



Dear Potential Applicant,

Thank you so much for taking the time to read about our vacancy for a maths teacher. We hope you like what you see and will send in a completed application form. We really encourage visits to the school so that you can see in person the ethos we have created here at Chailey School. Leaders, Governors and Staff all share the vision that children matter are more than just exam results, and that by creating a kind and caring community we actually ensure our students are able to commit fully to their academic progress. If you would like to visit the school, please contact Serena Rodd, PA to the Head Teacher by emailing srodd@chaileyschool.org.

We have very low teaching staff turnover at Chailey and the staff are immensely supportive of each other. The maths department is fully staffed with experienced maths specialists and there is real sense of a purposeful and successful team. This vacancy has arisen because a maths teacher has decided to relocate abroad. This is a permanent position.

If you have any further questions, please do get in touch.

With very best wishes

A handwritten signature in black ink that reads "Helen Key". The signature is written in a cursive style with a long, sweeping underline.

Helen Key
(Head Teacher)



KS3 Leader of Mathematics (Full Time)

Dates:	September 2025
Salary:	MPS1/UPS3 (TLR2 A/B)
Location:	East Sussex
Contract type:	Full Time
Contract term:	Permanent

Chailey is a thriving, successful school set in rural Sussex within easy reach of Brighton. We are proud of our traditional values and innovative approaches to Teaching and Learning. Staff are friendly, dedicated and supportive; our students are happy and proud to be part of the school. Chailey is a school where teachers and students can thrive. We are seeking a talented, innovative colleague to join us as a full-time teacher and leader of mathematics. We use White Rose as the basis of our math's curriculum but are interested in innovative and evidence researched ideas to motivate our young people. Visitors to Chailey School often comment on the calm teaching environment and fantastic relationships between students and teachers.

We had our last Ofsted visit in January 2022 and we are extremely proud with the feedback that we received. The Ofsted report contained comments such as:

- 'This is a kind school'
- 'Pupils behave well in lessons and around the school'
- 'Welfare and well-being are high priorities'
- 'The curriculum is designed well to meet the needs of all pupils, including the most able'
- 'Low level disruption is not tolerated'
- 'Parents and guardians speak enthusiastically about the school'
- 'This is a happy and harmonious school'

We believe that this is a very strong foundation from which to aspire to excellence in everything we do.

The school has an excellent track record in GCSE Mathematics and Further Mathematics results and the department has a strong collaborative approach to continually improving teaching and learning. We use the White Rose curriculum as the basis of our school mathematics provision. The successful candidate will work with a group of supportive and dedicated colleagues.

If you have a strong desire to help students of all abilities to achieve the best they can, whilst fulfilling your own potential, then we would be very pleased to hear from you.

Further details are set out in the application pack on our website (www.chaileyschool.org). Please contact Serena Rodd, PA to the Head Teacher, at the school address shown or email: recruitment@chaileyschool.org if you have further questions or would like to arrange a tour of the school.

Closing date: Friday 7th March 2025 (applications will be processed on receipt. We reserve the right to appoint prior to the closing date)

Chailey School
Mill Lane, South Chailey
Lewes, East Sussex
BN8 4PU
Tel: 01273 890407

Head Teacher: Mrs Helen Key

East Sussex County Council is committed to equality of opportunity. We positively welcome applications from all sections of the community. This authority is committed to safeguarding and promoting the welfare of children



and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake, or currently hold, a Disclosure & Barring Service (DBS) clearance for this authority.



JOB DESCRIPTION

School: Chailey School
Post: Classroom Teacher (Secondary)
Accountable to: Faculty Team Leader

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (STPCD) as set out for staff on the Main or Upper Pay Scale for Qualified Teachers.

Job Purpose:

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Areas of Responsibility and Key Tasks:

a) Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEND or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support

b) Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

a) Curriculum Development

- Contribute to the work of a subject department or aspect of the school's work and development plans which identify clear targets and success criteria
- Contribute to the whole school's planning activities



b) Pastoral Duties

- be a form tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Tutor Group as a whole;
- liaise with the Student Support Manager to ensure the implementation of the school's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSHE according to school policy.

e) Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- to participate in performance appraisal procedures as required by the school and the STPCD;
- liaise effectively with parents and governors.

f) Leadership of KS3 Mathematics

Work with the maths team and senior leaders to maximise progress in maths in years 7, 8 and 9 by:

- designing and adapting schemes of learning with the maths department
- providing support and challenge to other members of the team to ensure teaching and learning is of a high quality
- analysing progress data and organising interventions as appropriate
- show knowledge of Key Stage 3 maths, including latest requirements and developments
- show best practice in engaging strategies to boost classroom engagement
- provide leadership to the department and ensure whole school values are represented and understood
- take part in professional development and lead on subject development and latest pedagogical development
- support the school appraisal process

This post has a key responsibility, as an integral part of the role, for safeguarding and promoting the welfare of children.

The post holder will undertake such other specific duties as may, from time to time, be reasonably assigned by the Head Teacher. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly, although such changes will not necessarily result in a regrading of this post. It will, in any case, be subject to periodic amendment whenever circumstances or review processes dictate changes in the post holder's role within the School.



PERSON SPECIFICATION

Post: Teacher Mathematics

Education and Qualifications

ESSENTIAL

- Graduate in a degree subject relevant to the post
- Qualified Teacher Status
- Successful teaching experience across Key Stages 3 and 4
- Ability to plan and deliver varied and relevant learning experiences for students in secondary education
- Evidence of the ability to work well with colleagues.
- The ability to use a range of data to monitor and analyse student progress
- Effective communication skills both written and oral
- Excellent subject ICT knowledge and skills and able to use all relevant applications
- Knowledge and understanding of current developments in the relevant area of the curriculum and assessment.
- Understanding of the process of performance appraisal
- Understanding of successful behaviour management strategies
- Understanding of a teacher's duty of care and safeguarding
- Ability to cope with the duties and responsibilities of the post
- Stamina, drive, resilience, energy, enthusiasm and determination to succeed
- Good team worker
- Ability to demonstrate sound and balanced judgement, and flexibility
- Understanding and sensitivity
- Ability to establish relationships built on trust
- Ability to promote excellence in the school
- Commitment to and belief in the equal value of all students
- Ability to manage work/life balance
- Ability to work under pressure as and when necessary

Desirable

- Good honours degree in relevant subject
- Successful teaching of exam courses relevant to the post as advertised
- Evidence of strong commitment to own professional development
- Knowledge of the exam specifications followed at this school



Generic Person Specification for teaching posts at Chailey School

The following outlines our expectations of the characteristics we look for in all appointments we make.

Professionalism – a core of strongly held and enacted values
Respect for others – The underlying belief that individuals matter and deserve respect
Challenge and support – A commitment to do everything possible for each student and enable all students to be successful
Confidence – The belief in one’s ability to be effective and take on challenges
Self Learning – A commitment to developing understanding and learning new skills to become a better teacher
Creating trust – Being consistent and fair. Keeping one’s word
Thinking – the drive to ask ‘why?’ and see patterns
Analytical thinking – The ability to think logically, break things down and recognise cause and effect
Conceptual thinking – The ability to see patterns and links, even when there is a lot of detail
Planning and setting expectations – targeting energy and effort where it will make the most difference to students
Drive for improvement – relentless energy for setting and achieving challenges
Information seeking – a drive to find out more and get the full story. Intellectual curiosity
Initiative – the drive to act now to anticipate and pre-empt events
Leading – directing, inspiring and motivating others
Flexibility – The ability and willingness to adapt to the needs of a situation and change tactics
Holding people accountable – The drive and ability to set clear expectations and parameters and to hold others accountable for performance
Managing students – The drive and ability to provide a clear direction to students and to enthuse and motivate them
Passion for learning – The drive and ability to support students in their learning and to help them become more confident, independent learners
Relating to others – managing one’s interactions and relationships effectively
Impact and influence – The ability and drive to produce positive outcomes by impressing and influencing others
Empathy – The drive and ability to understand others and why they behave as they do
Team working – The ability to work with others to achieve shared goals
General
Capacity to be a good role model for all members of the school community
Willingness to accept both support and challenge leading to improved practice
Ability to teach outstanding lessons