



# SHERBORNE SCHOOLS GROUP

Sherborne Schools Group (SSG) is a dynamic family of schools offering an exceptional education for girls and boys aged 3–19, across both day and boarding provision. Formed in 2024 through the merger of Sherborne Girls and Sherborne Boys, the Group now comprises Sherborne Girls, Sherborne Boys, Sherborne Prep, Hanford Prep, Sherborne International, and a number of trading companies. Together, these schools provide a rich and cohesive educational journey within the beautiful town of Sherborne and surrounding Dorset countryside.

Each school retains its distinctive identity, traditions, and community spirit, while also benefiting from the opportunities and resources of being part of a larger group. Today, SSG educates 1,280 pupils in the UK, supported by a dedicated team of staff. Our international reach continues to expand through Sherborne Schools Worldwide, with six schools established across Qatar and Jeddah, and a new school opening in Riyadh in 2027.

At the heart of SSG lies *The Sherborne Difference*: our commitment to transformative education that blends academic excellence with character development, wellbeing, and innovation. Through this, we prepare our pupils not only to succeed, but to lead, inspire, and make a positive impact in an ever-changing world.

**Sherborne Boys** is a full-boarding and day school for boys aged 13–18. Combining over 500 years of heritage with modern excellence, the school cultivates confident and compassionate young men. Pupils follow a broad curriculum including GCSEs, A Levels, and BTECs, supported by an extensive co-curricular programme.

**Sherborne Girls** is a full-boarding and day school for girls aged 13–18. It offers an empowering education that nurtures ambition, self-belief, and a strong sense of individuality. The curriculum spans GCSEs, A Levels, and BTECs, complemented by wide-ranging opportunities for personal growth, creativity, and co-curricular engagement.

**Sherborne Prep** is a co-educational day and boarding school for children aged 3–13. The school provides a warm and nurturing environment where curiosity, confidence, and foundational skills are developed for life, ensuring pupils are well prepared for the next stage of their education.

**Hanford Prep** is a day and boarding school for girls aged 7–13, set in the Dorset countryside. It offers a rural haven where girls can explore, grow, and build resilience in a joyful, character-rich setting, while achieving impressive results both in and beyond the classroom.

**Sherborne International** is a co-educational short-term boarding school for pupils aged 8–17. It specialises in English language teaching, subject support, revision, and preparation for UK schools, providing an engaging and supportive environment where pupils can quickly develop confidence and academic skills.

## **JOB DESCRIPTION**

### **Sherborne Schools Group Recruitment and Selection Policy Statement**

Sherborne Schools Group is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants for this post must be willing to undergo child protection screening, including reference checks with previous employers, criminal record check and social media checks. All positions within the schools are exempt from the provisions of the Rehabilitation of Offenders Act 1974.

## **HEAD OF MATHEMATICS**

### **Principal Role**

Sherborne Schools Group is seeking to appoint a dynamic, creative and inspirational Head of Mathematics at Sherborne Boys. The successful candidate will lead and manage the Mathematics Department while teaching across the School. They will be an outstanding classroom teacher with excellent subject knowledge, a proven track record of delivering high-quality teaching and learning, and a strong commitment to enabling all pupils to achieve their full academic potential.

The postholder will provide strategic leadership for the department, fostering a culture of academic excellence, innovation and collaboration. While their primary place of work will be Sherborne Boys, the postholder will also be expected to contribute to and support initiatives across the wider Sherborne Schools Group. From time to time, they may be required to work at other schools or sites within the Group to meet the needs of the business. This role provides an exciting opportunity to play a central part in both the success of the individual school and the continued development of the Group as a whole

**Primary** Sherborne Boys  
**Location:** You may be required to work at other schools or sites within the Group to meet the needs of the business.

**Reporting to:** Deputy Head (Academic)

### **The Mathematics Department**

The School counts Alfred Whitehead and Alan Turing among its alumni and the School, and particularly the Maths Department, is proud of its heritage. There are currently ten highly qualified and experienced full-time members of the Mathematics Department and one part-time staff. All members of the department contribute on a day-to-day basis with ideas for development of the subject, using each other's areas of expertise. Each teacher contributes across the full age and ability range.

We cover the Edexcel IGCSE 9 – 1 syllabus in the Fifth Form (year 11). Many of our boys are extremely talented mathematicians and, rather than entering pupils for early IGCSE qualifications, instead we opt for a curriculum of enrichment to increase the boy's enjoyment and knowledge of Mathematics. As such, boys in the top two sets also sit the AQA Level 2 Further Mathematics in the Fifth Form. Our performance in both is consistently excellent: This year, 50% of our boys achieved Grade 7 or higher, with 12% being Grade 9. In Level 2 Further Mathematics, 14/22 students achieved the one of the top two grades this year. Last year it was even higher.

In the Sixth Form, boys take Edexcel A Level qualifications in both Mathematics and Further Mathematics, as well as AQA L3 Core Maths. It is the most popular subject with currently around 80 pupils studying Mathematics, 30 Further Mathematicians, and 10 Core Mathematicians. Examination results reflect the high standards that are expected and achieved. Last year, for example, 45% of our results were A\*s, and 90% were A\*- A. In keeping with this, each year we have a number of boys who require teaching to Oxbridge standard, or for other prestigious universities across the world.

The Mathematics Department has eight well-resourced teaching rooms, complete with computers, digital projectors and interactive whiteboards. IT plays a key role in the teaching and the department has played an important role in developing new initiatives during both periods of remote learning.

We have a long tradition of excellence in national Mathematics competitions. Each year, a large number of our boys participate in the UKMT Mathematics Competition with an increasing number going on to take the Junior/Senior Kangaroo and Olympiad papers. We have also won many regional Team Maths Challenges and our senior boys have been a constant feature at the National Finals in London in recent years.

The faculty is active in supporting both the stronger and weaker pupils. We run two sessions of Academic Support four days a week. This is open to all pupils if and when they need help or guidance. Weekly STEP lessons are also provided to all Lower Sixth Further Mathematicians. As for the younger pupils who wish to be challenged, we offer them the opportunity to attend the fortnightly Maths Challenge Club that operates in the evenings.

The atmosphere in the department is one that is enthusiastic and positive. New resources and ideas are shared weekly in our departmental meetings, often by the Deputy Head of Maths (who takes responsibility for the GCSE) and colleagues are encouraged to experiment with the use of new technology, software or new approaches to teaching. It is a department that teachers and students enjoy being part of, and all members contribute to its continued success.

### **Core Responsibilities**

Our teachers are enthusiastic practitioners: eager to share their passion for their subjects to inspire the pupils in their classes. They also enjoy working with young people and take full advantage of the opportunities our full boarding environment offers to build strong working relationships with the boys in their charge. Our teachers are also eager to learn and enjoy trying new things, exploring new ideas in teaching and learning, and a collaborative and supportive culture of professional development.

As well as a deep enthusiasm for your subject, Sherborne teachers also:

- deliver inspiring, interesting and challenging lessons
- work independently as effective classroom practitioners, directing the learning of each allocated set of pupils, for each academic year.
- develop and maintain effective working relationships with pupils and staff.
- plan lessons effectively, to a high standard, conforming to the scheme of work laid out in the department's working document.
- communicate articulately, positively and sensitively to pupils of differing abilities and ages, developing a working relationship of mutual trust and respect.

- use an appropriate range of resources and strategies in teaching to facilitate good learning.
- organise and manage time effectively to meet the demands of the teaching week.
- monitor the progress of all pupils, giving constructive feedback.
- be aware of different pupils' educational needs and direct teaching and learning appropriately to differentiate for them.
- support their HoD by taking on appropriate tasks and responsibilities within the department.
- achieve good examination results and value added.
- work as part of a team in the development of new course material and its implementation.
- work reflectively and contribute purposefully to INSET, CPD and other areas of professional and personal development.
- share resources and "best-practice" with the rest of the department.
- cover lessons for absent colleagues within and beyond the department

### **Boarding**

As a seven day a week boarding school the pastoral care and support for pupils is extremely strong, primarily revolving around our boarding houses. As a member of staff, you have the privilege to be fully involved in the care and development of the boys through our tutoring system. All staff are expected to tutor in one of the seven boarding houses. As a tutor you are responsible for:

- Guiding and mentoring your tutees through their lives at the school.
- Monitoring and promoting academic progress.
- Supporting your tutees pastoral development and taking proactive steps to ensure their welfare is protected and nurtured.
- Meeting pupils regularly. This takes place in groups in our weekly tutor period and 1:1 tutorials in house.
- Acting as a liaison between pupils, parents, and teaching staff
- House duties, including a weekly duty evening and assistance with occasional Sundays.
- School duties.
- Supporting the House community within the wider School environment

### **Co-curricular**

At Sherborne Boys, we are committed to developing the character of the pupils beyond simply teaching them a subject. As such, all teachers take a full role in the co-curricular programme, contributing up to 15 'credits' each year from a programme that includes: sports; activities; clubs & societies; plays, musicals and productions; orchestras, choirs, ensembles and other musical pursuits; CCF & DOE; charities and outreach; and a host of other opportunities. Staff are encouraged to get involved and are supported by a full programme of training &/or alignment in-line with their own interests.

### **Head of Department**

We are looking for a leader who can listen deeply, think creatively, and drive a department that sets the standard for excellence - someone with the passion and vision to leave a lasting, positive mark on our community.

## **Expectations of a Head of Department at Sherborne School**

Heads of Department play a leading role in pursuing the academic objectives of the School, which include an expectation that:

- All boys will aspire to their full potential.
- All boys will be closely monitored and staff will be managed professionally so that all can flourish.

Heads of Department at Sherborne are expected to manage their departments through effective leadership and monitoring, enabling and encouraging all members of their department to work together towards common goals.

In order to achieve this, a Head of Department will need to undertake specific tasks. These tasks are likely to include most or all of those listed below, but this list is not exhaustive.

### **Key areas of responsibility:**

#### **A. Strategic development and academic direction**

1. Establishing, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the department which contribute to whole school aims, policies and practices, seeing the department as an integral part of the school, maintaining a 'whole school' perspective.
2. Writing in collaboration with relevant colleagues, writing a Department Development Plan. Setting an example of high-quality teaching and learning in the subject and encouraging a culture of mutual lesson observations.
3. Maintaining an awareness of existing, new and changing legislation (e.g. Health and Safety, Risk Assessment etc) and meeting the requirements.

#### **B. Overall responsibility for boys' learning**

1. Monitoring progress and evaluating the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
2. Evaluating the teaching of the subject in the school using this analysis to identify effective practice and areas for improvement.
3. Establishing and implementing clear departmental practices for assessing, recording and reporting on boys' achievement (in line with School Policies) and for using this information to recognise achievement and to assist boys in setting targets.
4. Using data effectively to identify boys who are under-achieving and offering effective support for those boys.
5. Ensuring effective preparation for public examinations and ensuring that all examination regulations are made clear to boys and to colleagues and followed precisely. Ensuring that coursework is administered and moderated effectively and that all of the examination regulations are made aware to boys and colleagues and are followed precisely
6. Marking, setting and monitoring entrance examinations.
7. Coordinating internal examinations and assessments.
8. Encouraging effective use of further resources such as the Library, internet, ICT, etc

### **Management and support of the department team**

1. Providing pastoral and professional support for colleagues, including taking a lead in supporting their professional development.
2. Carrying out the appraisals of departmental colleagues.
3. Supporting new members of staff in line with the School's Induction procedures. Monitoring the quality of teaching and reacting as necessary to any concerns.
4. Chairing and running regular departmental meetings.
5. Advising the timetabler and the Deputy Head (Academic) on which teachers to deploy to which teaching sets.
6. Overseeing and supporting ancillary staff, technicians etc.
7. Ensuring that matters of routine administration are carried out efficiently, delegating effectively and fairly as appropriate.

### **C. Development and maintenance of department resources**

1. Managing the Departmental budget.
2. Developing and sharing resources, incl. ICT.
3. Producing and maintaining schemes of work.
4. Monitoring of stock, apparatus, equipment etc.
5. Keeping abreast of national developments in the subject and its assessment.
6. Maintenance of a Departmental handbook.

### **D. Representing and promoting the department within and beyond the school**

1. Liaison with other departments.
2. Representing the Department to the Senior Team, Governors etc.
3. Liaison with feeder schools.
4. Handling subject specific parental enquiries.
5. Liaison with the examinations officer in external exam preparation.
6. Liaison, where appropriate, with the local community.
7. Liaison with fellow departments elsewhere – e.g. Eton Group, Sherborne schools etc

### **Other responsibilities**

- Undertake any other reasonable duties as required by Deputy Head (Academic), including providing support across Sherborne Schools Group schools as necessary.
- Contribute to the wider life of the Group, including events, initiatives, or projects that enhance collaboration between schools.
- Be flexible in place of work, and undertake duties at other Group schools or sites where required, in order to meet operational or strategic needs.
- Promote and uphold the values and ethos of Sherborne Schools Group in all professional activities, ensuring consistency across the community.

**Duties - this is not intended to be a comprehensive list of the tasks that will be covered and other tasks will be undertaken at the direction of the Deputy Head (Academic).**

**Person Specification**

- Experience of teaching Maths and Further Maths to at least A Level (STEP would be an advantage).
- Good leadership and management skills (ideally with experience of middle management – e.g. having been a HoD or second in department previously)
- Hold a degree in Maths or a related discipline
- Has the ability to fulfil the responsibilities of the post with energy, enthusiasm and excellence;
- Has strong interpersonal and communication skills
- Has good listening skills and the ability to explain clearly
- Has the ability to form relationships and to motivate teenagers
- Has the ability to generate enthusiasm for the work of the Department
- Can teach effectively throughout the age and ability range
- Can adapt teaching for those with SEND, EAL, and other learning needs.
- Has a detailed subject knowledge
- Good classroom management skills
- Is able to lead on assessment, recording and reporting students' progress
- Has a commitment to personal and professional development
- Has a sense of humour

**Training Requirement for the Head of Mathematics– this list is not exhaustive, and the post holder may be required to undertake other training as required by the School.**

| Training                                             | To be completed by                  | Frequency of training |
|------------------------------------------------------|-------------------------------------|-----------------------|
| Safeguarding (Child Protection) and Prevent Training | Within the first week of employment | As required           |
| Induction training with Line Manager                 | Within the first week of employment |                       |
| GDPR                                                 | Within the first week of employment | As required           |
| Display Screen Equipment (DSE) User                  | Within the first week of employment | As required           |
| Fire Awareness                                       | Within the first week of employment | As required           |
| Manual Handling                                      | Within the first week of employment | As required           |
| Emergency First Aid at Work Training                 | Within the first term of employment | As required           |

**Salary:**

Sherborne Boys has its own salary scale. The successful candidate should expect to receive a competitive salary that reflects their skills and experience and the responsibility of the post. Salary is paid monthly in arrears direct into nominated bank account.

**Holidays:** Teachers are entitled to take holiday during the usual Sherborne School holiday periods; holiday cannot be taken during Sherborne School term time. In addition, teachers may be required by the Headmaster, upon reasonable notice, to work for varying short periods after the end and before the beginning of any term.

**Pension:** The postholder will be able to join the Schools Pension Scheme. Where eligible the postholder will be auto-enrolled into the Pension Scheme as per current legislation; further details may be obtained from the Director of Human Resources (Bursary).

**Probationary Period:** In accordance with School policy, all appointments are subject to a probationary period.

**Medical Self Declaration:** The offer of appointment at Sherborne Schools Group will be conditional upon the provision of a self-declaration of your physical and mental fitness to discharge the responsibilities of the role.

**DBS Disclosure (Police Check)/ References:** As Sherborne Schools Group is registered to ask 'exempted questions' under the Rehabilitation of Offenders Act 1974, successful applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings; further details are available upon request. This post is also subject to receipt of two satisfactory written references, one of which must be your current/last employer.

**Postholder's Responsibility:** You share with all staff the responsibility to promote and safeguard the welfare of children and young people for whom you are responsible, or with whom you come into contact. In doing so, you are expected at all times to adhere to and ensure compliance with the School's Child Protection Policy Statement. If you become aware of any actual or potential risks to the safety or welfare of children in the School, you must report any concerns to the School's Designated Safeguarding Lead (Child Protection Officers).

## **Benefits**

- Generous School Sick Pay scheme
- Reduced membership a designated Sports Centre
- Membership of the School library
- Free onsite parking (subject to availability)
- Lunchtime meal, during School term time for staff working a full day
- Employee Assistance Programme offering free counselling / legal / medical support

We are proud to offer a thoughtful package of employee benefits designed to support your wellbeing, both in and out of work. While we aim to maintain these benefits, they are not contractual and may be reviewed and updated from time to time to reflect the evolving needs of our people and our Group.

**Method of Application:**

To apply via TES, please submit the online application form, available via the 'Quick Apply' button, by the closing date - please do not send in a curriculum vitae as we are unable to use them when short listing.

Alternatively, please download and complete the Sherborne Schools Group Application Form (Word document) available at <https://www.sherborneschools.group/group-vacancies> and return it to [hr@sherborne.org](mailto:hr@sherborne.org)

In the event of any queries please contact: Human Resources  
Sherborne School  
Tel: 01935 810502  
Email: [hr@sherborne.org](mailto:hr@sherborne.org)

Closing date for applications: 9.30am – Wednesday 5 August 2026

Interviews likely to take place: w/c 17 August 2026

PLEASE INDICATE ON YOUR APPLICATION IF YOU ARE UNABLE TO ATTEND INTERVIEW DURING THIS  
TIME

Anticipated start date: 1 January 2027