



# ST AMBROSE BARLOW R C HIGH SCHOOL

SECOND IN MATHEMATICS



LOVE



LEARN



LEAD

[WWW.STAMBROSEBARLOWSWINTON.ORG](http://WWW.STAMBROSEBARLOWSWINTON.ORG)



# EQUALITY STATEMENT

As an equal opportunities employer, our policy is that no current or prospective employee, or third party, will receive less favourable treatment on the grounds of their race (including nationality, ethnicity or national origin), religion or belief, sex, marital status or civil partnership, gender reassignment, sexual orientation, pregnancy and maternity, age or disability. We recognise the nine protected characteristics of the Equality Act 2010 and are committed to applying the provisions of the Act in full, in all areas of our business.

We aspire to have a diverse workforce because, in our view, diversity enables better outcomes for all young people. We also believe that a more inclusive workplace, where people of different backgrounds work together, ensures better outcomes and experiences for all staff. From application to interview, we place equality, diversity and inclusion at the heart of all we do.

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS Disclosure.

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# WELCOME

BEN DAVIS - HEADTEACHER

By joining the staff of St. Ambrose Barlow RC High School, you will become part of a wonderful story of success. We are a mission-led school, living out our values to **Love, Learn** and **Lead** every day. We are also a place where staff can flourish so that young people can thrive. We are welcoming, friendly and inclusive, dedicated to keeping and developing the people who work for us: we are all about growing great people deliberately. You will be supported and developed to care for and know our pupils well, putting them first in all that you do. Our professional development programme will ensure that you teach with **compassion, wisdom** and **knowledge** (I'm sure you already do) and you will be working as one of over 120 adults who serve our local community with **integrity** and **determination**.

As you'll know already, being an educator (whatever your role, in a Catholic school all adults are educators) means that you often don't get to see the fruits of your labour. However, we do what we do because we know that our work can transform lives and inspire young people to take action through successful learning. You will be teaching and working with young people who will change the lives of others for the better – that is a huge privilege and one we meet with humility and deep respect.

What does our mission look like in practice? **Love** means that we put relationships first, the dignity of every human being, in all that we do and we always expect the best of everyone. We **learn** by empowering brilliance in one another so that young people can go on to **lead** the life they want to lead for the good of others. Our priority is to ensure we are always a '**School That Matters**' – offering a culture of belonging and care and a curriculum that promises excellence for all.

If you like the sound of this, please get in touch and put in an application. Come and visit us and you will be able to see for yourself the great working and learning environment we have created at St. Ambrose Barlow. You can walk the corridors, speak to pupils and staff and test whether the reality matches the vision – I'm confident you will find it does.

## A SCHOOL THAT MATTERS



# VISION, MISSION AND VALUES

We express our mission simply: **Love, Learn, Lead**. For us these three words express our core values and commitment to our faith and describe the journey of learning and development that young people undertake at St. Ambrose Barlow RC High School.

Our **vision** is to provide Inclusive Catholic Excellence.



A place of love where **everyone is welcome and respected**

A family of faith where **everybody matters**; where we are **unique together**; where we plant the seed that will one day **flourish**

A **community with Christ** at the centre where the dignity of each person is celebrated so that they can **embrace excellence**



A place to learn that is **alive with inspiring experiences** and a curriculum rich in knowledge and wisdom

A family of faith where together we **seek truth, celebrate endeavour and achievement.**

A community that **values curiosity and nurtures learning** into action in the service of others



A place to lead where young people grow to become people for others, **creative and courageous, ambitious** for the higher gifts.

A family of faith where we serve with **integrity, hope, and determination.**

A community that values justice for the most vulnerable so that all may have **life to the full.**

# WORK WITH US

At St. Ambrose, we believe that our staff are the cornerstone of our success.

We are committed to fostering a positive work culture where professional growth and well-being go hand in hand. Here's why St. Ambrose is the right place for you

## PROFESSIONAL DEVELOPMENT



We offer extensive CPD opportunities tailored to individual needs, from bespoke programs for Early Career Teachers (ECTs) to in-house development for middle leaders.



With termly ECT celebrations, dedicated ECT voice, and NPQ support, we help all staff thrive in their careers.

## WELLBEING AND WORK PLACE BALANCE



We prioritize staff well-being through an **Employee Assistance Programme** offering mental health, financial, legal support / advice and leaderships / life coaching



Flexible policies include / not limited to

- Flexi Day
- Pet bereavement,
- Positive dependents / parental leave
- Religious Observance



Free toast at break, end-of-term staff breakfasts, and free onsite parking enhance our positive work environment.

## INCLUSIVE AND POSITIVE CULTURE



At St. Ambrose, you will be part of a warm, inclusive community where staff are regularly recognized and celebrated. We have a half-termly **Staff Recognition Nomination System**, which highlights colleagues going above and beyond. Additionally, our **Thank a Educator Day** allows staff and students to show their appreciation



Join our staff clubs including the book, running, and football clubs, or engage in the Reading and Research Club.



We offer a **Cycle to Work Scheme** and a **Technology Scheme**, allowing staff to access equipment in an affordable and convenient way.

# TESTIMONIALS



## NICOLA JOHNSON - DIRECTOR OF FINANCE AND OPERATIONS

As the Director of Finance and Operations at St Ambrose Barlow my role is to provide leadership and direction to improve all areas of financial management and business operations within the school. I have been here for four years and this has been my first role within Education. I work with an amazing team of people who I learn from every day, working in an environment that is both supportive and challenging and at its core is driven by a desire to do better and be better. There is a forward thinking approach here in all that we do with plenty of opportunity to hear and be heard as we work together to give our pupils the best school experience we can. I am proud of the work I do and the dedication and passion that I see from my colleagues every day.

## KIRBY HICKLING - TEACHER OF CHEMISTRY

As part of my job, I work closely with Nick Cohen to run the Chemistry side of the department. This includes the lesson sequence, assessments within the topics, any grade boundaries or grades and the mock exams that we do in year 10 and 11.

**My department have been incredibly welcoming and have made me feel part of the team very quickly.**

Working here has been amazing as it is all collaborative and if I am ever struggling, I know there are people there to help and support me. The department work closely as a team and has made my first year here very enjoyable.

## SUZANNE HESKETH - LEARNING SUPPORT OFFICER

I have been at St Ambrose Barlow for 10 years in the SEND Department supporting young students with additional needs. During this time, I have found it too be extremely rewarding and satisfying helping students overcome barriers to learning and achieve so much.

Within the school there is a warm feeling of community and when support is needed there is always someone to talk to be it a department colleague or a member of SLT, everyone is there to help each other.

**I love coming to work every day as no two days are the same**



# TESTIMONIALS



## ANDREA COCCORESE - TEACHER OF HISTORY

As a new ECT at St. Ambrose Barlow, I've found the support from my mentors and the training provided to be very helpful in developing my teaching practice.

**The school offers a no-judgment environment, focusing on support rather than evaluating performance, which has allowed me to grow without added pressure.**

There is a good level of flexibility, and my colleagues have been approachable and willing to assist when needed. Overall, it has been a positive start to my teaching career.

## GILLIAN SALDANHA DE MAGALHAES - HEADTEACHER'S PA AND ADMIN MANAGER

I have worked for St Ambrose for 3 years now following a career in the NHS and am so glad I took a leap of faith and moved to the education sector.

**I work as part of a supportive, hard-working team and we are led by a fantastic manager who is dedicated and fair.**

One thing I love about Ambrose is that we continually strive to be better and do better as a **School That Matters** for all our students. I thoroughly enjoy my role and coming to work each day.

## IFTIKHAR HUSSAIN, HEAD OF PHYSICS

I have worked at St Ambrose Barlow RC High school since May 2023. I have worked at 9 other schools since 1995 before arriving at St Ambrose. At St Ambrose the students, well-being is a high priority and students as a result receive outstanding support from staff in all areas, whether it's pastoral or academic.

**The LOVE, LEARN and LEAD ethos allows all students to thrive and succeed in all areas of school life.** It is a very inclusive school and all students get a very rich and diverse experience – Culture day/Ramadan assembly/black history month, Christmas, Easter, Celebration evening etc. all are included through the many activities which students experience so that when they leave St Ambrose they are confident young adults ready to contribute positively to the wider diverse communities.

**Staff well-being is also a high priority.** The morning briefings are very informative and the staff are acknowledged for their hard work with a thank you on Friday which is really nice. Staff are given opportunities to contribute to the development of the school and their own professional development.



# CURRENT OPPORTUNITY



## SECOND IN MATHS

Are you passionate about unlocking students' potential through the power of mathematics? We are seeking an ambitious and inspiring Second in Maths to support the leadership and continued development of our successful Maths department.

Working closely with the Head of Maths, you will play a key role in driving high standards of teaching and learning, supporting curriculum development, and helping to create a culture where both staff and students can thrive.

Together, we are committed to achieving excellent outcomes for all students, particularly the most disadvantaged, through high-quality teaching, strong teamwork and a shared belief that every student can succeed.

This is an exciting opportunity for a motivated teacher ready to take the next step in leadership within a supportive and ambitious school community. If you are driven by collaboration, challenge and making a lasting impact, we would love to hear from you.

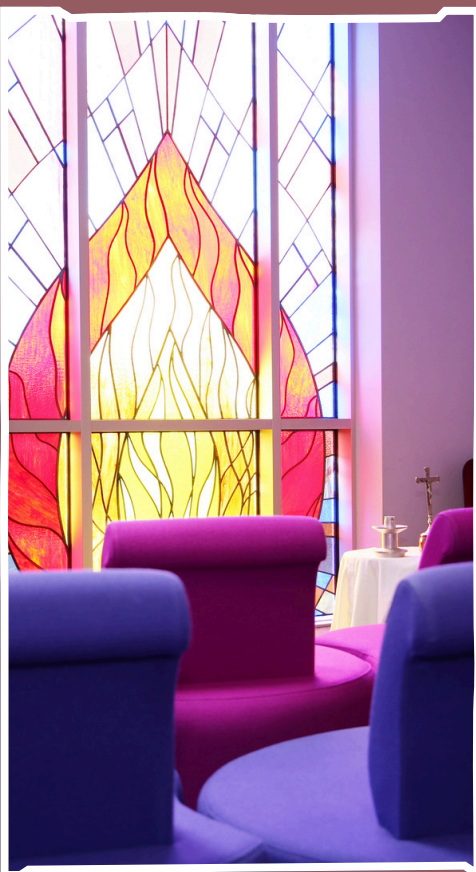


## OUR MATHEMATICS DEPARTMENT

At St Ambrose Barlow we strive towards shaping assured, happy and resilient mathematicians who relish the challenge of maths. The children shall become independent, reflective thinkers, whose skills support them across the wider curriculum.

Mathematics is integral to all aspects of life and, with this in mind; we endeavour to ensure that our pupils develop a positive and enthusiastic attitude towards Mathematics that will stay with them. The Mathematics curriculum equips pupils with a powerful set of skills to help them understand and change the world. These skills include making connections, logical reasoning, and the ability to think in abstract ways.

# JOB DESCRIPTION



<b>Job Title</b>	Second in Maths
<b>Salary Scale</b>	Main scale/UPS depending on experience + TLR 2B - £6,262
<b>Start Date</b>	September 2026
<b>Accountability</b>	Head of Mathematics
<b>Interview</b>	TBC
<b>Closing Date</b>	18 May 2026
<b>How to Apply</b>	You can apply on TES or contact <a href="mailto:hr@stambrosebarlowswinton.org">hr@stambrosebarlowswinton.org</a> for the application form and submitted directly to the team.

<b>Contract Details:</b>	Permanent
<b>Conditions</b>	Subject to satisfactory medical, police check clearances and references. Holiday pay and sickness entitlements dependent on previous service
<b>Hours of Duty</b>	Teacher contracted hours.
<b>Additional</b>	<p>To support and demonstrate a commitment to the distinctive Catholic mission and ethos of the school. General Information and Working Arrangements.</p> <p>The below duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.</p> <p>To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</p> <p>To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</p> <p><b>This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.</b></p>

**LOVE****LEARN****LEAD**

- Drive Outstanding Outcomes and Life Chances:
- Work alongside the Head of Mathematics to cultivate strong relationships, ensure consistently excellent teaching, and deliver a challenging, rich curriculum that leads to the best possible outcomes and life opportunities for all our students, with a particular focus on supporting the most disadvantaged.
- Lead Professional Development in Mathematics
- With the Head of the Maths, to lead subject-specific professional development and ensure that department staff have the skills and knowledge necessary to be excellent teachers
- With the Head of the Maths, to shape and maintain a strong culture of learning in the department founded on our Catholic mission and values
- Foster a Culture of Learning Rooted in Catholic Values:
- Partner with the Head of Mathematics to shape and uphold a strong, positive learning culture across the Mathematics department, firmly grounded in our Catholic mission and values, inspiring staff and students alike.

### **MISSION, VISION AND CULTURE**

- Live out the school's values and mission in all interactions
- Work with staff and Governors to develop the distinctive vision and aims of the school
- Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment
- To support and demonstrate a commitment to the distinctive Catholic mission and ethos of the school.

### **DUTIES AND RESPONSIBILITIES**

#### **I. LEADERSHIP, PLANNING, DEVELOPMENT AND COORDINATION**

- To support the Head of Mathematics in the leadership and strategic development of the department to ensure high standards of teaching, learning and student achievement.
- To assist in implementing, monitoring and evaluating the Mathematics development plan in line with whole-school priorities.
- To support the monitoring of teaching and learning within the department, including learning walks, work scrutiny, curriculum development and assessment practices.
- To contribute to the development, review and auditing of schemes of work, curriculum resources and assessment materials across Key Stages 3 and 4 (and Key Stage 5 where applicable).
- To support colleagues within the department through coaching, collaboration, sharing of good practice and professional dialogue.
- To contribute to departmental meetings, school events and wider school improvement priorities.
- To lead or contribute to intervention strategies to improve student progress and outcomes, particularly for disadvantaged and vulnerable learners.
- To support the analysis and use of student performance data to inform planning, intervention and departmental priorities.
- To assist with the organisation of departmental resources and make recommendations to maintain and develop curriculum provision.
- To support the induction and development of Early Career Teachers (ECTs), trainee teachers or new members of staff where appropriate.
- To produce long and short-term planning in accordance with school policy, procedures and required deadlines.
- To set challenging teaching and learning objectives which are relevant to all students in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons which demonstrate progression and support student achievement.
- To select and prepare resources considering students' interests, learning needs and cultural backgrounds, with support staff involvement where appropriate.
- To plan for the effective deployment of support staff contributing to students' learning.
- To plan opportunities for students to learn both within and beyond the classroom environment.

## DUTIES AND RESPONSIBILITIES

### 2. MONITORING AND ASSESSMENT

- To make effective use of the school's monitoring and assessment systems to evaluate students' progress towards learning objectives.
- To use assessment information to improve planning, teaching and intervention strategies.
- To monitor and assess the effectiveness of learning activities and provide timely, constructive feedback to students.
- To support students in reflecting on, evaluating and improving their own progress and achievement.
- To assess students' progress accurately against appropriate standards and examination criteria.
- To identify and support students with differing levels of prior attainment, including those with SEND, behavioural, emotional or social needs.
- To maintain accurate records of students' progress and attainment in line with school policy.
- To report on student progress and attainment to parents, carers, students and other professionals as appropriate.
- To support departmental analysis of outcomes and contribute to strategies for raising attainment and closing gaps in progress.

### 3. TEACHING AND CLASS MANAGEMENT

- To demonstrate consistently high expectations of students and foster positive relationships which support excellent teaching and learning.
- To establish a purposeful, inclusive and safe learning environment where students feel valued and supported.
- To teach Mathematics across the relevant age and ability range.
- To deliver engaging and well-structured lessons which motivate students, promote independence and support high levels of progress.
- To use a range of teaching strategies, including collaborative and interactive approaches, to meet the needs of all learners.
- To adapt teaching appropriately to support students of differing abilities, backgrounds and experiences.
- To organise and manage learning time effectively to maximise progress.
- To manage classroom behaviour effectively in line with school policies and procedures, promoting self-discipline and mutual respect.
- To use ICT effectively to enhance teaching, learning and assessment.
- To provide homework and independent learning opportunities which consolidate and extend classroom learning.
- To work collaboratively with colleagues and support staff to enhance student outcomes.
- To recognise and respond appropriately to equality and diversity issues, challenging stereotypes, bullying and discrimination in accordance with school policies.
- To maintain high standards of professionalism and act as a positive role model for students and colleagues.
- To attend and participate fully in meetings, training, CPD and performance management activities.
- To contribute positively to the wider life of the school.

### 4. SAFEGUARDING AND PROFESSIONAL RESPONSIBILITIES

- To be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection.
- To report all safeguarding or welfare concerns promptly to the appropriate person.
- To take responsibility for promoting and safeguarding the welfare of children and young people within the school.

## DUTIES AND RESPONSIBILITIES

### GENERAL INFORMATION AND WORKING ARRANGEMENTS

- The above duties are not exhaustive and the postholder may be required to undertake additional duties, responsibilities or tasks reasonably requested by the Senior Leadership Team.
- The postholder will be expected to uphold and actively support the ethos, values and aims of the school at all times.
- The postholder is expected to participate fully in the school's performance management process and ongoing professional development.

**This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.**

# PERSON SPECIFICATION

## EXPERIENCE/QUALIFICATIONS/TRAINING ETC.

Qualified Teacher Status	Essential	Application form/Interview
To hold an Honours Degree or equivalent in relevant subject area	Essential	Application form/Interview
Ability to teach Mathematics effectively	Essential	Application form/Interview
Proven record of raising achievement for students through quality first teaching and / or intervention	Essential	Application form/Interview
Experience of participation in whole school policies	Essential	Application form/Interview
Proven skills and a positive impact of working with a wide range of students at KS3 and KS4	Essential	Application form/Interview
The ability to promote the social, moral, spiritual and cultural development of students through teaching	Essential	Application form/Interview

## SKILLS, COMPETENCY AND KNOWLEDGE

Knowledge and understanding of the English curriculum and GCSE specifications	Essential	Application, Form/Interview
Understanding of monitoring, review and evaluation to inform strategic planning and development	Essential	Application, Form/Interview
Knowledge and understanding of intervention strategies that have a positive impact on student progress and raise standards	Essential	Application, Form/Interview
Awareness and understanding of narrowing the 'achievement gap'	Essential	Application, Form/Interview
Excellent interpersonal and communication skills	Essential	Application, Form/Interview

## SKILLS, COMPETENCY AND KNOWLEDGE

Good level of personal organisation skills	Essential	Application, Form/Interview
Ability to deliver training sessions to staff	Desirable	Application, Form/Interview
<b>Valuing Diversity</b> - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage	Essential	Application, Form/Interview
<b>Developing Self and Others</b> - Ability to question and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. To support others' learning and share learning with others	Essential	Application, Form/Interview
<b>Health and Safety</b> - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	Essential	Application, Form/Interview
<b>Confidentiality</b> - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information	Essential	Application, Form/Interview

## PERSONAL QUALITIES

Clear dedication to teaching as a career and a belief that all students can achieve no matter who they are or where they come from	Essential	Application form/Interview
Energy, enthusiasm and dedication for work with young people	Essential	Application form/Interview
Creative and innovative in their approach to raising standards	Essential	Application form /Interview
Flexibility and an ability to respond creatively to changing circumstances	Essential	Application form/Interview
Can demonstrate humility and uses this to reflect and improve their own and others performance	Essential	Application form / Interview
Works effectively as part of a team and is positive even in the face of adversity	Essential	Interview
Ability to relate well with colleagues and students	Essential	Application form / Interview
Constant and consistent expectations of high standards	Essential	Application form / Interview
<b>Note to Applicants: Please try to show in your application form and supporting letter, how best you meet these requirements</b>		
Date Job Description prepared/updated	M Greenhalgh	April 2025
Person Specification prepared by	M Greenhalgh	April 2025

## PERSONAL STYLE AND BEHAVIOUR

- Tact and diplomacy in all interpersonal relationships with colleagues and stakeholders
- Being solution focused.
- Seeing the best in people and situations.
- Contributes to a positive, collaborative environment and helps build rapport with colleagues and students.
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards
- The flexibility to adapt to changing workloads demands and new school challenges
- Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of the service users
- Personal commitment to continuous self-development
- Personal commitment to continuous school improvement
- Personal commitment to the school's professional standards, including dress code as appropriate.
- Be willing to consent to and apply for an enhanced disclosure check to the DBS (Disclosure and Barring Service)

**The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect to individual children**  
**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified. The job description is subject to review**



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