



AYLESFORD SCHOOL
WARWICK

SECONDARY PHASE APPLICANT INFORMATION PACK

Teacher of Mathematics – 1.0FTE





AYLESFORD SCHOOL
WARWICK

Dear Applicant

Thank you for your interest in the position of Teacher of Mathematics. This role is advertised on a full time (1.0FTE) basis.

Our school is a rapidly growing, vibrant educational community that relies on the combined talents of all of its staff, students, parents and carers to drive it forward. All our staff are dedicated to constantly improving student progress; united in their passion for improving the outcomes and life chances of the young people in our care.

We believe that a successful education is one that nurtures a child's natural curiosity and challenges them to develop the knowledge that they need in order to understand the world around them. We set high standards for our students knowing that they will always receive the support and encouragement that they need to succeed.

The successful candidate will be an excellent teacher, confident communicator. Above all, they will be someone who shares our values, our passion for learning, and our commitment to the wellbeing of everyone in our school community.

The Math's department has a strong Head of Department, a KS5, KS4 and KS3 Co-ordinator. The Math's department are an inclusive and social department with a strong team ethos. A Friday afternoon math's game over lunch is essential!

In return, I believe that for the right person, this post provides an exciting opportunity to develop the leadership skills and gain the professional experiences necessary for further career progression in the future.

I would strongly encourage you call to arrange a visit to the school to see how your particular blend of skills and expertise could contribute to the continuing success of our school.

Please submit your application together with a covering letter no more than one side of A4 electronically, to Peter Gilbride - Headteacher on hr@aylesfordschool.org.uk

Ambition



Resilience



Kindness



Key Information

Applicant Process

Applicants must complete the application form and submit it to the school by no later than the closing date.

All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Application forms are available on the school website www.aylesfordschool.org.uk and should be submitted FAO Samantha Hughes (HR Manager) – hr@aylesfordschool.org.uk.

Details of our Safer Recruitment procedures can also be found on the school website in the Safer Recruitment Policy, under Key Information – Safeguarding.

Selection Process

Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to assessment tasks as per the person specification.

Interview Process

All shortlisted candidates will have an interview with the Headteacher and will have at least a 30-minute lesson observation, a tour of the school which will also provide you the opportunity to meet some of the students at Aylesford School and ask them any questions you may have.

Shortlisted candidates

Applicants who have been shortlisted will receive an email detailing the date, time, and the itinerary for the day along with a list of documents that you will need to bring with you to satisfy the appropriate pre-employment checks.

School visits

We invite potential applicants who would like to visit the school to contact Samantha Hughes (HR Manager) on 01926 747100 or by emailing hr@aylesfordschool.org.uk

Pre-appointment checks

The school is committed to safeguarding and promoting the welfare of children and young people and legally required to carry out a number of pre-appointment checks. These are detailed below: - Prohibition from Teaching and/or management (if applicable to the role), and disqualification from providing childcare.

Aylesford School subscribe to the Schools Advisory Service staff-wellbeing package which offers a full range of well-being services. All employed members of staff have access to the facilities covered within this support package. Below is a non-exhaustive list of services that are accessible by the following methods.

- Whole staff induction programme; you will be assigned to a staff member for the duration of your induction
- Development opportunities
- On-site gym that staff can be used by staff members – When school is fully re-open
- On-site parking for staff
- Access to the canteen
- Reduced rates at Nuffield Health Gym
- VDU assessments and contributions towards the cost of glasses for our DSE users
- Family friendly policy

In addition to the above, all staff members following a successful completion of the probationary period will have access to the following: -

- Physiotherapy
- GP Helpline, for employees and members of their household.
- Counselling for employees and members of their household.
- Weight Management including Slimming World membership
- Nurse support line for any Issue
- Mindfulness
- Maternity Webinars
- Man space
- Feel Good app
- Therapy for cancer support
- Gym Fitness programs and challenges are provided via gym app.





- Closing date: Sunday 22 June 2025
- Shortlisting: Monday 23 June 2025

Interviews will take place week commencing 23 June 2025.

The Interview will consist of a lesson observation, and an interview with the Headteacher and an opportunity to meet the department.

We reserve the right to remove this advert or close it to further applications at any point during the recruitment process.

Interested candidates should email completed application forms:
FAO Mr P Gilbride at hr@aylesfordschool.org.uk

or post to: -

HR Department
Aylesford School Warwick
Tapping Way,
Warwick,
Warwickshire,
CV34 6XR.

This 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 two satisfactory references and an Enhanced Disclosure and Barring Services check.



Job Description

Classroom Teacher of Mathematics

Post: Teacher of Mathematics

Grade/Scale: TMS / UPS

Start date: September or October 2025, or earlier for a strong ECT

This job description may be amended at any time, following consultation between the post holder and the Headteacher and will be reviewed annually.

The post holder is responsible to the Head of Department.

All teachers, regardless of their position in the school must consistently meet the following professional standards:

Set high expectations which inspire, motivate and challenge pupils:

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes.
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- guide pupils to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how pupils learn and how these impact on teaching.
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of learning and children's intellectual curiosity.
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

All teachers should also fulfil wider professional responsibilities in relation to the following and should comment during annual review on how these are demonstrated:

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support (examples of this can vary from teacher to teacher).
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (professional development is a personal responsibility and its relevance should relate to the post held).

Other wider professional responsibilities:

- communicate effectively with parents with regard to pupils' achievements and well-being
- deploy support staff effectively



Person Specification Classroom Teacher of Mathematics

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree level qualification in Mathematics or related specialism Qualified Teacher Status 	
Knowledge & Teaching Experience	<ul style="list-style-type: none"> Teaching experience within the secondary phase with evidence of positive impact on student achievement Excellent subject knowledge Ability to teach Mathematics from KS3-5 	<ul style="list-style-type: none"> Ability to teach further Math's at A Level
Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development or commitment to training 	<ul style="list-style-type: none"> Ability to identify own learning needs
Teaching and Learning	<ul style="list-style-type: none"> An understanding of the requirements of the Changing Curriculum, and 4-19 framework in relation to the student's learning and development needs Understanding of a range of successful teaching and learning strategies Ability to use the School's assessment procedures and set appropriate targets Ability to assess how well learning objectives have been achieved and be able to report progress to Headteacher and Parents at appropriate intervals Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	
Skills, Qualities and Abilities	<ul style="list-style-type: none"> High quality teaching skills High expectations of students' learning and attainment Strong commitment to school improvement and raising achievement for all students Ability to build and maintain strong positive relationships with students and their parents Ability to remain positive and enthusiastic when working under pressure Ability to organise work, prioritise tasks, and manage time effectively Excellent ICT skills. A commitment to Equal Opportunities. A commitment to safeguard children and young people. An ability to empathise with pupils, parents and colleagues. 	<ul style="list-style-type: none"> Adaptability and flexibility to respond to the changing educational environment

