



HAMPSTEAD SCHOOL
Learning together Achieving together

TEACHER OF MATHEMATICS & KEY STAGE CO-ORDINATOR

Job Application Pack

Full time | Permanent | Autumn Term 2025



Thank you for your interest in this exciting post at Hampstead School. More information about the school can be found on our website www.hampsteadschool.org.uk. The job profile and person specification are included in this document. We advertise our roles through TES but please take time to look at website to find out more about Hampstead School.

Dear applicant,

At Hampstead School, we are committed to promoting a diverse and inclusive community – a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, staff engagement forums, in-school facilities and services to support staff from different backgrounds. We are keen to explore part-time, job share or flexible working arrangements. Everyone is welcome – we are committed to inclusion across race, gender, age, religion, identity and experience.

The School is committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced DBS check. Checks will be made with previous employers.

Message from the Head

I started as Head at Hampstead School in September 2020. Reopening the school in the midst of a global pandemic was a baptism of fire but staff, students and parents were incredibly supportive. This is a remarkable school and it is a privilege to work here.

The period since has been made easier by my existing knowledge of the school, having started my career here as a Newly Qualified Teacher. My original spell only lasted four years, a length of time that pales into insignificance when compared to the years of service some have given, but after leaving I retained a strong connection to the school. Hampstead School reflects – and has shaped – my educational values. It is a truly comprehensive school, seeking to serve its local community. It is non-selective in the truest sense; there are no ability bands, selection tests or restrictions based on gender or religion. If you live nearby, if it is your local school, there is nothing to stop you coming here. It is part of a strong local authority working to ensure high standards through co-operation rather than competition.



When Hampstead School gets it right then there are no caveats, no 'yes buts'. Success is not based on a selective admissions criteria or top-down interventions from an academy chain. Success is sustainable, ethically sound and based on an unwavering commitment to equality of access. I can honestly say that I would not have applied for any other headship.

I am very excited about developing the school further and working with colleagues with differing strengths, but who all share an unwavering passion for education, and a commitment to improving the life chances of all our students.

If you are one of these talented people, we would love to hear from you.

Matthew Sadler
Head

The School and its Community

Hampstead School is a London Borough of Camden maintained comprehensive school with around 1300 students. The school, with an admission number of 210, is popular locally.

Founded in 1961 as a mixed comprehensive school, visitors often comment on the mutual respect which is evident between students and staff. This has been recognised; we are the first secondary school in London to be awarded the UNICEF “Rights Respecting School Award” at the highest level.

The diversity of our students is a strength of the school. Over 80% of students are of ethnic minority origin, with over 60 different languages spoken. Around half our students have English as an Additional Language, with a similar proportion eligible for the Pupil Premium.

Sections of the school have been rebuilt over the past few years as part of the Priority Schools Building Programme; our facilities are now world class.



Our Ethos

We expect staff and students to *Think Big, Work Hard* and *Be Kind*, principles underpinned by the value we place on ambition, critical thought, effort and compassion. This culture is fostered in an atmosphere where the quality of relationships is crucial; our motto, ‘*Learning Together, Achieving Together*’, is reflected in the interactions that take place between staff and students every day.

We are proud of what we achieve, never complacent and retain a genuine and positive determination to become exceptional in all areas. We relish our challenges, being fortunate in our committed and enthusiastic staff, all of whom work together for the benefit of our students. A sign of success is that, within a stable workforce, nearly all who leave do so for promotion. Consequently, this creates opportunities to appoint new colleagues with new ideas, enthusiasm, and moral purpose.

More about this role

Teaching Mathematics at Hampstead School, you must plan and teach a curriculum which is both inspiring and engaging and includes creative ideas, lively activities and enriching activities. We have a mathematics team that is supportive, proactive and dedicated to ensuring that every child at Hampstead School is able to flourish and grow. We organise trips away and are involved in competing in competitive Maths challenges throughout London.

We are closely involved with NCETM Maths Hubs and the Advanced Mathematics Support Programme and we actively encourage continuing professional development. We aim to teach our students to be confident, questioning and independent mathematicians; able to make connections between maths in their other subjects and maths in context in the world outside. We have a thriving sixth form, which includes a Further Maths class as well as STEP/MAT tuition. We are proud of the excellent A-level and GCSE results that we achieved last year, and are proud of the friendly, and work-focused relationship that the maths staff engender with the students.

Timeline of events for this post

Applications should be submitted no later than **9am on Monday 3 March 2025**.

Interviews will be held on **Friday 7 March 2025** Early application is advised. Applications will be assessed in order of receipt, and interviews may occur at any stage after applications are received.





Job Profile: Teacher of Mathematics

Direct Reporting	Head of Subject / Faculty
Main Purpose	<p>To, under the reasonable direction of the Head, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>The teacher will be required to:</p> <ol style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the Conditions of Employment of School Teachers, the requirements of the National Curriculum, the School's aims and policies of the Governing Body. To monitor and support the overall progress and development of students To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment and to provide and monitor opportunities for personal and academic growth. To support colleagues in maintaining a high level of professionalism and contribute to a shared sense of purpose and positive emotional climate.
Faculty Standard	Duties and responsibilities
Culture	<ol style="list-style-type: none"> Assist the Head of Subject/Faculty to ensure the provision of a range of activities that complement the school's strategic objectives. Assist in the process of curriculum development and change to ensure continued relevance to the needs of students and the school's vision and strategic objectives. Help create a culture where pupils experience a positive and enriching school life. Foster positive relationships across the school community and contribute to maintaining a safe, orderly and inclusive environment. Contribute to a culture of high staff professionalism, including implementing the school policies and procedures.
Operational & Strategic Planning	<ol style="list-style-type: none"> To assist in the development of appropriate specifications, resources, schemes of learning, assessment and marking policies and teaching strategies in the department To contribute to the departmental Improvement plan and its implementation To plan and prepare lessons, courses and schemes of learning as required To have organisational awareness and so contribute to the school's planning
Teaching	<ol style="list-style-type: none"> Teach students according to their learning needs, including the setting and marking of work. Ensure that ICT, Literacy, Numeracy are part of students' learning experiences. Ensure a high quality learning experience for students, which meets internal and external quality standards. Use a variety of delivery methods, which stimulate learning appropriate to student needs, learning styles and demands of the subject. Maintain high expectations in punctuality, behaviour and standards of work. Undertake assessment of students as requested by external examination bodies, faculty and school procedures.
Curriculum & Assessment	<ol style="list-style-type: none"> Assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required. Contribute to targets, action plans, and detailed and structured reporting. Alert appropriate staff to challenges experienced by students, make recommendations and implement processes that may help resolve these.



Behaviour	<ul style="list-style-type: none"> a. Sustain high expectations of behaviour for pupils, built upon relationships and routines, which are understood clearly all. b. Ensure high standards of pupil behaviour in accordance with the school's behaviour policy in a consistent, fair and respectful manner. c. Model and teach the behaviour of a good citizen
SEND & EAL	<ul style="list-style-type: none"> a. Maintain ambitious expectations for all pupils with SEND and EAL that enable pupils to access the curriculum and learn effectively b. Fulfil statutory duties with regard to the SEND code of practice
Professional development	<ul style="list-style-type: none"> a. To take part in the school's staff development programme by participating in training and professional development. b. To take initiative and ownership for personal and professional development including subject knowledge and pedagogy. c. To actively and self-confidently engage in the Performance Management process. d. To work as a member of designated teams and contribute positively to effective working relationships within the school.
Organisational management	<ul style="list-style-type: none"> a. Communicate effectively with the parents of students as appropriate. b. Where appropriate, to communicate and co-operate with persons or bodies outside the school and in so doing promote the school's ethos. c. Follow school policies related to communications.
Pastoral Care & Welfare	<ul style="list-style-type: none"> a. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care. b. As a Form Tutor, promote the general progress and well-being of individual students and the Tutor Group as a whole c. Deliver Personal, Social, Health & Citizenship Education (PHSCE) in line with schemes of learning. d. Liaise with Pastoral Leaders and support with the implementation of the school's Pastoral System. e. Expect and encourage students' full attendance to all lessons and their full participation in school life. f. Communicate, where appropriate, with parents and external agencies concerned with the welfare of individual students.
Quality Assurance	<ul style="list-style-type: none"> a. Help to implement and adhere to school Quality Assurance procedures b. Contribute to the monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. c. Implement modification and improvement as required. d. Transparently review methods of teaching and learning.
<p>The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities reasonably assigned to them by Senior Management.</p> <p>This job description may be amended at any time in consultation with the post holder, Governing Body and/or Senior Management as required. Trade union representation will be welcomed in any such discussions.</p> <p>The post holder is required to make positive efforts to maintain their own personal safety and that of others by taking reasonable care, carrying out requirements of the law, and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.</p> <p>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.</p>	

Person Specification Teacher of Mathematics

Hampstead School is committed to safeguarding & promoting the welfare of children & young people. All staff are expected to share this commitment.

Criteria	Qualities and evidence
1. Qualifications & Experience	<ul style="list-style-type: none"> a. Relevant Degree / PGCE or equivalent b. Qualified Teacher Status desirable c. Successful teaching experience at <ul style="list-style-type: none"> 1) A school, or 2) On teaching practice d. Ability to teach A- level e. To able to teach further mathematics desirable
2. Skills & Abilities	<ul style="list-style-type: none"> a. Imaginative and able teacher with the ability to engage and relate to students of all ability b. Evident skills of communication both verbal and non-verbal c. Knowledge of how students learn and the range of teaching and learning styles that may facilitate effective curriculum delivery d. Willingness to acquire new skills as appropriate e. Imaginative ideas on classroom differentiation f. Strong interpersonal skills
3. Inclusion & Equal Opportunities:	<ul style="list-style-type: none"> a. Belief in every child's potential and a desire to see every child succeed b. Commitment to equal opportunities c. Commitment to celebrating diversity d. Commitment to ensuring every team member feels valued e. Awareness of equal opportunities and how these are addressed within the subject area.
4. Disposition:	<ul style="list-style-type: none"> a. Strong commitment to own CPD and a willingness to further develop pedagogy b. A sense of perspective and manifest enthusiasm c. Ability to work hard and prioritise within competing deadlines d. A commitment to comprehensive education, teamwork and collaboration.
5. Curriculum:	<ul style="list-style-type: none"> a. Evidence of ability to implement schemes of learning that are exciting, challenging and encourage enquiry b. Evidence of success in implementing strategies to support students at risk of falling behind c. Evidence of strong understanding that an excellent curriculum is one that is inclusive, accessible and promotes a passion for the subject d. Evidence and willingness to develop curricula e. Evidence of making effective use of home learning platforms (e.g. Seneca Learning/ Microsoft Teams)) to complement and enhance learning

Applicable to both JD & Person Specification: All candidates must have strong working knowledge of safeguarding practices and be committed to safeguarding and promoting the welfare of children and young people.

Job Description

Key Stage Co-ordinator Mathematics

Hampstead School is committed to safeguarding & promoting the welfare of children & young people. All staff are expected to share this commitment.

Direct Reporting	Head of Mathematics
Main Purpose	<p>To, under the reasonable direction of the Head, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>The Key Stage Co-ordinator will be required to:</p> <ol style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the Conditions of Employment of School Teachers, the requirements of the National Curriculum, the School's aims and policies of the Governing Body. To optimise standards of student attainment and achievement within the faculty and to monitor and support student progress To be accountable to the Head of Faculty (HoF) for quality assurance of student progress and development in the key stage To develop, enhance and monitor the teaching practice of others To lead in actively engendering a high level of professionalism, shared sense of purpose & positive emotional climate in the school and so create a vision, sense of purpose and pride in the faculty To support the HoF, deputising when necessary
Faculty Standard	Duties and responsibilities
Culture	<ol style="list-style-type: none"> Assist the Head of Faculty to ensure the provision of a range of activities that complement the school's strategic objectives. Assist in the process of curriculum development and change to ensure continued relevance to the needs of students and the school's vision and strategic objectives Help create a culture where pupils experience a positive and enriching school life. Foster positive relationships across the school community and contribute to maintaining a safe, orderly and inclusive environment. Contribute to a culture of high staff professionalism, including implementing the school policies and procedures.
Operational & Strategic Planning	<ol style="list-style-type: none"> To lead the development of appropriate specifications, resources, schemes of work, assessment and marking policies, and teaching for learning strategies within the designated key stage The day-to-day management, control and operation of key stage subject service delivery To systematically track, monitor and follow up student progress To implement and monitor school policies and procedures To take a leading role formulating aims, objectives and strategic plans for the faculty which meet client need, have coherence and congruence with and contribute to the School Improvement Plan To assist in ensuring that service delivery holistically reflects the school's distinctive ethos and mission
Teaching	<ol style="list-style-type: none"> To develop, enhance and monitor the teaching practice of others To support staff if practice does not meet required standards. Establish and sustain high-quality, expert teaching across the key stage, built on an evidence-informed understanding of effective teaching and how pupils learn Ensure teaching is underpinned by high levels of subject expertise Ensure effective use is made of formative assessment
Curriculum & assessment	<ol style="list-style-type: none"> To liaise with the HoF in the development and delivery of an appropriate, comprehensive, high quality and cost-effective curriculum within the key stage and wider faculty



	<ul style="list-style-type: none">b) Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taughtc) Establish effective, pro-active curricular leadershipd) Keep up to date with national developments and relevant external organisationse) Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculumf) Design subject assessments that are suitably rigorous and delivered in line with the school's assessment policy for the key stage
Behaviour	<ul style="list-style-type: none">a) To ensure high expectations of behaviour for pupils, built upon relationships and routines, which are understood clearly all, across the faculty.b) To ensure high standards of pupil behaviour in accordance with the school's behaviour policy in a consistent, fair and respectful manner, across the faculty.c) Model and teach the behaviour of a good citizen
SEND & EAL	<ul style="list-style-type: none">a) To ensure ambitious expectations for all pupils with SEND and EAL that enable pupils to access the curriculum and learn effectivelyb) Fulfil statutory duties with regard to the SEND code of practice
Professional development	<ul style="list-style-type: none">a) To take part in the school's staff development programme by participating in training and professional developmentb) Ensure the faculty staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needsc) Prioritise the professional development of staff, ensuring effective planning, delivery and evaluationd) To work as a member of designated teams and contribute positively to effective working relationships within the school.
Organisational management	<ul style="list-style-type: none">f. Communicate effectively with the parents of students as appropriate.g. Where appropriate, to communicate and co-operate with persons or bodies outside the school and in so doing promote the school's ethos.h. Follow school policies related to communications.
Pastoral Care & Welfare	<ul style="list-style-type: none">a) To monitor and support the overall wellbeing, progress and development of students within the key stageb) To help monitor student attendance, progress and performance in relation to targets ensuring that interventionist strategies are implementedc) Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of cared) Liaise with Pastoral Leaders and support with the implementation of the school's Pastoral Systeme) Communicate, where appropriate, with parents and external agencies concerned with the welfare of individual students
Quality Assurance	<ul style="list-style-type: none">a) Help to implement and adhere to school quality assurance proceduresb) Contribute to the monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteriac) Implement modification and improvement as requiredd) Transparently review methods of teaching and learning

The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities reasonably assigned to them by Senior Management.

This job description may be amended at any time in consultation with the post holder, Governing Body and/or Senior Management as required. Trade union representation will be welcomed in any such discussions.

The post holder is required to make positive efforts to maintain their own personal safety and that of others by taking reasonable care, carrying out requirements of the law, and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

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

Person Specification
Key Stage Co-ordinator Mathematics

Criteria	Qualities and evidence
Qualifications & Experience:	<ul style="list-style-type: none"> a) Qualified Teacher Status b) Experience of teaching at key stage 3-4 c) Conversant knowledge of issues pertinent to Science teaching d) Exemplary classroom practitioner e) Proven track record of improving students' outcomes
Skills & abilities:	<ul style="list-style-type: none"> a) Demonstrable knowledge of contemporary issues in Science education, especially in relation to the key stage 3-4 b) Knowledge of national educational policy, priorities and initiatives c) A track record of positive and effective relationships with both teaching, support staff and other leaders d) Ability to work under pressure and prioritise effectively e) A positive mindset, adaptability, resourcefulness and the ability to self-reflect f) Ability to analyse and act on attainment data
Inclusion & Equal Opportunities:	<ul style="list-style-type: none"> a) Belief in every child's potential and a desire to see every child succeed b) Commitment to equal opportunities c) Commitment to celebrating diversity d) Commitment to ensuring every team member feels valued e) Awareness of equal opportunities and how these are addressed within the subject areas
Disposition:	<ul style="list-style-type: none"> a) Strong commitment to own CPD and a willingness to further develop pedagogy b) A sense of perspective and manifest enthusiasm c) Ability to work hard and prioritise within competing deadlines d) A commitment to comprehensive education, teamwork and collaboration
Curriculum:	<ul style="list-style-type: none"> a) Knowledge of national educational policy, priorities and initiatives towards curriculum - especially in relation to the key stages 3-4 b) Evidence of ability to implement schemes of learning that are exciting, challenging and encourage critical thinking and creativity c) Evidence of success in implementing strategies to support students at risk of falling behind d) Evidence of strong understanding that an excellent curriculum is one that is inclusive, accessible and promotes a passion for the subject e) Evidence and willingness to develop curricula

Applicable to both JD and Person Specification: All candidates must have strong working knowledge of safeguarding practices and be committed to safeguarding and promoting the welfare of children and young people.

What Ofsted say about Hampstead School

Hampstead School welcomed Ofsted inspectors in April 2023. Hampstead School continues to be an 'Ofsted good' school, and we are very proud of the many positives highlighted in their report.

Curriculum

'Leaders have thought carefully about the design of the curriculum. They have made sure that this curriculum is ambitious and broad.'

SEND

'Pupils with SEND access the same ambitious curriculum as their peers, and they achieve well.'

Personal Development

'Leaders have thought carefully about the provision for pupils' wider development including for students in the sixth form.'

Relationships

'Staff feel valued and are proud to work in the school.'

Behaviour

'Leaders have high expectations of pupils' behaviour.'

Reading

'Leaders have made reading a priority.'



Transport

Our location, minutes from Cricklewood Station and only a short distance from Brondesbury, Kilburn and West Hampstead, means the Thameslink, London Overground and Jubilee Line offer staff the benefit of Inner-London weighting, but the flexibility of where they choose to live.

We recommend that candidates invited for interview travel to the school via public transport. If a candidate is invited for interview and requires parking for reasons such as mobility issues, we advise that the HR team are alerted about this requirement when interview attendance is confirmed.

Car parking at Hampstead School is limited. To ensure fairness, we operate a permit application process that allows contracted staff to apply for a parking space based on need. Outside of allocated permit spaces, there are some “first come, first served” spaces.

What can Hampstead School offer you?

Our employee package includes personalised training, a comprehensive package for ECTs starting a career in teaching, placement on leadership programmes for middle leaders, financial and professional support for MA degree programmes and National Professional Qualifications, and engagement in the wider programmes offered by Camden Learning.

We are keen to ensure a positive life-work balance. Staff are granted time-off for a range of personal days as well as access to a free 24-hour employee assistance package and annual flu jabs. We were the first school in London to achieve the Optimus Wellbeing Award for Schools and a staff working group continues to drive this important work forward.

Benefits include, but are not limited to:

- 15% PPA time for all teaching staff
- In-house professional development programme
- TOIL days in recognition of twilight CPD
- Bespoke leadership development pathways
- Staff only access to the school gym between 6:30 – 8:00 & 15:00 – 18:00
- Employee Assistance Programme
- Cycle to work scheme
- Eye test vouchers
- Annual flu jab
- Discretionary annual wellbeing allocation designed to aid employees with their mental health (e.g. to attend important personal events like nativity plays, social or sporting events, etc).