

**Teacher of Mathematics
(Full Time, Year 7 to A level)**

From September 2026



Information about the post for candidates

Our vision:

Girls Enjoying Success

Our mission:

We foster fearless learners through inspiring education, exceptional co-curricular opportunities and meaningful partnerships, creating bespoke outcomes for every child: “Each of us is intended to have a character all our own, to be what no other can exactly be and do what no other can exactly do.” (William Ellery Channing)



Our Unitarian ethos encourages our pupils to be intellectually curious, open-minded and respectful. We build on the power of an all-girls education to develop kind, confident, articulate young women who are ready for life's challenges.

Girls at Channing enjoy academic success from a tailored educational programme that encourages confidence, independent thinking and provides girls with life skills to take on the next stage of their education as thoughtful, responsive, socially aware adults, prepared for the challenges of the world today.

This emphasis on bespoke outcomes is at the heart of our five new strategic objectives, which you can find here: [Channing 2035](#).

Founded in 1885 by Unitarian sisters Emily and Matilda Sharpe and the Reverend Robert Spears, Channing School, named after notable American Unitarian William Ellery Channing, is well known as a successful, happy community. Remaining true to our Unitarian foundation, the School is an inclusive community that values the individual skills, spiritual beliefs, achievements and contribution of all members of the school community. Our success was endorsed by [our latest ISI inspection in November 2025](#).

Academic achievement

Academic results are excellent. Virtually all our sixth formers go on to University or other higher education institutions, some after a gap year. However, we believe that examination success is not solely the end goal of a pupil's journey through school, rather that it should be an enriching academic and extra-curricular experience that allows girls to develop skills, confidence, creativity and character, instilling in pupils a lifelong love of learning and a firm belief that anything is possible. Experienced, dedicated teachers offer a supportive, encouraging and challenging learning environment that allows pupils to achieve success beyond that which they might have thought possible.

Community spirit

The Headmistress and members of staff know every girl personally and as an individual. We have a strong family tradition and an enthusiastic and supportive parents' association. The atmosphere is calm, focussed and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge diversity of the extra curricular activities on offer to pupils and it is expected that all staff will contribute to this side of the life of the school.

Exceptional setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground. Visitors are often surprised at how light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and



spacious teaching rooms. An ambitious building programme, completed in 2017, provided us with excellent dining facilities, a Music Department, a new Sixth Form Centre, Sports Hall with fitness suite and a state-of-the-art Performing Arts Centre. We are currently developing a STEM building complete with DT facilities which is due for completion in Summer 2026.

Teaching & Learning

Channing is a collaborative learning community. We provide an excellent and relevant T&L CPD programme that inspires all staff and pupils to achieve their full potential. We support the ongoing development of outstanding teaching and learning which stimulates and challenges all pupils.

Our current whole-school Teaching and Learning focus is to develop a culture of ambitious and inspirational teaching, alongside a shared understanding of every pupil and how best to support them. Central to this is our use of the [Learning Pit](#), which recognises that deep learning involves challenge and productive struggle, and that pupils make the greatest progress when they are supported to persevere through difficulty.

To promote consistently excellent teaching across the school, we have developed the [Principles of Great Teaching at Channing](#) and the accompanying Trusted Techniques. Together, these provide a shared understanding of what high-quality teaching looks like in practice, using a common professional language. They reflect both educational research and our collective expertise, and emphasise teaching that stretches pupils intellectually and supports them to move from challenge to secure understanding.

In recent years we have had a focus on developing *Fearless Learners*. We believe that it is possible to teach pupils to become more confident, proactive, independent learners in such a way that they become more courageous, fearless learners. To this end we have worked with both teachers and pupils to develop a range of resources that support us all to become more fearless in our learning. These include:

- An Infographic generated from discussions with all teachers ~ [What do Fearless Teachers look like at Channing?](#)
- A student-friendly Infographic based on what our student body thinks [Fearless Learners look like at Channing](#)

'*Spotlight*' is Channing Senior School's Teaching & Learning publication. It supports the professional development of our teaching staff. It is distributed twice monthly and focuses on the development of classroom practice and current educational research. All teaching staff are encouraged to contribute, and it reflects our commitment to being a collaborative, learning community. The most recent Spotlights can be [found on our website](#).

T&L Briefings are held every other Monday. These are an opportunity for teaching staff to come together to discuss educational research and how it might impact on their pedagogy. Recent themes have included: *Protecting Thinking in the Learning Pit, Questioning that Deepens Learning, AI & Tech: Pedagogy First, Integrity, Intelligence, Creativity, and Safety and Strong Starts to Lessons Protect the Flow*.

The *TLC* is our *Teaching & Learning Community*. It is open to all teaching staff. We meet about once a month. It leads on a number of initiatives which support the development of T&L across the school. These include a Journal Club, systems for teachers to share learning with each other, peer observation and the curation The Teaching and Learning Knowledge Interactive Toolkit.

Mathematics at Channing

Mathematics is a popular subject at Channing, with large numbers opting to study A level each year. Each full time member of the department teaches a varied timetable embracing all abilities and age groups.

The Department is at the forefront of the use of digital technology in the classroom, which is an integral part of learning at Channing. The Google Suite of apps is central to the Department's digital toolkit, alongside the use of interactive software, digital textbooks and online resources, all accessed by

the students on their iPads (Y7-9), Chromebooks (Y10-11) and laptops (Y12-13). The Department continuously explores new technologies and provides bespoke training that empowers teachers to deliver engaging and effective lessons which utilise technology to enhance learning.

Mathematics is taught in sets from Year 8 upwards, usually with one more set than the number of forms. Year 7 are taught in their mixed ability tutor groups and students in Year 8 and beyond are set. We follow the Pearson Edexcel IGCSE where all pupils sit the Higher Tier. Some of our most able students also sit the AQA Certificate in Further Mathematics (Level 2) in Year 11.

At A Level, all students sit the Pearson Edexcel A level (9 MAO). We have one set of Further Mathematics in each Sixth Form year. Some students take the Cambridge STEP examinations or the MAT Oxford entrance examinations. Extra-curricular activities in the department include the UK Mathematics Challenges, Hans Woyda Mathematics competitions, Puzzle Club, attendance at the Royal Institution Masterclasses and visits from outside speakers.

Teacher of Mathematics - Job Description & Person Specification

All staff are responsible, in every aspect of their work, for implementing and promoting the school's core values of courtesy, care and consideration for everyone in our community. Equally, we all have a responsibility to make sure that each girl is challenged and extended, so that her education is a fulfilling and a satisfying experience for her.

Subject teachers are responsible for:

- Lesson preparation, assessment, record keeping and the setting of and giving feedback on appropriate homework, in line with departmental policy and schemes of work
- Teaching lessons which engage and inspire all learners and are sensitive to and adapted for the needs of all pupils, in line with Channing's Principles of Great Teaching
- Adopting and supporting appropriate safeguarding and health and safety procedures
- Expecting and maintaining a high standard of work, punctuality, good discipline and order and general courtesy from girls at all times and leading by example
- Alerting the Head of Department, Form Tutor and Head of Year as appropriate if there is cause for concern about a girl's behaviour or academic progress
- Assisting as requested by the Head of Department in the preparation and marking of internal examinations, and in the preparation of students for public examinations, as appropriate
- Contributing to the department's programme of self-evaluation and its drive towards improvement by taking a full part in INSET opportunities of all kinds
- Keeping clear records of girls' attendance in lessons
- Setting appropriate work for classes during absence, where possible
- Completing any reports/grade-sheets/reference requests punctually, both external and internal
- Attending INSET, departmental and staff meetings, parents' consultation meetings and any other similar meetings requested by the Head

- Leading at least one co-curricular activity within or beyond the department
- Taking a full part in the department's programme of trips and visits, organising them and/or accompanying the group if the Head of Department so requires
- Treating school equipment and resources with care and reporting any problems immediately to the Head of Department/support staff/Bursar, as appropriate
- Covering lessons for absent colleagues
- All full time and part-time teaching staff are expected to be a Form Tutor or Co-Tutor, with the commensurate responsibilities for pastoral care, form times and teaching of PSHE
- Undertaking such other duties as the Head may reasonably request

Person Specification

Qualifications:	<ul style="list-style-type: none"> ● Degree and teaching qualification in Mathematics or related discipline. ● An experienced teacher with suitable qualifications who can motivate and inspire children and young people.
Experience:	<ul style="list-style-type: none"> ● Proven ability to inspire, challenge and support young people to achieve their full potential. ● Experience of delivering high-quality teaching and learning, with evidence of strong student outcomes. ● Understanding of, and commitment to, safeguarding, child protection and promoting the welfare of students. ● Awareness of data protection and confidentiality in an educational setting.
Attitude and Approach:	<ul style="list-style-type: none"> ● A passion for working with young people and a belief in their potential. ● Alignment with the school's Unitarian ethos, vision and values, and a willingness to contribute to the wider life of the school. ● Personal integrity, resilience, adaptability and professional curiosity. ● Positive, collaborative and open-minded, with the ability to both give and receive constructive feedback. ● Enthusiastic about innovation and embracing new ideas in teaching and learning. ● Able to provide evidence of recent, relevant professional development. ● Demonstrate commitment to the Channing vision of Fearless Teachers and Learners.
Knowledge:	<ul style="list-style-type: none"> ● Sound understanding of 11-18 curriculum ● Demonstrate a commitment to continuing professional development in order to provide up to date leadership. ● Awareness of current educational research and evidence-informed practice. ● Commitment to continuous professional learning and reflective practice ● Knowledge of effective teaching, learning and assessment strategies that meet diverse learner needs.
Leadership and management:	<ul style="list-style-type: none"> ● A person willing to work as a team member – giving as well as receiving advice, discussing ideas and experiences as a shared purpose.

	<ul style="list-style-type: none"> ● An experienced teacher who is able to implement change in a sensitive way, and able to gain the commitment of others to the school's vision. ● Ensure the maintenance and development of a high quality curriculum where teaching and learning are at its heart. ● Ability to lead by example, demonstrating high standards of professionalism and commitment. ● Strong organisational skills, including the ability to plan effectively, prioritise and delegate where appropriate. ● Confidence in using data and digital tools to support teaching, monitor progress and drive improvement. ● Capacity to contribute to curriculum development and support the strategic direction of the department.
Relating to and Influencing others:	<ul style="list-style-type: none"> ● Excellent interpersonal and communication skills, with the ability to engage confidently with students, staff, parents and the wider community. ● A team player who contributes positively to a supportive, inclusive culture. ● Ability to build strong, respectful relationships and manage them with professionalism and empathy. ● Confident in promoting the school and department within the community and beyond.
Organisational Skills:	<ul style="list-style-type: none"> ● Demonstrate a high level of organisational skills and the ability to plan and organise effectively.
Decision Making:	<ul style="list-style-type: none"> ● Reflective and evidence-informed in decision-making. ● Able to balance initiative with consultation, seeing both the immediate and long-term impact of decisions. ● Solution-focused and calm under pressure.
Communication Skills:	<ul style="list-style-type: none"> ● An effective and open communicator - with children, adults, colleagues and professionals. ● A firm commitment to consultation and communication both internally and externally supported by excellent communication skills. ● Able to promote the school and the department. ● Excellent IT skills (Channing is a Google and Apple school) and proficiency in data analysis.

Salary & Benefits

- Competitive salary scale, point dependent on qualifications and experience
- Enrolment into the APTIS pension scheme with a 10% employer contribution and minimum 2% employee contribution
- Laptop and iPad provided
- Free lunch and refreshments throughout the day
- Use of School sports facilities when available
- Annual Flu Vaccination
- Employee Assistance Programme provided by Education Support
- Extensive budget for INSET and CPD, with opportunities for internal progression

Applications

Applications are to be made via **TES.com**. A CV will not be accepted in place of the completed application form.

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. If you are unable to submit your application via TES please contact the HR department at recruitment@channing.co.uk.

Please note that once you submit an application via TES the system will automatically retain your details for a period of six months.

Deadline for applications: 9am on Monday 9 March 2026

Interviews: Thursday 12 March 2026

Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. A copy of this procedure is available on request.

Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.

In line with our Safer Recruitment Policy, all shortlisted candidates will be subject to online searches including social media and third party Safehire.

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