



APPLICANT PACK

# Teacher of Maths

*St Francis Xavier Secondary School, Richmond*



# Letter to Applicants

Dear applicant,

We are delighted you have shown an interest in the role of Teacher of Maths at St Francis Xavier Secondary School.

NPCAT is one of the largest Multi Academy Trusts in the UK. We have had a significant impact in all of our secondary schools and Ofsted have acknowledged this in all recent visits and inspections. St Patrick's Catholic College, St Peter's Catholic College and Sacred Heart are all rated good schools. Trinity Catholic College, having recently been inspected, is rated good in four Ofsted areas. All Saints in York and St Francis Xavier in Richmond remain outstanding.

The Trust is looking to attract Teachers of the highest calibre who have a desire to lead on improving the quality of teaching, learning and outcomes across the Trust.

We have a rich pool of school leaders supported by excellent curriculum Directors and a Standards Team who really know our schools and the necessary steps required to make the necessary changes as we lead our schools to Outstanding. You will join this dynamic group who are leading the way to ensure the education we offer is the best it can be.

We are looking for a Teacher of Maths who can inspire children and demonstrate a record of delivering high pupil outcomes. We are also looking for a practitioner who can adapt and be flexible with any challenges they may face.

This is a wonderful opportunity for individuals with the ability and willingness to lead and influence change in a positive, collaborative way and the flexibility to model outstanding practice. You will benefit from access to nationally leading CPD programmes through the Trust.

If your experience, energy, personal qualities and values support ours, then we look forward to receiving your application.

# Job Advert

|                       |  |
|-----------------------|--|
| <b>Required:</b>      | September 2026   |
| <b>Salary:</b>        | MPS 1-2 ( <i>possibility of part time for teachers qualified above MPS2 - please contact school to discuss</i> ) |
| <b>Hours:</b>         | 1FTE   |
| <b>Contract Type:</b> | Permanent  |
| <b>Location:</b>      | St Francis Xavier Secondary School, Darlington Road, Richmond, DL10 7DA  |

The governors of this highly successful and oversubscribed school seek to appoint an enthusiastic, inspirational and talented teacher of Mathematics, who has experience in teaching at GCSE level. This is an opportunity to join a dynamic and very successful team working in a school with excellent facilities and very high academic standards. This role would be ideal for an ECT.

St Francis Xavier School is a joint RC/CE 11-16 Mixed Comprehensive serving the picturesque market town of Richmond and the surrounding rural area. We are located close to the A1 and A66 and in commutable distance from York, Durham and Teesside. The school has an excellent reputation in the local community. The school is a strategic partner for the Red Kite Teaching School Hub. It offers a comprehensive training programme for teachers at all stages in their careers.

St Francis Xavier Secondary School is part of the Nicholas Postgate Catholic Academy Trust, a family of 38 schools, and two vibrant Sixth Form Colleges. With more than 12,300 students and 1,500 staff, NPCAT is now one of the largest multi-academy trusts in the UK.

The school is consistently amongst the highest performing in the country in terms of progress and currently has the top Progress 8 of all schools in North Yorkshire. The last Ofsted Inspection highlighted the following:

- The school has extremely high expectations for pupils' behaviour. Pupils' conduct is consistently excellent. Pupils are considerate of others. In lessons, they listen attentively and value the contributions of peers. Pupils recognise the importance of working hard. Their attitudes towards learning are consistently positive. This contributes to the studious atmosphere in lessons.
- Pupils achieve exceptionally well across the curriculum. This is reflected in published outcomes from national examinations. Pupils with special educational needs and/or disabilities (SEND) benefit from the same rich curriculum as their peers. They achieve equally impressive academic outcomes.

Please note you do not need to be a regular attender at Church but you do need to be happy to support the Christian ethos of the school.

You are welcome to visit our school prior to application or to have an informal discussion with the Headteacher. Please contact Mrs H. Harland, Senior Business Support Officer at [recruitment@sfx.npcat.org.uk](mailto:recruitment@sfx.npcat.org.uk) or on 01748 823414 to book an appointment.

**Closing date: Monday 23rd February 2026, 9am**  
**Interviews: Tuesday 3rd March 2026**

**Please refer to the back cover of the application pack for details of how to apply for this position.**

*Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks. The successful candidate will be required to sign a Catholic Education Service contract.*



# Job Description

The job description adheres to the conditions laid down in the School Teacher's Pay and Conditions Document and Diocesan guidelines.

In addition to this, teachers undertake to develop the pupils in the understanding and knowledge of their faith. In all the undertakings, the Mission Statement of the Trust should remain central.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

**Post Title:** Teacher of Maths

**Grade:** MPS

**Responsible for:** The provision of a full learning experience and support for pupils

## Job Purpose

- To contribute to the distinctive nature of our Catholic Academy and help promote the Catholic ethos
- To ensure the dignity of all members of the community is preserved
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support one or more designated curriculum areas as appropriate
- To monitor and support the overall progress and development of pupils as a teacher and a Form Tutor
- To facilitate and encourage an inclusive learning experience which provides all pupils with the opportunity to achieve their full potential e.g. SEN and more able.
- To contribute to raising standards of pupil outcomes

## Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

## Operational / Strategic Planning

- To assist in the development of appropriate subject specifications, resources, schemes of work, marking policies and teaching strategies
- To contribute to the subject development plan and its implementation
- To plan and prepare courses and lessons
- To contribute to whole Trust planning activities

## Curriculum Provision

- To assist the Subject Leader, the Deputy Head/Assistant Head – Curriculum/Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the Academy's strategic objectives

## Curriculum Development

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the Academy's mission and strategic objectives

## Staffing

- To take part in the Academy'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 Performance Management 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 Academy

## Quality Assurance

- To help implement academy quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with whole academy procedures, including evaluation against quality standards and performance criteria
- To seek/ implement modification and improvement when and where required
- To review 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 Academy

## 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 pupils
- To track pupil progress and use such information to inform teaching & learning

## Communications

- To communicate effectively with the parents of pupils as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the Academy
- To follow agreed policies for communications in the Academy

## Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review Days and liaison events with partner academies/schools
- To contribute to the development of effective subject links with external agencies

## Management of Resources

- To contribute to the process of 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 cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy and the pupils

## Pastoral System

- To encourage and help provide for the spiritual, moral, emotional and social development of the pupils
- To be a Form Tutor to an assigned group of pupils
- To promote the general progress and well-being of individual pupils and of the Form Group as a whole
- To ensure the implementation of the Academy's Pastoral System

- To register pupils, accompany them to and supervise them during assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life
- To evaluate and monitor the progress of pupils and to keep up-to-date pupil records as may be required
- To contribute to the preparation of Action Plans and Progress Files and other reports
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved
- To communicate, as appropriate, with the parents of pupils and with persons or bodies outside the Academy concerned with the welfare of individual pupils, after consultation with the appropriate staff
- To take an active and positive role in all PSHCCE according to the Academy's policy
- To apply the Behaviour Management Systems so that effective learning can take place

## Teaching

- To plan effectively in the short, medium and long term and to prepare lessons to ensure coverage of the curriculum and the differentiated needs of learners are met
- To teach pupils, according to their educational needs, including the setting and marking of work to be carried out by the pupil in the Academy and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils
- To ensure that ICT, Literacy, Numeracy and academy subject specialism(s) are reflected in the teaching and learning of pupils
- To undertake a designated programme of teaching
- To ensure a high quality learning experience for pupils which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and the demands of the syllabus
- To maintain discipline in accordance with the Academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To personalise the learning; this includes planning and delivering objective led lessons with clear, differentiated outcomes; the use of AfL strategies e.g. mini-plenaries and using the Academy Assessment and marking policy



- To undertake assessment of pupils as requested by external examination bodies, departmental and academy procedures
- To mark, grade and give written/verbal and diagnostic feedback as required
- To evaluate pupil progress, ensure the use of agreed intervention strategies to help those pupils in need of additional support in the context of their agreed target grades or levels
- To ensure that all Teaching Assistants receive clear guidance and, where appropriate, direction with regard to classroom intervention
- To maintain an orderly, safe climate for learning
- To support the development of pupil and parent access to learning materials and achievement reports

## Other Specific Duties

- To play a full part in the life of the Academy community, to support its distinctive ethos and mission and to encourage staff and pupils to follow this example
- To actively promote and support the Academy in meeting its legal requirements for worship
- To actively promote the Trust and/or Academy's corporate policies
- To continue personal development as agreed
- To comply with the Trust and/or Academy's Health & Safety policies and undertake risk assessments as appropriate
- To comply with policies and procedures relating to child protection, welfare, security, confidentiality and data protection. Reporting any concerns to the appropriate person.
- To recognise and carry out own responsibilities identified in the Government Guidance Document "Keeping Children Safe in Education"
- To undertake any other duty as specified by STPCD not mentioned in the above
- To have a portfolio of work prepared for use in the event of a short term absence

## Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

**These duties are neither exclusive nor exhaustive and the post holder will be required to undertake other duties and responsibilities, which the Headteacher / Line Manager may determine.**

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY  
WITH ALL SCHOOL AND TRUST POLICIES.**

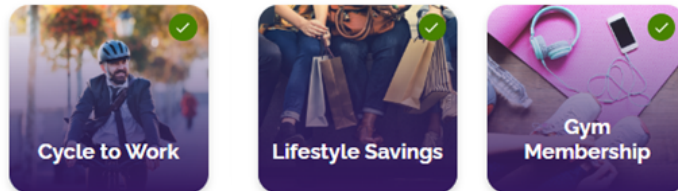
**THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO FULL ENHANCED DISCLOSURE  
CHECKS. THESE WILL BE SUBJECT TO RECHECKING AS APPROPRIATE.**

# Person Specification

| Criteria                    | Essential |  | Desirable |  |
|-----------------------------|-----------|--|-----------|--|
| <b>Qualifications</b>       | E1        | Qualified Teacher Status   |           |  |
|                             | E2        | Honours Degree in an appropriate discipline  |           |  |
| <b>Experience</b>           | E3        | 11-16 experience   |           |  |
| <b>Skills and Knowledge</b> | E4        | Excellent subject knowledge  | D1        | Ability to use own initiative  |
|                             | E5        | Outstanding classroom practitioner   | D2        | Vision to promote effective learning in exciting and innovative ways |
|                             | E6        | Understanding and knowledge of the KS3 and KS4 Curriculum requirements   | D3        | Dedication to raising standards and securing achievement             |
|                             | E7        | Adaptable, creative and dynamic subject specialist   |           |  |
|                             | E8        | Ability to use a variety of strategies in order to achieve high levels of achievement  |           |  |
|                             | E9        | Ability to motivate pupils   |           |  |
|                             | E10       | Ability to initiate projects to achieve specific objectives and complete tasks successfully                                    |           |  |
| <b>Personal Qualities</b>   | E11       | Able to develop positive relationships for learning with both staff and pupils<br>An effective organiser of time and resources |           |  |
|                             | E12       | ICT literate   |           |  |
|                             | E13       | Passionate about teaching and learning   |           |  |
|                             | E14       | 'Team player' who is highly self-motivated   |           |  |

|                             |     |   |    |   |
|-----------------------------|-----|---|----|---|
|                             | E15 | Good oral and written communication skills                                    |    |   |
|                             | E16 | Ability to exercise authority   |    |   |
|                             | E17 | Adaptable, reliable and committed   |    |   |
|                             | E18 | Excellent interpersonal skills  |    |   |
|                             | E19 | Creative and innovative approach  |    |   |
|                             | E20 | Ability to embrace and promote change   |    |   |
|                             | E21 | Excellent organisational skills   |    |   |
| <b>Special Requirements</b> | E22 | A committed, enthusiastic and hardworking disposition                         | D4 | Participate in the extracurricular life of the School |
|                             | E23 | A caring and sensitive attitude towards pupils and parents                    | D5 | Contribute to wider Trust/School developments         |
|                             | E24 | High expectations of pupils' achievements                                     |    |   |
|                             | E25 | Committed to safeguarding and promoting the welfare of pupils                 |    |   |
|                             | E26 | A commitment to uphold and actively support the Christian ethos of the School |    |   |

# Employee Benefits and Wellbeing



**NPCAT recognises the importance of staff welfare and a managed workload and this is reflected in the way we treat our people.**

As a responsible and caring employer, we appreciate and value each of our staff. Their holistic health and wellbeing are vital to enabling all of us to maintain the optimum work-life balance.

We see exceptional staff welfare as an essential element towards enabling us to develop a rich, nurturing climate for learning across all our schools.

We offer a broad package of emotional and practical support to our staff.

We are clear about our expectations of employees and offer a positive, transparent and supportive working culture in return.

## **We offer:**

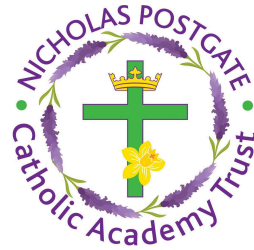
- Competitive pay
- Defined benefit pensions
- Annual pay progression and recognition of additional responsibilities
- Annual cost of living adjustment
- On-site parking at our school premises
- Support with parking and subsistence costs where appropriate.

## **Additional benefits include access to:**

- Vivup - Lifestyle savings - store discounts
- Vivup - Discounted gym membership
- Vivup - Cycle scheme
- Full wellbeing package

NPCAT is committed to equality of opportunity and will not tolerate any harassment, intimidation, discrimination or victimisation.





## How to Apply

Application form and further information is available from:  
[npcat.org.uk/current-vacancies](http://npcat.org.uk/current-vacancies)

Applicants should complete and return a **Teacher Application Form and Recruitment Monitoring Form** to: [recruitment@sfx.npcat.org.uk](mailto:recruitment@sfx.npcat.org.uk)

Should you be shortlisted for an interview, you will be required to complete a Rehabilitation of Offenders Disclosure Form.

**Job Description:** This informs you of the main responsibilities for the post and explains what we are looking for. It informs you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

**Person Specification:** This specification sets out which criteria will be used to shortlist candidates for interview.

If you require any additional information about this post, please contact Paul Ingram, Curriculum Leader of Maths at [ingram.p@sfx.npcat.org.uk](mailto:ingram.p@sfx.npcat.org.uk)

Please note that if you do not hear from us within 2 weeks from the closing date you are to assume your application has been unsuccessful on this occasion.

Thank you for your interest in NPCAT. We look forward to receiving your application.

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