Teacher of Maths

& KS3 Team Leader

at Bishop Luffa School

Thank you for your interest in the post of Teacher of Mathematics and KS3 Team Leader at Bishop Luffa School.

Required from September 2026 we are looking for someone who believes deeply that Mathematics is the most important subject on the curriculum. The successful candidate will love the challenge of working with teenagers and will be committed to making every child they teach into a Mathematician.

We are looking for someone who has a passion for teaching Key Stage 3 through to Key Stage 5. The successful candidate will love the challenge of working with teenagers and committed to supporting them to be creative, reflective and resilient learners. They will deliver high quality rigorous lessons that inspire a love of mathematics amongst all students which extends beyond the classroom. They will share our aspiration to help realise the school's vision 'Always our best because everyone matters'.

All of our teachers are also tutors. We have a strong House system and we will be looking to recruit someone who will be an asset to the House that they join. The pastoral team will be involved in the interview process.

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, the Sixth Form Fashion Show and Charity Week. We would like to hear from people who share our vision that we are here to show students ‘life in all its fullness’ and who firmly believe that learning extends beyond the classroom.

Bishop Luffa School is a fully comprehensive 11-18 academy. We do not select students based on academic ability, but we do give priority to children whose families go to church. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

I would encourage you to come and view the school and looking forward to meeting you.

Best wishes,

Austen Hindman, Head Teacher

Ofsted Outstanding Provider

The school is committed to safeguarding and promoting the welfare of children and young people.
The successful candidate will be required to undergo an enhanced DBS check.

Our Vision

Our aim is to show every child what 'life in all its fullness' means.

We are a school of hope, where students are invited to explore their God-given potential.

Staff at Bishop Luffa commit to:

- Inspire all students to be ambitious about their futures
- Encourage and develop leadership amongst students and staff
- Develop Partnerships within, and beyond, the school
- Foster engagement in personal and spiritual development
- Nurture a sense of belonging to a safe school and the wider world

About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1608 students including 383 Sixth Formers, serving a wide area around Chichester. Founded in 1963, the School's Church academy status gives our Governors extra powers and responsibilities for the control of the School.

The School is regularly oversubscribed and enjoys a strong reputation for the quality of teaching and of our pastoral care. Our GCSE and A level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Students, parents and carers are strongly supportive of the school.

Our 97 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an Investor in People, we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead CPD both in Faculties and across the school.

The Ofsted Inspection of December 2022 judged the school to be "Outstanding", with an Outstanding grade in every category.

The Anglican Schools' Inspection (SIAMS) in March 2020 graded the school as 'Excellent'. Not all members of staff are practising Christians, but all support the Christian ethos of the School.

As a school we pride ourselves on the opportunities we give our staff to develop and grow. The successful candidate will be encouraged to take part in CPD programmes to prepare them for the next stage of their career. All of our teachers are tutors. Bishop Luffa School is supported by a strong House system, with each House having a distinctive identity. The successful applicant will have the opportunity to contribute to the life of the House and join in the many traditions associated with this, such as Burrows three-legged race or the Ridgeway Reindeer Run!

Bishop Luffa School was founded on the aim of providing local children with the opportunity to experience a rich and diverse education based on Christian values. Our aim is to show our students 'life in all its fullness' (John 10), which means that we are not narrowly focussed on academic goals. Our staff come from many backgrounds and have diverse beliefs, and for some, no belief at all, but all agree with this fundamental aim.

The Maths Faculty

Aims

Inspiring and developing a lifelong curiosity in Maths. Through Map, Master and Move on, our learners are able to acquire the knowledge and fluency to reach their full mathematical potential and succeed at GCSE and beyond. They will learn in an environment where they feel confident to take the necessary risks to challenge themselves. Our supportive and dynamic teaching will allow them to become resilient, independent and analytical problem solvers.

The school vision of "Life in all its fullness" underpins the Maths curriculum through the key stages. Our pathways through Key Stage 3 tailor provision based on prior attainment and allow us to provide the necessary support and extension to all students. With the support of SPARX Maths our learners can progress through both directed and independent study to become proficient and confident mathematicians.

KS3

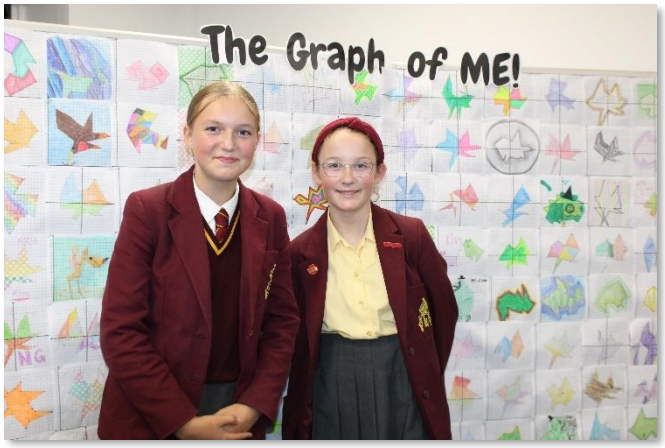
Consequently, the KS3 Mathematics curriculum is designed to ensure that students spend most of their time tackling interesting work that is useful, challenging and intriguing. The curriculum is carefully tailored to the needs of the students and tracked back from KS4, ensuring the students can confidently access the underlying skills required to access the GCSE curriculum.

Students are given regular opportunities outside of lesson for support and extension, informally through their class teacher or at timetabled after school and lunchtime sessions.

KS4

Mathematics is a compulsory subject at GCSE, and all students will continue to study the subject. Mathematics is a key qualification and a GCSE pass is expected for most occupations. On top of that students will be developing their problem-solving skills and their ability to work confidently with number.

The syllabus builds on the content of KS3 with further topics in Number, Algebra, Ratio and Proportion, Geometry and Measures, probability and statistics.



At KS4, we follow the Pearson Edexcel Mathematics 1MA1 Specification. Our curriculum is, again, tailored to the needs of the students, and students will follow a pathway for either the Higher or Foundation tier. We hope to inspire our students and help them to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society.

Wherever possible we try to introduce new topics through problem solving often in a real-world context.

We make extensive use of formative assessment to help us to identify strengths and areas for improvement, as well as giving us an indication of the current level of performance in relation to the whole tier. In this way our students can monitor their own progress, and gain an indication of their current performance and likely final grade. Mathematics is popular throughout the school; the results are outstanding and over 150 students continue their mathematics studies in the Sixth Form.

KS5

In Year 12 we spend time building on the key GCSE fundamental strands of Number, Algebra, Shape and Statistics. In addition to broadening both our students' knowledge base and skills, we devote time to developing problem solving skills.

This is not only key to success in the subject, but builds useful transferable skills for future study. Technology is at the heart of our curriculum, with students becoming proficient in the use of graphing calculators and packages, and spreadsheets for manipulating and representing data, in order to gain an understanding of the information we are presented with.

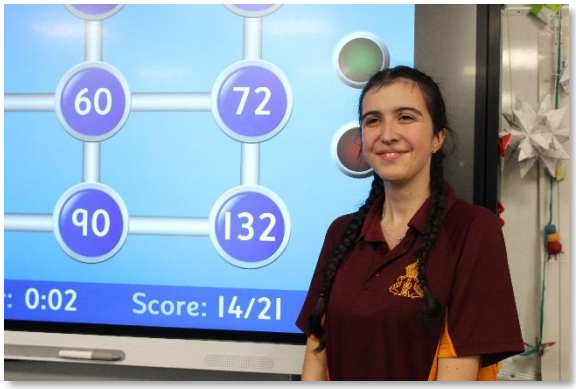
In Year 13, these topics are explored further, with practical applications being investigated. Students also explore the modelling cycle within not only their pure maths topics, but also with their applied topics of statistics and mechanics.

In the Sixth Form we follow the MEI course, students study pure mathematics, mechanics, statistics. All of these are supported by the complementary MEI texts and the extensive online support. There are normally three groups of approximately 20 students in each.

In addition, there is a strong Further Maths group. We also offer Core Maths as an alternative Maths course for Sixth Formers. We were one of the early adopters for this course and helped to develop the content. This two-year course caters for students who have already achieved a grade 4 at GCSE but do not wish to study A level mathematics. It is based on a "problem solving" approach and carries the same UCAS points as an AS.

Resources

The Faculty is well-resourced with a base of nine designated maths classrooms each equipped with SMART Interactive whiteboards. ICT is exploited extensively by staff and students alike, being at the heart of our teaching and learning and we have access to class sets of laptops and IPads.



Job Description
Teacher

Following the School maxim, 'Only the best and Everyone Matters', we all work together to provide the highest quality education for all our students.

Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable pupils to achieve well.
Responsible to:

- Team Leader (as subject teacher)
- Head of House (as tutor)

Strategic

Teach allocated students by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extracurricular learning opportunities
- demonstrating appropriate consistent progress
    - for all students
    - across all teaching areas
    - across all spectrums of background, ability and behaviour
    - that compares favourably with students in similar settings
    - effectively, managing other adults in the classroom

Operational

Monitoring, Assessment, Recording, Reporting

- Use performance data to evaluate students' progress and set appropriate targets for improvement
- Use assessment to inform planning and teaching
- Report on progress to all stakeholders at the appropriate times

Pastoral Duties

- Be a form tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Head of House to ensure the implementation of the school's pastoral system
- Register students, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- Contribute to the preparation of Action Plans and progress files and other reports
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents and carers of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Contribute to PSHE, citizenship and enterprise according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Maintain an up-to-date knowledge of good practice in teaching techniques
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Incorporate national strategies in all teaching
- Communicate learning objectives
- Undertake professional development to enhance teaching and students' learning, and
    - apply outcomes and identify impact
    - share outcomes with colleagues
    - take responsibility for professional learning (for example, using the "Transforming Learning" tool)

For teachers on the Upper Pay Spine

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale.

They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation
    - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
    - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.

Job Description
Team Leader

Role

To ensure, by means of effective leadership and management, consistent excellence in the standards and achievement, teaching and learning, quality of provision, and personal development for all students within the subject team.

Responsible to: Head of Faculty (1)
Faculty Coach (2)

Responsible for:

Strategic

- Lead and manage the teaching staff to provide high quality teaching and learning, continuous academic progress by students and the effective use and management of the subject's resources
- Lead, monitor, evaluate and develop the subject curriculum and pedagogy to ensure effective access and achievement by students of all abilities
- Lead, monitor, evaluate and develop the ethos of Discipline for Learning to promote the highest standards consistently for students of all abilities across the subject
- Promote and demonstrate consistent implementation of school policies and the subject development plan
- Report as required to the Head and Directors on students' standards and achievement
- Advise the Head of Faculty on all staffing issues within the team
- Endorse and support the Christian ethos of the school

Operational

Teaching and Learning

- Monitor lesson planning and delivery, homework and marking to ensure implementation of National Curriculum and the maintenance of high-quality teaching and learning for the whole ability range
- Promote and monitor the use of stimulating teaching environments within the subject area and compliance with regulations for Health and Safety
- Maintain an ethos of positive relationships and firm discipline within the subject team, including appropriate student use of ICT
- Assist Head of Faculty in arranging for lesson cover for unexpected absence of teaching staff

Student Progress

- Use performance data, external (FFT, RAISE) and internal (CATs, profile data) to set challenging but realistic targets for students and cohorts in each Key Stage in line with school assessment policy
- Monitor student performance with reference to interim data, performance management and Subject Team review
- Ensure all students have access to and are entered for public examinations on time and that any specialist requirements are met fully
- Manage effective parental contact through reports, parents' evenings and interviews
- Maintain up-to-date Subject Team documentation e.g. the SEF, reports & Subject Handbook

Appraisal

- Responsible for appraisal of team of at least two staff in line with the Appraisal policy
- Identify and manage any staff under-performance within the classroom through support, CPD and coaching
- Assist Head in the selection and appointment of staff, teaching and support, and ensure their effective deployment
- Support the induction of new staff

Work with Head of Faculty

- Keep Head of Faculty informed of student progress during the year
- Monitor and evaluate the performance of staff
- Oversee the correct administration of exam entries

Work with Faculty Coach

- Seek advice and support for Teaching and Learning in subject
- Identify good practice to disseminate

Work with Faculty Support Assistant

- Ensure efficient administration of subject business and resources in line with FSA job profile

How to fulfil the role

In order to fulfil this role effectively, the Team leader will want to develop the following qualities and characteristics, in addition to those outlined in the teacher's job description, and a CPD programme will be an element of performance management.

Thinking

- Analytical thinking: the ability to think logically, break down problems, recognising cause & effect
- Conceptual thinking: the ability to see patterns and links even when there is a lot of detail

Leading

- Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics
- Holding people accountable: the drive and ability to set clear expectations and parameters, and to hold others accountable for performance
- Leading people: the drive and the ability to provide clear direction to pupils and staff, to keep them informed and to enthuse and motivate them
- Passion for learning: the drive and ability to support pupils in their learning, and to help them become confident and independent learners

Planning and setting expectations

- Drive for improvement: relentless energy for meeting challenging targets, for pupils and the subject
- Information seeking: a drive to find out more and get to the heart to things
- Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead

Relating to others

- Impact and influence: the ability to produce positive outcomes by influencing others
- Team working: the ability to work with others to achieve shared goals, sharing and gathering information
- Understanding others: the drive and ability to understand others, and why they behave as they do

From Hay McBer – professional characteristics of effective teachers

Developing people

- Act as role model to demonstrate leadership in line with the school's Christian ethos and values
- Encourage staff to work together and share expertise within the team
- Offer information, advice and guidance to help staff plan their professional development
- Use coaching skills to help staff achieve their potential

Reflecting

- Reflect on personal and professional development
- Use feedback from all levels of the school to help improve the way you lead, manage and develop staff
- Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance Inspiring
- Be able to inspire staff and pupils with the highest standards and expectations
- Be able to take the initiative and lead from the front
- Support and endorse the school's Christian ethos
- Maintain a sense of humour

From Indicator 5 of the Investors in People Standard

Responsibility time: 3 periods per fortnight
PPA time: 5 periods per fortnight