



St. Matthew's
Roman Catholic High School
VOLUNTARY ACADEMY



DIOCESE OF Salford

Job Application Pack

Second in Maths

We **Pray**
We **Care**
We **Achieve**





St. Matthew's
Roman Catholic High School

WELCOME TO St. Matthew's RC High School

As the Headteacher, it is my great privilege to be leading a school where the holistic development of our pupils is of primary importance.

Our commitment to the pursuit of academic excellence and our rich personal development curriculum is underpinned by our Catholic identity, brought to life through our values of praying, caring and achieving.

St Matthew's is a vibrant faith and learning community that's enriched by our cultural diversity and unique young people.

Our curriculum is broad and well-balanced, designed and delivered by expert teachers to support all pupils to reach and exceed their academic potential. This is in conjunction with a bespoke Personal Social, Health and Economic Education (PHSE) programme and a wide-ranging extracurricular offer.

It is our intention that this, supported by our ethos and values, will allow each pupil to complete a five year journey with us and take their place in society, where their gifts and talents will be of benefit to all.

We insist on the highest standards of behaviour for learning and have clear policies in place to ensure these are maintained. It is my absolute belief that this consistency of approach will enable our community to flourish and enables our pupils to live out our mission statement. If you have any questions, please do get in touch with us.

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Mr A Nightingale
Headteacher



OUR School



St. Matthew's
Roman Catholic High School

St Matthew's is a mixed Roman Catholic inner-city school based in Moston, North Manchester.

The school was established in 1977 and benefitted from a complete rebuild in 2009. The school serves close to 1400 pupils and benefits from a rich diversity across both the staff and pupil population. Our school is within easy access to the M60 motorway, providing a link to the rest of Manchester and the surrounding areas. St Matthew's is part of the Emmaus Catholic Academy Trust (CAT), which is one of three CATs in the Diocese of Salford. The school has recently started a rapid improvement journey and we anticipate the school will provide a high quality education in the near future.

We are a child centred, Christ centred community. Our core purpose is our Catholic mission: 'We pray, We care, We achieve'. Each element of our mission is important to us providing a unique education for all who join the school. St Matthew's works closely with other Catholic secondary schools to ensure we benefit from the very best practice available.

St Matthew's is located within extensive grounds and provides a bright, modern facility within an environment that supports teaching, learning and achievement across all subject areas with specialist facilities available. Computer facilities have been incorporated into the school design enabling all teaching areas to benefit from the latest IT products. We have music and drama suites, a recording studio, industry standard science laboratories, media, photography, ceramics, food and resistant materials provisions along with a dedicated sports hall and 3G pitch to enhance the physical activities of our learners.

At St Matthew's we are steadfast in our mission to keep all our pupils safe and happy, every day that they come to our school. We support all students academically and pastorally, enabling them to achieve positive outcomes at the end of their time with us. Our effective pastoral systems provide relentless care and support for all pupils, underpinning our core business of teaching, learning and achievement.

Safeguarding is at the heart of what we do at St Matthew's. All staff and volunteers are expected to have read and be fully compliant with the following policies:

- **Safeguarding and child protection**
- **Online/E-Safety**
- **Whistleblowing**
- **Staff Code of Conduct**
- **Data Protection**
- **Privacy Notice**

They are also expected to be familiar with 'Keeping Children Safe in Education, 2022'. A read receipt is required from all staff at the start of each academic year and from newly appointed staff prior to taking up appointment. St Matthew's are never complacent about safeguarding and work with the following always at the forefront of our minds... 'it could happen here'. We have rigorous and tested procedures in place which are constantly reviewed to ensure we have the highest of expectations from all our staff and volunteers when it comes to safeguarding and child protection.

Newly appointed staff are given a full induction programme with the safeguarding element of this completed prior to their commencement of work at the school.



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SAFEGUARDING AT St. Matthew's



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WHY WORK AT St. Matthew's?



St. Matthew's
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We are a Catholic school which lives out our mission each day by caring for all staff. You will be challenged to be your best and constantly improve, and you will be supported and guided every step of the way.

Our aim is to help everyone achieve this by providing the following:

- Research-led CPD package for all staff, with weekly sessions dedicated to helping everyone become more effective in their role.
- Frequent career-development opportunities including access to qualifications eg NPQ, Apprenticeship programmes
- Generous non-contact time above the national average to enable teaching staff time to prepare and plan effectively.
- Average class sizes below the national average with approximately 25 per class. Option groups in KS4 often significantly smaller.
- Joint-planning of effective lessons across all departments to share outstanding practice yet reduce workload.
- Rigorous yet sensible marking policy which focuses on 'quality not quantity'.
- Highly effective and wide-ranging pastoral support structure to enable teachers to teach.
- Opportunity to boost salary via voluntary paid lunchtime duties.
- Employer Assistance Programme available to all staff via 'Health assured', offering 24/7 access to online GP as well as other services such as Telephone counselling, support regarding family issues, debt concerns, lifestyles addictions, relationships and legal. In addition, you will also have access to an online health portal which can offer personal coaching, emotional support, health checks, medical fact sheets, fitness advice and BMI assessment.
- Newly refurbished staff room offering quiet space for staff to work, free tea and coffee available at all times.
- Access to Education Mutual Healthcare including Physiotherapy, Mental Health services and surgical assistance.



TRAVELLING TO St. Matthew's



St. Matthew's
Roman Catholic High School



North bound

Take exit 21 from M60

At Junction 21, exit towards A663/Rochdale/A627 (M) Chadderton (0.2 miles)

Turn left onto the A6104 slip road to Hollinwood/Oldham/A62/Manchester/A663 (82 ft)

Turn left onto Semple Way/A6104 (194 ft)

Turn right onto Hollinwood Avenue/A6104 (0.5 miles)

Turn left onto Broadway/A663 (0.4 miles)

Turn right onto Nuthurst Road (0.3 miles)

South bound

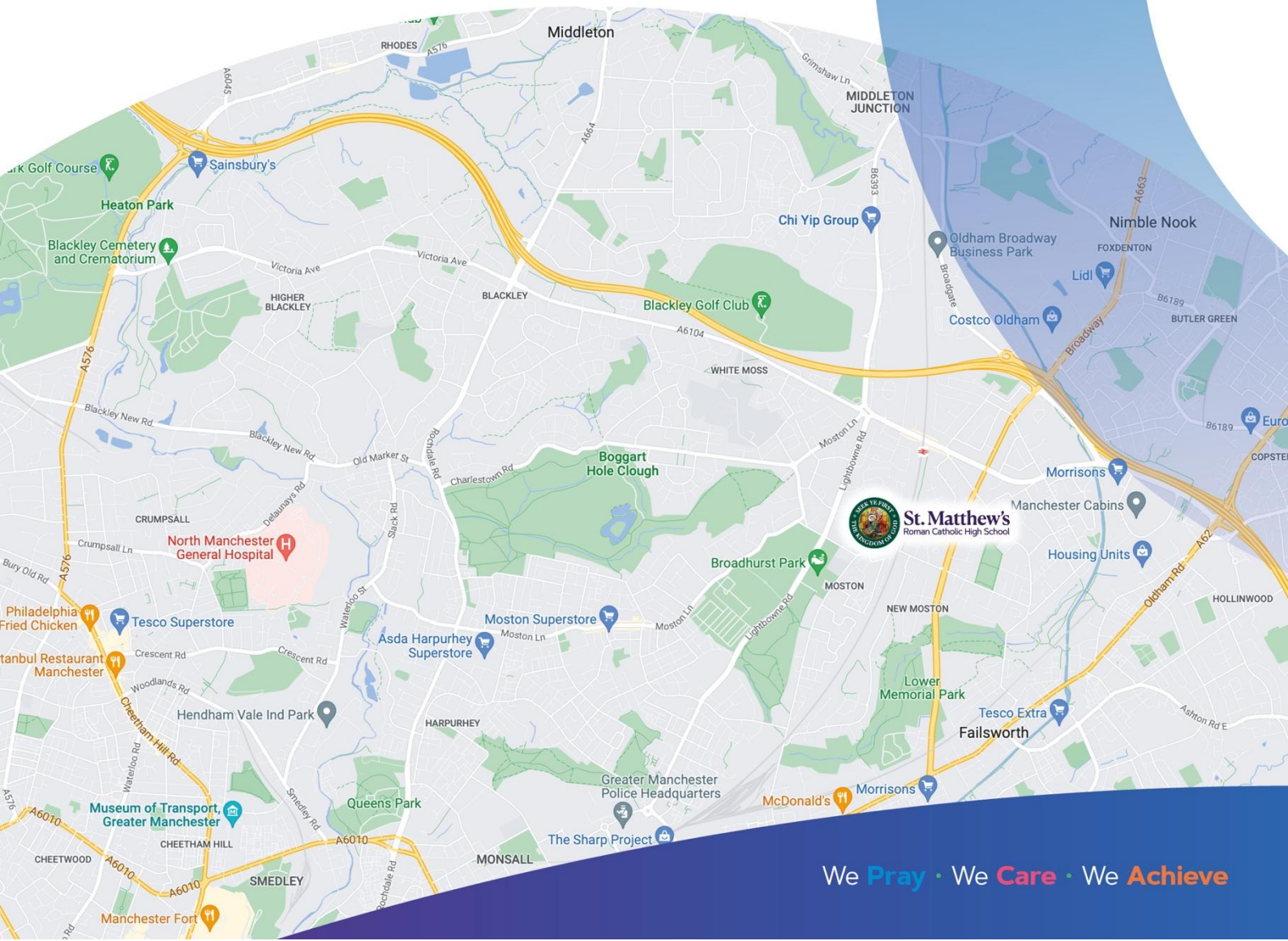
Take exit 20 from M60

Use the right 2 lanes to turn right onto Alkrington Interchange/Rochdale Rd/A664

Turn left onto Victoria Avenue East/A6104 (2.3 miles)

At the roundabout take the 4th exit onto Lightbowne Rd/B6393

Turn left onto Nuthurst Road



We Pray · We Care · We Achieve



Second in Maths

Full time, permanent

Salary: MPS/ UPS + TLR 2b (£5,870)

Start date: January 2027

The Governors of St Matthew's RC High School seek to appoint a dynamic and exceptional Second in Maths to contribute further to our wonderful school.

We are seeking to appoint an outstanding Second in Maths to support the leadership of our successful Mathematics department across Key Stages 3 and 4. This is an exciting opportunity for an ambitious and highly skilled teacher to work alongside the Director of Maths in securing excellent teaching, strong outcomes and a coherent, ambitious curriculum in fluency, reasoning and problem solving.

The successful candidate will combine strong subject expertise with the capacity to support colleagues, develop curriculum and contribute to a culture of high expectations and mathematical confidence across the school. In our Catholic school, Mathematics plays a central role in pupils' academic success and future opportunities, and we are looking for someone who shares that sense of mission and ambition.

Job Purpose

To support the Director of Maths in leading and developing a high-quality Mathematics curriculum across Key Stages 3 and 4, securing strong standards of teaching, achievement and engagement for all pupils. Mathematics is a core subject of the national curriculum and is essential to everyday life, further study, employment and participation in society. A high-quality mathematics education aims to ensure that pupils become fluent in the fundamentals, reason mathematically and solve problems with increasing sophistication.

The Second in Maths will work closely with the Director of Maths to help ensure that the curriculum is coherent, ambitious and inclusive; that staff are well supported; and that the department contributes strongly to the wider Catholic mission, academic success and mathematical confidence of the school. Catholic education seeks to harmonise faith, culture and life and to form the whole person for both their own flourishing and the common good.

Reporting to: Director of Maths

Closing date for applications:

Monday 28 September 2026 at 9am

Interview date:

Friday 2 October 2026

Application packs can be downloaded from the school website www.smrchs.com. Completed applications and supporting documentation should then be submitted by email to Mrs Gibson at k.gibson@smrchs.com

The local governing body is committed to safeguarding and promoting the welfare of children and young people. The Director of English must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.



Description

The job description below gives an insight into the responsibilities of the post of a Second in Maths, and while this is not an exhaustive list, it should allow candidates to have an understanding of what this role entails, and the key elements of this role.

Key Responsibilities

1. Support the strategic leadership of Maths

- Support the Director of Maths in providing clear and effective leadership for Mathematics across KS3 and KS4, helping to secure high expectations, strong outcomes and consistency of provision. Ofsted's maths subject report emphasises the importance of leaders coordinating curriculum, pedagogy, assessment and systems so that pupils' progress is supported coherently.
- Contribute to department self-evaluation, improvement planning and the implementation of agreed priorities.
- Support the Director of Maths in maintaining an ambitious vision for the subject that reflects the national curriculum and the wider mission of the school.
- Deputise for the Director of Maths as required.

2. Curriculum development and implementation

- Support the planning, delivery and review of a coherent and ambitious Mathematics curriculum across KS3 and KS4. The national curriculum requires pupils to develop fluency, reasoning and problem solving, and to make rich connections across mathematical ideas.
- Help ensure that schemes of learning, assessment and teaching resources are carefully sequenced and support progression in mathematical understanding over time. Ofsted highlights curriculum coherence as central to strong Mathematics provision.
- Support the development of curriculum approaches that enable pupils to move fluently between mathematical representations and apply mathematics with growing sophistication.



- Contribute to the department's response to curriculum and qualification developments as required.
- Support effective transition from primary to secondary mathematics where appropriate. The EEF guidance stresses the importance of supporting pupils to make a successful transition between Key Stages 2 and 3.

3. Teaching, learning and assessment

- Model excellent classroom practice and support high-quality teaching across the department.
- Support the Director of Maths in monitoring the quality of teaching, pupils' work, assessment and curriculum implementation through agreed systems such as lesson visits, work scrutiny, pupil voice and review meetings.
- Promote effective approaches to mathematics teaching, including the use of assessment, manipulatives and representations, reasoning, problem solving and well-structured practice. These are all emphasised in the EEF guidance and the national curriculum.
- Support the accurate and effective use of assessment to identify strengths, misconceptions and next steps in learning. The EEF recommends using assessment to build on pupils' existing knowledge and understanding.

4. Raising achievement and improving outcomes

- Support the department in securing strong progress and attainment for all pupils, particularly where there are underperforming classes, groups or key stage concerns. Ofsted's subject report notes the continuing gap in Mathematics between lower and higher attainers and between disadvantaged and advantaged pupils. [\[1\]](#)
- Help monitor the performance of key pupil groups, including disadvantaged pupils, pupils with SEND and lower prior attainers.
- Work with colleagues to plan, deliver and evaluate interventions and additional support where needed. The EEF guidance supports the use of structured interventions to provide additional support.
- Contribute to maintaining a culture of high expectations, mathematical confidence and academic ambition for all learners.

5. Numeracy, reasoning and mathematical culture

- Contribute to the development of pupils' mathematical confidence, independence and resilience through the culture and practice of the department. The national curriculum emphasises perseverance in solving problems and a sense of enjoyment and curiosity about mathematics.

Description

- Contribute to wider numeracy development in the school where appropriate, recognising the role of mathematics in many other subjects and in wider life. The secondary national curriculum framework includes numeracy and mathematics as part of the broader school curriculum.

6. Supporting and developing staff

- Support the induction, coaching and development of colleagues within the department, including trainees, early career teachers and teachers new to the school where appropriate.
- Share good practice and contribute to a collaborative departmental culture. Ofsted notes the value of collaborative planning and subject leadership in improving Mathematics provision.
- Lead or support departmental training and curriculum development activities as directed by the Director of Maths.
- Provide professional support to colleagues while helping to maintain accountability and consistency.

7. Catholic ethos and mission

- Uphold and promote the Catholic ethos of the school in all aspects of professional life. Catholic schools aim to harmonise faith, culture and life and to form the whole person in service of the common good.
- Support the contribution of Mathematics to pupils' wider intellectual, moral and personal development. The national curriculum framework states that the school curriculum should promote pupils' spiritual, moral, cultural, mental and physical development.
- Promote respect, dignity, perseverance, service and inclusion through the ethos and work of the department.

8. Safeguarding and professional responsibilities

- Safeguard and promote the welfare of children and young people at all times. KCSIE is clear that safeguarding and promoting the welfare of children is everyone's responsibility.
- Fulfil all responsibilities in line with statutory guidance, school policy and professional expectations.
- Carry out the professional duties of a teacher to a high standard and undertake any additional reasonable duties requested by the Headteacher commensurate with the post.
- Attend meetings, briefings, INSET and CPD as required.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document.



Person Specification



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Qualifications and Professional Status

	Essential	Desirable	Source
Qualified teacher status	✓		A
Good honours degree in English or a closely related subject.	✓		A
Evidence of relevant professional development in Maths, curriculum leadership, literacy, assessment or middle leadership.	✓		A/I
Additional leadership training or NPQ.		✓	A/I
Additional training in mathematics pedagogy, curriculum design, intervention or coaching.		✓	A/I
CCRS or willingness to contribute actively within a Catholic school context, where appropriate to the school's expectations.		✓	A/I

Experience

	Essential	Desirable	Source
Successful experience of teaching Mathematics in a secondary school across KS3 and KS4.	✓		A/I
Evidence of strong classroom practice and positive pupil outcomes.	✓		A/I
Experience of curriculum planning and assessment in Mathematics.	✓		A/I
Experience of contributing to departmental development or improvement.	✓		A/I
Experience of supporting colleagues, sharing good practice, or contributing to staff development.	✓		A/I
Experience of leading an area within Maths, such as a key stage, intervention, curriculum, assessment, transition or numeracy.		✓	A/I
Experience of supporting ECTs, trainees or colleagues new to the profession.		✓	A/I
Experience of working in a Catholic school or in a diverse urban secondary context.		✓	A/I
Experience of contributing to numeracy development beyond Mathematics.		✓	A/I





Knowledge & Understanding

	Essential	Desirable	Source
<i>Strong subject knowledge in Mathematics.</i>	✓		A/I
<i>Secure understanding of the national curriculum requirements and aims for Mathematics at KS3 and KS4. The curriculum requires fluency, reasoning and problem solving, and progression based on secure understanding.</i>	✓		A/I
<i>Understanding of effective mathematics pedagogy, including representations, reasoning, problem solving, assessment and building conceptual understanding.</i>	✓		A/I
<i>Understanding of what a well-sequenced Mathematics curriculum should look like. Ofsted's subject report highlights curriculum coherence and leaders' role in coordinating mathematical success.</i>	✓		A/I
<i>Understanding of transition from primary to secondary mathematics and the importance of identifying and addressing gaps securely.</i>	✓		A/I
<i>Understanding of inclusive practice and the barriers faced by some pupils, including disadvantaged pupils and pupils with SEND.</i>	✓		A/I
<i>Understanding of safeguarding responsibilities and the statutory duty of all staff to safeguard and promote welfare.</i>	✓		A/I
<i>Commitment to the mission and values of Catholic education.</i>		✓	A/I
<i>Understanding of wider numeracy and how Mathematics contributes to whole-school learning.</i>		✓	A/I
<i>Awareness of current developments in mathematics education and assessment.</i>		✓	A/I
<i>Understanding of how Mathematics contributes to pupils' wider formation and future opportunities in a Catholic school context.</i>		✓	A/I

Personal Qualities

	Essential	Desirable	Source
<i>Commitment to the Catholic ethos and values of the school.</i>	✓		A/I
<i>High levels of integrity, professionalism and reliability.</i>	✓		A/I
<i>Commitment to high standards and to the achievement of all pupils.</i>	✓		A/I
<i>Reflective, resilient and committed to continuous improvement</i>	✓		A/I
<i>Strong interpersonal skills and the ability to build positive relationships with colleagues and pupils.</i>	✓		A/I
<i>Commitment to safeguarding and promoting the welfare of children and young people.</i>	✓		A/I
<i>Capacity to inspire confidence and enjoyment in Mathematics among pupils and colleagues.</i>		✓	A/I
<i>Enthusiasm for contributing to wider school improvement and Catholic education.</i>		✓	A/I





Skills and abilities

	Essential	Desirable	Source
<i>Ability to teach Mathematics to a high standard and model excellent practice.</i>	✓		A/I
<i>Ability to support and influence colleagues positively.</i>	✓		A/I
<i>Ability to contribute to curriculum planning, evaluation and improvement.</i>	✓		A/I
<i>Ability to use assessment and other evidence to identify priorities and guide action.</i>	✓		A/I
<i>Ability to contribute to a collaborative and aspirational team culture.</i>	✓		A/I
<i>Ability to lead training or coach colleagues effectively.</i>		✓	A/I
<i>Ability to support departmental quality assurance and improvement processes.</i>		✓	A/I
<i>Ability to contribute to wider numeracy development across the school.</i>		✓	A/I





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Contact

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M40 0EW

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Web: www.smrchs.com

Email: contact@smrchs.com

Headteacher: Mr A Nightingale



Diocese of  Salford

OUR MISSION

We pray as a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.

We care for everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.

We achieve the best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.

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