



# Application Pack

## Second in Mathematics

Ashton Community Science College



A SCHOOL TO BE PROUD OF



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# Miss S. Asquith - Headteacher

At Ashton, we are incredibly proud of our school and its successes. We make no secret of striving for excellence in every aspect of school life for all our students. Our school motto declares that we are “A School to be Proud of” and this underpins our ethos.

We provide a unique way to give students the opportunities to learn they deserve from 11 to 16, and to equip them with the attitudes, skills and knowledge that they will need to lead successful lives. We want our students to have ambition and aspirations, to stretch themselves and to reach further than they ever thought possible, we have a student-centred approach to all that we do, which ensures that students are placed at the very heart of the decisions we make and the actions we take.

We expect all our students to succeed both academically and socially and we support them in this journey so that they can take their place in adult life well prepared.

We place particular emphasis on members of the school community being part of the school family. With over 800 students on roll, we are relatively small, which allows us to get to know our students very well, to focus on their individual needs and work in real partnership with parents and carers.



# Our Vision

At Ashton, we are resolute in wanting the best for every child. We hold high standards and expectations for all, from all, underpinned by a no-excuses mindset. We believe that every student deserves to feel valued, supported, and inspired to attend school and engage with what is offered every day.

We aim to create a supportive and challenging environment where every individual can aspire, enjoy, and achieve. We are committed to fostering a culture where students want to be present—where attendance is not only expected but encouraged through meaningful relationships, engaging learning experiences, and recognition of effort and success.

Our staff lead by example, demonstrating passion for their subjects and dedication to the school community. We support this with high-quality professional development which ensures all our staff stay at the forefront of research informed practice.

We are a “School to be proud of,” and our ethos—built around creating an acronym from the word **PROUD**—reflects our belief that every member of our school family plays a vital role in our collective success. We work closely with parents, carers, and families to ensure that the interests of the child are at the heart of everything we do. PROUD gives us a strong set of values and lays a solid foundation for life as well as school.

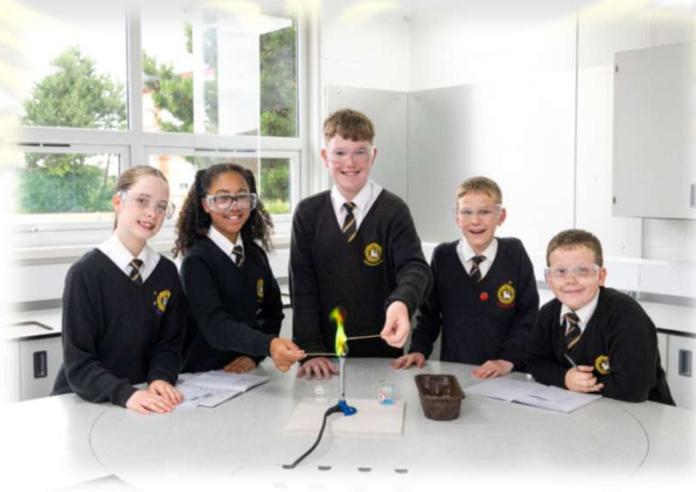
- P** - Punctual
- R** - Responsible
- O** - Organised
- U** - Uniform
- D** – Determined

# Our Values

We are developing students who understand their responsibilities within the school, local, and wider communities, and who are motivated to make a positive contribution. Our PROUD ethos provides a moral compass for both students and staff:

To help this we have developed the following guiding principles to achieve our vision--

- Our environment must be inclusive. Students must feel safe, supported and motivated to attend. This is our number one priority.
- We work in close partnership with parents, carers, and families.
- We insist on mutual respect and the highest standards of behaviour.
- We have a relentless pursuit of excellence in teaching and learning.
- We offer a rich curriculum and a wide range of extra-curricular opportunities.
- We celebrate attendance, effort, and achievement to build confidence and pride.
- We believe in continuous improvement for both staff and students.
- We value examination performance and personal growth equally.
- We promote collaboration and teamwork at every level.
- We believe raising capability is the key to future success.



# How to apply

To apply for the position at Ashton Community Science College, you would:

Go to our "[Job Vacancies](#)" page and download the appropriate application form (there are separate forms for teaching and non-teaching (support) roles.)

Complete the form carefully, following any guidance notes included, and make sure any required background-checks documentation (e.g. DBS, right-to-work) is prepared.

Submit your completed application electronically, (via an email address provided in the vacancy posting). If included, attach any additional documents requested (such as a cover letter, references or evidence of qualifications).

## **POINTS TO BEAR IN MIND BEFORE YOU START**

- Look carefully at the job description and application form. Ask yourself why you are interested in the job. Don't copy the same application for a series of jobs.
- Read the Person Specification carefully. This outlines the type and range of skills/experience etc. that we would like the candidate to possess or have the potential to develop.
- Try to complete the form in a concise, well organised and positive way.
- Please use the application form provided, continuing on a separate sheet if necessary. Please do not send standard details of your own, i.e. in the form of a curriculum vitae, unless specified in the advertisement.
- Please remember to complete the Monitoring Job Applicants Form as this is essential for the County Council to determine whether its Equal Opportunities Policy is working with regard to employment.

# About the role

## Second in Mathematics

The role of the Second in Mathematics is to support the Head of Department with the general running of, strategic direction and management of the department. We would expect a Second in Department to fully embrace department life, both within the school day and the extra-curricular/revision programme.

The Second in Mathematics is expected to support across the department and carry out reasonable requests by the Head of Department and the Senior Leadership Team.

As well as general support to the Head of Department, you would be expected to fulfil roles aligned with the department improvement plan. For the academic year 2026/27 these priorities include:

**Assessment & Feedback** – running the assessment system set out by the Head of Department, adjust lessons and applying interventions as a result of outcomes; taking a lead on feedback to students within the department, and adapting our curriculum to include feedback actions

**Intervention** – running strategically the intervention programme run by the department

**Whole School Numeracy** – develop the whole school numeracy strategy, working with other departments within school to support the wider KS3 and KS4 curriculum

As the department grows, develops and changes these roles may change and would be agreed in the summer term of the preceding year.

ACSC is committed to safeguarding and promoting the welfare of children. The successful applicant will be required to provide a disclosure from Disclosure Barring Service before any appointment is confirmed. On-line checks will be carried out on short-listed candidates.

Applications should be submitted electronically by 9am Thursday 26<sup>th</sup> March 2026 to [hr@ashtoncsc.com](mailto:hr@ashtoncsc.com).

Interviews will take place Wednesday 15<sup>th</sup> April 2026.

We are seeking a candidate who can begin the role as soon as possible.

Please note we regret we are unable to contact individual applicants who may be unsuccessful at this time.

# Job Description



<b>Post: Second in Mathematics</b>
<b>Reporting to:</b> Line Manager as designed by the Headteacher
<b>Responsible for:</b> - All support staff within the department
<b>Working Hours:</b> 195 days per year – full time
<b>Salary/Grade:</b> Teachers pay spine + TLR 2b as laid out in the school pay policy

## Main Core Duties – Teaching/Curriculum Development

### Operational/Strategic/Planning

- To help lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- The day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- To actively monitor and follow up student progress.
- To implement School Policies and Procedures
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School.
- To help ensure that the planning activities of the department reflect the needs of students within the subject area, SIP/DIP and the aims and objectives of the School.
- To help ensure that the work in the curriculum area fully reflects the School's distinctive ethos and vision.
- To help ensure that Health and Safety policies and practices, including Risk Assessments, throughout the department are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Officer.

### Curriculum provision

- To be accountable alongside the Head of Department for the development and delivery of subjects within the department and numeracy across the school.

## Main Core Duties – Teaching/Curriculum Development

### Curriculum development

- To help lead curriculum development for the whole department.
- To keep up to date with national developments in the subject areas and teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To help ensure that the development of the department subjects are in line with national developments.

### Staffing

- To work with the Head of Department to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of the department's support staff where appropriate.
- To undertake Appraisal Review(s) and to act as reviewer for a group of staff within the designated department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Department liaising with the Cover Supervisor/relevant staff to secure appropriate cover.
- To help ensure effective induction of new staff in line with School procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme when appropriate.
- To be responsible alongside the Head of Department for the day-to-day management of staff within the designated department and act as a positive role model.

## Main Core Duties – Teaching/Curriculum Development

### Quality assurance

- To help ensure the effective operation of quality control systems.
- To help establish common standards of practice within the department and develop the effectiveness of teaching and learning styles within the department.
- To contribute to the School procedures for lesson observation.
- To implement School quality procedures and to ensure adherence to those within the department.
- To monitor and evaluate the curriculum area in line with agreed School procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To help ensure that the department's quality procedures meet the requirements of Self Evaluation and school improvement.

### Management Information

- To help ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the department.
- To produce reports alongside the head of department on examination performance, including the use of value-added data.
- In conjunction with the Head of Department to manage the department's collection of data.
- To provide the Governing Body with relevant information relating to educational visits, including qualitative and quantitative data

## Main Core Duties – Teaching/Curriculum Development

### Communication and marketing

- To ensure that all members of the department are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools/colleges, higher education, Industry, Examination Boards, Awarding Bodies, primary schools, and other relevant external bodies.
- To represent the department's views and interests.
- To attend appropriate meetings as set out in the school meeting structure
- To contribute to the publicity and marketing activities, e.g. the collection of material for press releases.
- To help lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
- To actively promote the development of effective subject links with external agencies.

### Management of resources

- To help manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the subject budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records within the re-modelling parameters

### Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a main scale teacher.

## Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- To continue personal development as agreed.
- To engage actively in the performance review process.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a Leader or Manager to undertake work of a similar level that is not specified in this Job Description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**This job description is current at the date below, but following consultation with you, may be amended by the Headteacher to reflect or anticipate changes in the job which are commensurate with the TLR and job title.**

**Date: February 2026**

# Person Specification



Personal Attributes required (on basis of the job description)	Essential (E) or Desirable (D)	To be identified by: (e.g. application, interview, reference etc)
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Good honours degree in relevant subject</li> <li>• Qualified Teacher Status</li> <li>• Masters' degree or similar</li> </ul>	<p>E</p> <p>E</p> <p>D</p>	<p>A / R</p> <p>A / R</p> <p>A / R</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of delivering consistently good to outstanding lessons to students of all ages and abilities.</li> <li>• Excellent record of exam results</li> <li>• Proven success of raising student achievement and ensuring students make good or better progress within subject area.</li> <li>• A confident use of data to inform intervention in terms of teaching and learning to raise achievement.</li> <li>• Experience of implementing behaviour management strategies consistently and effectively.</li> <li>• Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes.</li> <li>• In-depth and up to date knowledge of the curriculum area and experience of delivering imaginative and stimulating lessons</li> <li>• Experience in more than one school</li> <li>• Experience of having designed, implemented and evaluated effective, imaginative and stimulating Schemes of Work.</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>A / I / R</p>

# Person Specification



Personal Attributes required (on basis of the job description)	Essential (E) or Desirable (D)	To be identified by: (e.g. application, interview, reference etc)
<p><b>Knowledge, Skills and competencies</b></p> <ul style="list-style-type: none"> <li>• Excellent classroom practitioner</li> <li>• Ability to devise new resources for learning</li> <li>• Clear ideas and strategies for raising pupil attainment and achievement</li> <li>• Knowledge of curriculum developments</li> <li>• The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.</li> <li>• Has undertaken additional training to enhance subject delivery in the classroom</li> </ul>	<p>E E E E E D</p>	<p>A / R A / R A / R A / R A / R A / R</p>
<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• Ability to manage, motivate, support and inspire trust in others.</li> <li>• Ability to generate a love of learning in students.</li> <li>• Ability to work as part of a team.</li> <li>• Ability to work well under pressure</li> <li>• Ability to formulate, monitor, evaluate and review plans and policies</li> <li>• Ability to confront and resolve problems.</li> <li>• Ability to innovate and manage change.</li> <li>• Experience of leadership</li> </ul>	<p>E E E E E E E D</p>	<p>A / I / R A / I / R</p>

# Person Specification



Personal Attributes required (on basis of the job description)	Essential (E) or Desirable (D)	To be identified by: (e.g. application, interview, reference etc)
<p><b>Continuous Professional Development</b></p> <ul style="list-style-type: none"> <li>Evidence of commitment to CPD, personal and departmental</li> <li>Experience of leading CPD</li> </ul>	<p>E</p> <p>E</p>	<p>A</p> <p>A</p>
<p><b>Philosophy and Commitment</b></p> <ul style="list-style-type: none"> <li>Vision aligned with ACSC of high aspirations and high expectations of self and others.</li> <li>An understanding of the strategies needed to establish consistently high aspirations and standards of results and behavior and a commitment to relentlessly implementing these strategies.</li> <li>A commitment to the responsibility to safeguard and promote the welfare of all students.</li> <li>An attitude of going above and beyond</li> <li>A strong commitment to the revision program of ACSC</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A / I</p>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>Excellent communicator</li> <li>Good team member</li> <li>Drive and determination</li> <li>Commitment to contribute to the wider life of the school and the community</li> <li>Sense of humour</li> <li>Resilience</li> <li>Ambition</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A / I</p>