



Teacher of Maths with TLR 2.1

APPLICATION PACK

**Neston High School
Raby Park Road
Neston
Cheshire
CH64 9NH**

Headteacher: Ms K Cunningham

www.nestonhigh.com



Message from the Headteacher

Welcome to Neston High School, a high-achieving mixed 11–18 school set in the beautiful surroundings of Cheshire. Our school is extremely popular, known for its academic excellence, exceptional pastoral care, and a positive environment where young people thrive. Families choose Neston High with confidence, knowing their children will be part of a strong, caring, and respectful community that prioritises high achievement for all, alongside dedicated support and encouragement.

At Neston High, every individual is highly valued. Our supportive approach helps each person develop the knowledge, skills, and understanding needed to become responsible, considerate, and well-rounded individuals prepared for our ever-changing society. A commitment to learning beyond the classroom is central to our school's culture. Our achievements in STEM education have been recognised nationally, with the Educate Outstanding Commitment to STEM award granted in 2022, 2023, and 2024. This recognition is just one of many, including the Gold Award for Learning Outside the Classroom. We have high participation in programmes such as The Duke of Edinburgh Award and bar mock trials, and our students regularly excel in national competitions, such as the UKMT Senior Maths Challenge. Our sports provision is second to none.

At Neston High, we work in partnership to ensure the best outcomes for each of our students. Our aims are simple: we strive for excellence, supporting every student in reaching their full academic potential. Exceptional teaching is crucial to our students' success, and our dedicated team of specialist staff is talented, enthusiastic, and deeply committed to providing the very best. Staff development here is widely regarded as "leading edge." We foster strong partnerships with universities and other higher education institutions and actively support staff in pursuing professional qualifications. Whether you are a teacher, student, or member of our support staff, Neston High is a great place to learn and work.

We place a high emphasis on respect and positive behaviour, making our school a happy and welcoming place to learn. Our students engage fully in all the opportunities the school offers, attend well, and show a keen desire to learn. Young people enjoy being part of Neston High, and we love teaching them. This is a wonderful community school, yet we are always looking to improve. We are not complacent and continue to strive for growth.

We look forward to meeting you, introducing you to our students, and welcoming you to our school.



Ms Kirsty Cunningham
Headteacher



Status	Single Academy Trust since 2012
Last Ofsted	February 2022
Forms of Entry	10 x 30 per year group Y7 – 11
Type of School	Mixed Comprehensive
Age Range	11 - 18
Number of Students on Roll	1732 – Male 54.2% / Female 45.7%
Number of Students in Sixth Form	236
% of SEND Students	16%
Looked After Children	1.1%
% of FSM	15.9%
% of Pupil Premium Students	17.4%
School Website	www.nestonhigh.com
Staffing	104.79 FTE Teacher 71 Support Staff – Class-based, Administrative, Technicians, Site Staff etc. 35 Ancillary Staff (in-house) – Cleaning & Catering



Our Vision

Our vision is to create a vibrant, inclusive community where everyone feels valued and empowered. We celebrate and reward kindness, fostering an environment that is respectful, safe and driven by intellectual curiosity and high aspirations, providing a broad range of opportunities for students to be the best versions of themselves.



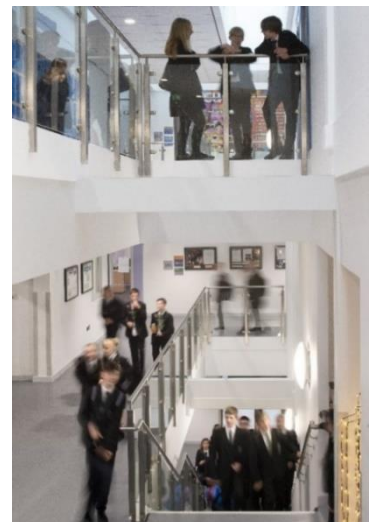
Our Mission

Our mission is to empower students to learn the skills, knowledge and resilience they need to achieve their academic and personal potential. We aspire to be the heart of learning in our community where students access tailored support to achieve the highest outcomes, equipping them to be productive and compassionate global citizens of the future.

Our Values

Our overarching values are **Aspiration, Community & Kindness**

- We value achievement and intellectual curiosity along with lifelong learning
- We value community and belonging
- We value kindness in all its forms
- We value hard work and high aspiration
- We value resilience and enthusiasm
- We value manners and respect for others
- We value fairness, trust and honesty
- We value self-belief and personal confidence
- We value diversity and embrace difference
- We value the environment
- We value strong relationships



The department aims to create successful Mathematicians. We want students to enjoy their learning of Mathematics and embrace the range of skills it can develop.

We are developing pathways most appropriate to the needs of our students to support, stretch and challenge them mathematically and developing their problem-solving skills for life in the real world. We will do this through an enhanced and flexible curriculum model that allows students the opportunity to study above and beyond their required GCSE courses to add further skills to their portfolio.

We believe Maths plays a critical part across the Whole School Curriculum and as such will work hard to promote its use to other subjects (as either Maths or basic Numeracy).

Maths lessons will be engaging and challenging, educating students not to be able to do, but to be able to think and communicate mathematically to their individual levels of potential.

The Mathematics Faculty comprises a team of eighteen teachers, (4 of which are part time) and one full time Learning Support Assistant dedicated to the maths department. There are twelve teaching rooms within the department and teachers with the fullest timetables having their own classroom. Within the department area is an additional staff workroom with a bank of computers and work desks. It is also where we store a vast array of manipulatives and resources we have invested in to assist students to connect ideas and integrate their knowledge in order to gain a deep understanding of mathematical concepts.



At present, all students in Years 7 - 11 have seven or eight hours of Mathematics each fortnight on a two-week timetable and are taught in two parallel ability bands. Regular summative assessments are used to review progress and setting arrangements as necessary. The SOW being followed is a bespoke 5-year programme of study leading to their GCSE examination in year 11. Lessons should contain the opportunity to solve more open-ended questions in line with the increased focus on application of knowledge and problem-solving style of questions in GCSE examinations. At KS4, students are taught in one of six ability sets and work towards the OCR GCSE Mathematics examination. We are pleased to have a year on year improved GCSE Maths results culminating in us achieving a Progress figure of 0.44 in 2023 and 0.45 in 2024.

At KS5 we follow the Edexcel A-Level and have 7 lessons of pure and 5 lessons of applied per fortnight. A-Level Maths is one of the most popular courses at KS5 and we currently have over 60 students studying A-Level Maths. 2024 will be our first year to take a group of students through Further Maths GCSE and 2025 will see our first cohort of students who will have completed Further A-Level Maths. A very exciting development for us as a department!



Paygrade: Teacher pay scale M1 – U3 with TLR 2.1

Start date: September 2025

Contract type: Permanent Full Time

Core Purpose:

To lead a vibrant maths enrichment programme, foster student engagement and understanding beyond the curriculum, promote numeracy school-wide, and ensure equitable mathematical opportunities, especially for Pupil Premium students.

Key Responsibilities:

1. Leadership of Maths Enrichment:

- Develop and implement a strategic vision for inspiring maths enrichment.
- Lead the planning, organisation, and delivery of diverse extracurricular maths activities, clubs, investigations, and trips.
- Identify and integrate innovative enrichment opportunities.
- Oversee participation in national competitions (e.g., UKMT Maths Challenges), ensuring student preparation.
- Monitor and evaluate enrichment activities for continuous improvement.

2. Cross-Curricular Numeracy and Engagement:

- Collaborate with other departments to develop cross-curricular maths and numeracy links.
- Champion and support numeracy skill development across all subjects.
- Implement strategies to raise the profile of numeracy school-wide.

3. Pupil Premium Champion (Mathematics):

- Act as the Maths department's Pupil Premium Coordinator.
- Analyse data and implement targeted interventions for Pupil Premium students in maths.
- Ensure equitable access to maths enrichment for Pupil Premium students.
- Monitor their progress and engagement, recommending actions.

4. Departmental Support:

- Manage the distribution of departmental resources (e.g., homework booklets).
- Contribute to the Mathematics department's development.

We are looking for a candidate who:

- Is an outstanding and passionate Maths Teacher with proven ability to inspire.
- Possesses excellent organisational and leadership skills.
- Has experience or aptitude in planning engaging enrichment.
- Is committed to raising attainment for all, especially Pupil Premium learners.
- Is a strong communicator and collaborator.
- Is proactive, innovative, and enthusiastic about maths enrichment



Closing Date:

12noon Wednesday 21st May 2025

Interview Date:

Friday 23rd May 2025

Applications and supporting letters should be returned FAO Ms K Cunningham via Mrs Leadbetter, PA to the Headteacher, at leadbetterh@nestonhigh.com.

Neston High School is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. Applications will be subject to checks with past employers and an enhanced check with the Disclosure and Barring Service. Applicants who have lived outside of the UK in the past five years will be required to provide a Police Check from their country of residence. In accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process. The School is an equal opportunities employer. The Safer Recruitment policy is available on the school website [Policies & Procedures - Neston High School](#)



Criteria	Essential	Desirable	Evidenced From?
Qualifications	<ul style="list-style-type: none">• A relevant degree• QTS in Maths	<ul style="list-style-type: none">• Maths degree• Additional evidence of CPD in the area of Maths	<ul style="list-style-type: none">• Application form• Interview
Experience	<ul style="list-style-type: none">• Ability to teach Maths at KS3 & 4	<ul style="list-style-type: none">• Experience in an 11-19 school• Use of ICT in teaching of Maths• A track record of high quality teaching Maths at Key Stages 3 & 4.	<ul style="list-style-type: none">• Application form• Interview• References
Abilities and Skills	<ul style="list-style-type: none">• To enhance the current school vision and ethos• To positively impact on learning outcomes for students• To lead and motivate students• To provide appropriate support and challenge to students• To take and act upon initiative• To have a strong presence and maintain a high profile• To safeguard and promote child safety and welfare• To work with a variety of partners with an inclusive approach to learning and teaching.• To prioritise and complete tasks• Effective communication and listening• A creative approach to problem solving• Strong interpersonal skills• Efficient resource management	<ul style="list-style-type: none">• A good level of ICT proficiency• Field work experience	<ul style="list-style-type: none">• Letter of application• Selection process• References



Qualities	<ul style="list-style-type: none">• Clear commitment to achieving the best for all members of the school community• Belief in inclusion, achievement and aspiration• Strong sense of community• Strong sense of justice and mutual respect• A dynamic approach• Sense of perspective		<ul style="list-style-type: none">• Letter of application• Selection process• References
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Job Title: Teacher of Maths
Responsible to: Head of Department / Senior Leadership Team Line Manager

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education' and 'Working together to Safeguard Children' as well as the Prevent Duty.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with EAL/SEN staff and support staff (including prior discussion and capital planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.



Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.
3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of EHCPs, particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the School Trustees and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice and all policies in the staff handbook.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.



Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially ECTs and ITTs.
10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

N.B: Every subject teacher will be expected to have pastoral responsibilities i.e. be a form tutor.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review.

These additional tasks are seen as an important part of the School's professional development programme:

NOTES

- The above responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document.
- The job description will be reviewed annually and may be subject to amendment at any time after consultation with the post holder.
- 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 shall be so construed.
- This job description is not necessarily a comprehensive definition of the post. It is subject to renegotiation at the instigation of the Headteacher and is not exclusive of the full range of professional duties.