizes, Wilts. SN10 4EB

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.**

*Please note that if you have not heard from the Academy within 2 weeks after the closing date, please assume you have been unsuccessful. We may interview candidates ahead of the closing date so early application is advised. The School reserves the right to interview and appoint prior to the advertised closing date.*