



February 2026

Dear Candidate

**Re: Teacher in Charge of Key Stage 3 Mathematics (MPS to UPS) TLR 2B
Lead Practitioner - Mathematics (LP Outer London Range)**

For September 2026 or sooner if available, we are seeking colleagues to join a school where staff and students live our core values of Love Learning, Show Kindness, Build Character, Chase Brilliance and Bright Futures. We are seeking to appoint two colleagues who also upholds these values and embraces professional learning.

You may wish to apply for one of the following posts:

**Teacher in Charge of Key Stage 3 Mathematics
Lead Practitioner**

Bishopshalt is an exciting and thriving school to work in. It is a school where we aim to be a little better each day. We are a Leading Edge school. This year, we were awarded two SSAT Exceptional Education awards for Progress and Attainment, as our GCSE results in 2025 placed us in the top 1 percent of schools nationally. It is a point of pride that all students excel and flourish at Bishopshalt, irrespective of their starting point, and therefore there are no gaps in progress. The school also has a large, successful and expanding Sixth Form.

Student behaviour at Bishopshalt is exceptional and students embrace the culture of the school. By joining our school, you will be in an environment where 'The behaviour of pupils leads to a calm and purposeful environment in which there is no low-level disruption.' (Ofsted 2021) While student outcomes are excellent, we also provide a more holistic education beyond examinations through a rich curriculum and our co-curricular offer. Students embrace the range of opportunities they are given. Therefore, 'Pupils enjoy school, are safe and value their community.' (Ofsted 2021)

Bishopshalt is a school with a rich history with a beautiful Grade 2 listed building. It is now a stand-alone academy in the London Borough of Hillingdon that provides education to a truly comprehensive student body. Bishopshalt has a proud tradition of serving the local community, having been established as a school in 1907. At first the school was Grammar which changed to Comprehensive status and then a school with Performing Arts college status. Whilst specialisms are no longer recognised the school has maintained its traditional ethos, continuing to build upon its strengths and weaving them into the fabric of the institution.

There is a strong house system, with house names inspired by the history of the school. The house system is an area of the school that is growing rapidly.

The school is significantly oversubscribed. We have over 300 first choice applications each year for 186 places, which demonstrates the popularity, high esteem and confidence the local community has for Bishopshalt. Our students, and our staff love our school.

Above All Else, A Place For Learning





We have the highest of expectations of ourselves, and our students. This is supported through excellent behaviour systems, a fantastic curriculum and a reflective and developmental approach to Teaching and Learning. Bishopshalt values developing our students into well rounded individuals through a focus on the values below. We also ensure that there is high quality CPD available for all staff, tailored to their own needs and future aspirations.

As a school, we recognise that one of our greatest assets are the exceptional teaching staff. As well as providing the culture and conditions that enable staff to enjoy and develop their practice, we also support staff well-being in a range of ways, including a two week October half-term, opportunities for flexible working and no regular book marking. Equally to ensure staff are able to switch off from work, we ensure there is no email communication outside of working hours.

If you would like to arrange a visit to the school or to have an informal chat about the role, the school or the community, please telephone 01895 233909 or email zbermingham@bishopshalt.school .

If you believe that you have the passion and determination to work and lead in our amazing school please complete the application form and include a supporting statement.

If you choose to apply and are successful, you will be joining a wonderful team, supported closely by our SLT.

We have an absolute commitment to safeguarding and promoting the welfare of children. As such, current and/or previous employers will be contacted for references as part of the verification process and pre-appointment checks. All successful applicants will be required to undertake a full enhanced criminal record check (DBS).






I look forward to receiving your application. The closing date is **Monday 23rd February 2026.**

Yours sincerely

L McGillicuddy (Mr)
Headteacher



BISHOPSHALT SCHOOL

	Love Learning	To develop in students a love of learning. Bishopshalt students will thirst for knowledge due to the intrinsic joy that it brings.
	Show Kindness	To develop and instil in our students the virtue of kindness. Our students do things for others for no personal gain.
	Build Character	To develop in students the determination and dedication to succeed. Bishopshalt students are able to overcome any challenge that may come their way. Our students are focused, resilient and readily overcome adversity.
	Chase Brilliance	To develop students who do not settle for 'it's good enough'. Bishopshalt students always aim to improve their work and aim for perfection due to their belief that they are entitled to be brilliant.
	Bright Futures	To ensure that, for whatever field they choose to enter, Bishopshalt students will succeed. Bishopshalt students will be the very best versions of themselves and compete on the world stage.

THE POST – Mathematics Teacher

We require two specialist Maths teachers to join and a successful, well established and experienced department teaching Maths across the age and ability range. The ability to teach Maths at Key Stage 5 is desirable

You may wish to apply for one of the following posts:

**Teacher in Charge of Key Stage 3 Mathematics
Lead Practitioner**

Applications are welcome from professionals at various stages of their career. You may be an ECT or have had responsibility experience. You may be seeking to broaden your leadership role as either a responsibility post holder or Lead Practitioner. We anticipate that the successful post holder will take up this position in September 2026 or earlier if you are available

Please note that we are unable to offer sponsorship for either of these posts.





Salary

The person appointed to the post of classroom teacher – Mathematics will be paid at the appropriate point of the MPS/UPS/Lead Practitioner Outer London.

Teacher in Charge of KS3 will be remunerated at TLR 2B outer London

Lead Practitioner will be remunerated at the appropriate point of the scale relative to experience.

Application Process

Please submit your application form electronically to Mrs Z Bermingham, Headteacher's PA/Office Manager on zbemingham@bishopshalt.school All applications will be acknowledged.

Please note that references will be sought prior to interview. We reserve the right to interview at any point prior to the closing date.

We can offer you:

- An aspirational, supportive Leadership Team and Governors
- Ambitious, hardworking staff
- Well behaved and willing students
- Opportunities to develop and grow in your career in an environment that values and supports initiative.
- Dedicated induction programme
- Two week half term holiday in October with no reduction to any of the other holidays throughout the year.

Job Description

Classroom Teacher

Teacher in Charge of KS3 Mathematics

Lead Practitioner on Request

THE MATHS DEPARTMENT

Staffing

Head of Mathematics

Second in Mathematics

Lead Practitioner – Mathematics

Maths Teacher (Assistant Headteacher)

Maths Teacher

Maths Teacher

Maths Teacher

Maths Teacher

Maths Teacher (0.8)

Page 2 of 8



The Mathematics department at Bishopshalt strives to provide students with encouragement, confidence, enjoyment and challenge in learning mathematics irrespective of prior attainment. We start every lesson by recalling prior knowledge to improve the retention of key skills in Mathematics. New content is introduced in a carefully sequenced framework, explicitly linking to prior knowledge and real life applications. This is reinforced by plenty of practice to develop procedural fluency. We ensure the conceptual understanding is firmly established before moving on to problem solving in Mathematics. This thorough and logical approach helps the students to develop a greater understanding and love for Mathematics.

Year 7 begins with a recap of Key Stage 2 number skills embedding fluency with the core skills required for Mathematics. The four operations of Maths can be seen widely amongst all topics, these are core skills which follow through to Algebra, Number, Geometry and Statistics & Probability. The basics of each of these topics are the fundamental skills which students master in Key Stage 3 and later go on to explore and develop in Key Stage 4 and Key Stage 5.

At Key Stage 4, students are following on from Key Stage 3 content which allows them to extend their learning further in a problem solving and reasoning manner. Students will have encountered both problem solving and reasoning style questions but will now see them where multiple higher order skills are required and used in a particular sequence in order to arrive at a solution.

Students get the opportunity to revisit all five strands each year enabling them to interleave their knowledge of each different strand to see how mathematics is one continuous beautiful subject. Revising each strand and topics of the curriculum gives students scope to deepen their understanding of each topic through reasoning, problem solving, fluency and mastery throughout all key stages.

The Key Stage 5 curriculum is designed to develop and broaden students' experience of Mathematics at a higher level. Our curriculum follows one of a similar to our Key Stage 3 and 4, introducing new content, developing it each term and developing mastery within the subject. Beginning Year 12 with Pure allows students to recap and develop their knowledge of many topics from the GCSE content which they will apply throughout Year 12 and 13. Students will deepen their knowledge of Algebra and Geometry in Pure Mathematics, whilst learning new areas such as Calculus and Mathematical proof which they will later develop in Year 13.

The applied content will also allow students to interleave their pure knowledge with mechanics and statistics, showing how they would model a situation and apply this to everyday real life concepts.

Useful Links

<https://www.bishopshalt.hillingdon.sch.uk>

[Ofsted Report](#)

[2024-2025 National Data](#)



Diversity Statement:

We believe that excellence will be achieved through recognising the value of every individual. We aim to create an environment that respects the diversity of staff and students, enabling them to achieve their full potential, contribute fully and derive maximum benefit and enjoyment from their involvement in the life of Bishopshalt School.

Bishopshalt School operates strict Child Protection Recruitment Procedures and all successful candidates will be expected to undertake an enhanced DBS check.

Bishopshalt School is a non-smoking site and as such smoking is not permitted on the school grounds.



Key Stage Lead

Job Description

Core Purpose: To provide inspirational leadership which ensures the highest standards of curriculum, teaching, learning, assessment, and student outcomes within the department. To support your Head of Department in ensuring your department/Faculty achieves its development goals. Areas of particular foci will be agreed by your Head of Department / SLT. To embody and promote the Bishopshalt values so that all students can love learning, chase brilliance, show kindness, build character and have bright futures.

Leadership Qualities:

- Articulate a clear vision for the department/faculty aligned with the Bishopshalt ethos and strategic aims.
- Motivate, inspire and empower staff to deliver consistently [high standards](#).
- Lead by example with positivity, professionalism, and a commitment to continuous improvement.
- Hold others to account with integrity, supporting staff development while maintaining high expectations.

Responsibilities:

1. Curriculum, Teaching & Learning

To take responsibility for a Key Stage, or SLT agreed area, within the department. Including:

- Regularly review and update curriculum provision ensuring coherence, ambition, and appropriate sequencing across all key stages in line with [Quality of Education Policy](#).
- Use the School Improvement Cycle and collaborate with the Quality of Education (QoE) team to quality assure curriculum implementation, teaching, and learning.
- Monitor homework curriculum ensuring consistency, appropriateness, and alignment with the Bishopshalt Homework Curriculum principles.
- Plan, review, and oversee assessments for a Key Stage, ensuring rigorous moderation, to ensure that assessments effectively sample the curriculum and students' progression.
- Undertake regular book looks and learning walks to ensure teaching is consistently aligned with the Bishopshalt Quality of Education Policy.
- Ensure that the curriculum delivered is in line with both statutory, and examination requirements as well as National Curriculum changes as defined by the DfE.

2. Staff Development & Line Management

- Audit staff development needs using the Bishopshalt Standards and Teachers' Standards.
- Set challenging yet achievable performance targets; monitor progress and hold staff accountable.
- Line manage post-holders within your department or faculty area as designated by your Head of Department.
- Provide or signpost high-quality CPD opportunities.



- Support induction of new staff and those returning from absence, ensuring understanding of Bishopshalt policies and practices.
- Plan and deliver regular departmental CPD focusing on teaching, learning, curriculum development, and assessment.
- Maintain staff wellbeing by fostering a positive departmental culture and supporting workload management.
- Provide appropriate challenge and support where standards are not being met and seek guidance from Head of Department.

3. Leadership & Strategic Planning

- Identify annual departmental priorities aligned with the School Improvement Plan; track progress and impact throughout the year.
- Keep senior leaders (including the Director of Studies) informed of departmental developments, challenges, and needs.
- Use data analysis effectively to identify strengths and areas for improvement, planning and leading interventions across the team as necessary. This must include stakeholder feedback.
- Manage departmental budgets and resources effectively, ensuring accountability and adherence to school financial procedures.

4. Behaviour, Routines & Expectations

- Promote and maintain a warm, welcoming departmental environment.
- Monitor behaviour standards in lessons and around the department, ensuring staff uphold high expectations consistent with the Bishopshalt Behaviour for Learning Policy.
- Support staff in applying routines consistently, including entry/exit routines and uniform expectations.
- Liaise with pastoral teams and other key staff where behaviour concerns arise.
- Challenge staff and students when effort, engagement or presentation of work falls below Bishopshalt standards and ensure appropriate referrals are made.

5. Operations & Organisation

- Ensure departmental resources and shared planning are clearly organised and accessible (e.g., via Google Drive).
- Oversee cover work preparation, ensuring suitability for non-specialists.
- Communicate key information, dates, and deadlines to the team in a timely manner.
- Ensure compliance with school protocols on assessments, examinations, moderation, and data entry, including external examinations.
- Support the school in whole school detentions and duties.
- Support members of your team in reconciliation meetings

6. Extra-Curricular & Wider Opportunities

- Promote and provide excellent enrichment, extra-curricular and competition opportunities relevant to the department.



- Support the Bishopshalt Experience and Bright Sustainable Futures curriculum by fostering links across subjects, encouraging interdisciplinary projects where appropriate.
- Embed hinterland appropriately across the curriculum to ensure the depth of students' learning beyond examinations.

7. Safeguarding & Health and Safety

- Ensure departmental compliance with safeguarding policies and procedures, both internal and external requirements.
- Maintain a safe departmental environment, ensuring equipment and spaces meet Health and Safety requirements, both internal and external requirements

8. Other Duties:

- Deputise for the Head of Department, as appropriate and as directed by the Director of Studies.

Undertake any other reasonable duties as required at the discretion of the Headteacher or Senior Leadership Team (SLT).

Line Manager: Deputy Headteacher / Director of Studies

Line Management Responsibility: All staff within the department as delegated

Review: This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post holder may be required to undertake additional duties, as required, by the Headteacher.

This Job Description will be reviewed annually, or as to the needs of the school.



Classroom Teacher

Job Description

Core Purpose: To deliver high-quality teaching and learning that ensures excellent outcomes for **all students**, supports the school's values, and contributes positively to our inclusive, aspirational culture. Classroom teachers are expected to uphold the [Bishopshalt Standards](#) and embed the principles of the [Quality of Education policy](#) in all aspects of their work. All staff should embody and promote the Bishopshalt values so that all students can love learning, chase brilliance, show kindness, build character and have bright futures.

Professional Qualities and Expectations:

- Uphold the Bishopshalt values: *Love Learning, Chase Brilliance, Show Kindness, Build Character, and Have Bright Futures.*
- Embody high expectations in professional conduct, inclusive practice, safeguarding, and behaviour management.
- Commit to reflection and continuous improvement and personal development through engagement in the School Improvement Cycle (SIC) and professional development.

Key Responsibilities

1. Teaching, Curriculum and Assessment

- Deliver high-quality lessons that follow the carefully sequenced and ambitious department curriculum and use the shared department resources.
- Plan collaboratively with colleagues the shared departmental resources and review them prior to teaching your class.
- Ensure the learning intention of each lesson is clear and sequences of learning within the lesson build the knowledge or skills needed to meet the intent.
- Begin all lessons with a silent, retrieval-based 'Do Now'. Use extended 'Do Nows' at KS4 and KS5 as specified in the department curriculum map.
- Use the "I do, we do, you do" model for instruction and plan opportunities for modelling, scaffolded practice, and independent application of core knowledge and skills.
- Implement effective Assessment for Learning strategies (cold calling, MWBs, hinge questions) to gauge understanding and inform teaching.
- Follow the departmental homework curriculum. Ensure clear deadlines are set (based on Year group) and all homework is uploaded on to Google Classroom.
- Provide whole class feedback regularly, and individual feedback on assessments.
- Students should use green pens for corrections.
- Support the preparation and delivery of formal assessments each term in accordance with department guidance and take an active part in the moderation processes.
- Upload lesson resources to Google Classroom so Focus Room students can access the same curriculum.



- Ensure excellent outcomes for all students. Use data to review student progress and provide appropriate and timely interventions.

2. Classroom Culture, Behaviour and Routines

- Greet students at the door; ensure silent entry, coats off, bags on floor, and books/MWB/equipment ready.
- Enforce consistent routines for lateness (L code), equipment checks, chewing gum, mobile phones, and uniform standards.
- Follow the [Behaviour for Learning Policy](#) at all times, using the script provided or warnings.
- Circulate and teach from a standing position to maintain visibility and presence and to aid live marking and responsive teaching.
- Actively check books and ensure students' work is of the appropriate standard in regard to effort and presentation.
- Ensure lesson endings are calm and orderly: students stand behind chairs and are dismissed row-by-row whilst you are at the door ensuring calm and orderly corridors.

3. Inclusion and Learner Knowledge

- Know your learners through learner profiles, data, and pastoral updates.
- Plan for the needs of students with SEND, EAL, high vulnerability, and disadvantaged background, and use Teaching Assistants effectively.
- Use inclusive language and adapt teaching to suit all learners.
- Actively liaise with the Inclusion Faculty and make appropriate referrals where necessary.

4. Contribution to School Life and Culture

- Uphold expectations in corridors: calm movement, no running, intervene in unsafe or inappropriate conduct and challenge poor uniform.
- Arrive promptly for all duties
- Participate in the life of the school beyond the classroom (e.g. clubs, trips, events).
- Participate in delivering assemblies and Drop Down Days as directed.
- Promote the Bishopshalt Experience and support enrichment within your subject area.
- Teachers of practical subjects must run clubs and teams.
- PASTORAL contribution through various ROLES

5. Professional Development & the School Improvement Cycle

- Engage fully with the School Improvement Cycle (SIC): lesson coaching, peer observations, learning walks, and student voice.
- Attend and contribute to CPD sessions and departmental CPD meetings.
- Reflect on feedback from learning walks, book reviews, and assessments to continually develop your practice.
- Maintain an up-to-date knowledge of your subject, pedagogy, curriculum developments, and safeguarding responsibilities.
- Actively engage in reading and research to inform practice.



6. Marking, Feedback and Reporting

- Mark extended work and assessments using whole class feedback and individual feedback, where appropriate.
- Use green pen corrections to support improvement.
- Report student outcomes as required and contribute to data analysis and target setting in collaboration with curriculum leads. Ensure deadlines for this are met.

Line Manager: Head of Department or Faculty

Review: This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post holder may be required to undertake additional duties, as required, by the Headteacher.

This Job Description will be reviewed annually, or as to the needs of the school.