

KS4 Maths CAL

with responsibility for Further Maths





In Weydon's recent Ofsted in 2023 we are very proud to say that the school was awarded outstanding for quality of education and outstanding for personal development. We are consistently ranked in the top 11-16 comprehensive schools in the country according to The Sunday Times Parent Power. In our results this year 43% of our students achieved at least 5 GCSE grades at 9 – 7.

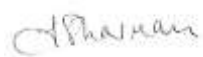
The school became an Academy in April 2011 and is also a National Support School, earning Leading Edge status. We are a SSAT Schools Network Consultant School. Together with St John the Baptist School in Woking and Salesian School in Chertsey we became a Maths Hub in September 2014. We achieved World Class status in December 2016 and became a Multi Academy Trust, called WMAT, in September 2017. We also host a SCITT working with in excess of 50 teacher trainees each year. The SCITT had a recent Ofsted in June and we have just heard the exciting news that we have received Outstanding for our ITT provision. All these additions bring exciting opportunities for staff and students.

Our students' achievements are impressive: 96% go onto further education with many going on to Oxbridge. Over the last decade the school has had huge investment which has resulted in world class facilities, including a theatre, two all-weather pitches and a high-tech teaching area called the globe. We are one of the most oversubscribed schools in Surrey and enjoy an excellent reputation in the community. You will find the level of respect shown between staff and students is a joy. The Weydon staff team is vibrant, hard-working, innovative and up for a challenge. The school enjoys a strong level of staff retention. Teaching and associate staff work well together as a team. Our associate staff members are often leading lights in suggesting and bringing about school improvements. The staff form a close-knit group who enjoy each other's professional and social company, as well as acting as 'critical friends'.

Furthermore, the parents and Governors add further strength to the school. School trips, holidays and visits are plentiful. Staff have an active social scene and the staffroom (The Hub) is well used, reflecting the excellent team atmosphere. As a school we expect the highest standards in teaching and learning. We will require you to take part in extra-curricular activities and to go that "extra mile" for the students. If successful in your application to join Weydon, we will ensure you have every opportunity to develop your skills. It's great fun and there is a real buzz about the place.

Weydon has its own enhanced pay scales and performance management benefits including healthcare package and gym membership. We are ambitious to improve further and so I hope that you consider yourself to be the person to help us continue to improve our performance. This is a wonderful career opportunity to work in a school where kindness and goodwill go hand in hand to make it special.

I look forward to meeting you.

A handwritten signature in blue ink, which appears to read 'J Sharman'.

Jackie Sharman
Principal

A Welcome from Raghav Mehra Head of Faculty, Maths

Please feel free to get in touch for any further information.

rmehra@weydonschool.surrey.sch.uk



Dear Prospective Applicant,

Thank you for your interest in Weydon school. It is a very special place. My name is R Mehra and I am Head of Mathematics at Weydon.

I am very proud to lead my faculty. We are a committed group of friendly mathematicians with a huge range of experience. Some people started their training here and have never left, others have taught A level and some have taught in Primary schools. We have people who have other roles within school such as Assistant Heads and Roles in our local Maths Hub, teaching schools, and our Trust.



Students have the opportunity to take GCSE Statistics as an option, and our higher pathways are taught Further Maths alongside the GCSE. We have a number of extra-curricular clubs, Year 11 stretch and challenge, chess club and home learning support clubs.

We are a large faculty and have a wide variety of interests. We plan collaboratively and everyone supports each other to develop as practitioners. A number of staff are involved in helping with the Duke of Edinburgh Award scheme as well as numerous other extracurricular activities.

During breaktimes and lunchtimes most of the maths team can be found in the Hub (staffroom) where we mix with teachers from other areas. It is a friendly and sociable school which truly values staff wellbeing. We also meet for cake as a department once a week.

I hope you decide to apply and I look forward to meeting you.

Yours sincerely,

Mr Raghav Mehra
Head of Faculty Maths



Maths Curriculum Area Lead with responsibility for Further Mathematics

Start date	September 2025
Contract	Full Time, Permanent
Salary	Attractive - WMAT Teachers Pay Scale £33,074 - £50,470 per annum plus TLR 2C currently £8,279



We are seeking to appoint an outstanding, innovative and inspirational teacher with the passion and enthusiasm to fulfil a key role in the school as a valuable middle leader. The key is that you are enthusiastic and capable of contributing to a highly effective and supportive Maths teaching team. The successful candidate will have a desire to stretch and challenge students across Key Stage 4, as well as facilitate and embed Further Maths across the curriculum. The individual would work alongside the Head of Faculty and core subject leads to drive whole school performance.

Weydon School is a large, ambitious and outstanding school in an unspoilt area of Surrey within easy reach of London. We are the lead School for the Weydon Multi Academy Trust, comprising of ourselves, Woolmer Hill School, Rodborough School, Farnham Heath End School, Frogmore Community College, Eggars School plus many Special and Primary schools with more coming soon. The close proximity of these schools allows lots of opportunities for staff collaboration. The Times frequently rates Weydon School in the top 10 across the UK for 11-16 schools, and achievements across the school are exceptional. It has been said that we have grammar school outcomes and independent sector facilities; our ongoing and recent successes clearly demonstrate this.

The Maths department has excellent facilities including the purpose built 'Fermat Centre'. Colleagues and the leadership team are highly supportive. Students are respectful and responsive, and are proud to uphold the strong values of the school. If you join us, you will benefit from our extensive CPD programme organised in conjunction with our teaching school.



The curriculum area is a very strong and well-led team of specialist Maths teachers, who have a real love of Maths and generate outstanding results. In Maths in 2024, 45% achieved a grade 9-7, 81% grade 9-5, 93% grade 9-4 and 10% receiving a Grade 9. In Statistics, 75% achieved a grade 9-7, 93% 9-5 and 100% achieved 9-4. Further Maths achieved, 100% 9-5 and 61% 9-7, with a cohort of 86. In the most recent WMAT review, the Maths Faculty was described as "world-class".

Benefits

- *Free use of our fitness suite & extra-curricular opportunities such as staff Zumba
- *Cash back medical scheme
- *Priority admissions for Children of staff (subject to service/skills shortage)
- *Access to the Teachers' Pension Scheme with generous employer contributions
- *Lifestyle discounts and benefits scheme through our employee benefits platform
- *Cycle to Work
- *International school trip opportunities
- *Extensive staff CPD offering



'Believe Belong Care' is at the heart of everything we do at Weydon and is as true for our staff as it is our students. We have high standards and our staff team are vibrant, hard-working, innovative and up for a challenge. We believe in lifelong learning and encourage staff development throughout the school and within the trust. Our aim is to

continue to develop our existing staff, maintain our excellent staff retention record and ensure everyone has opportunity to develop their skills. We are ambitious to continually improve and innovate and we hope that you consider yourself to be the person to help us build our performance even further.

Further Information

Please visit www.weydonschool.surrey.sch.uk for more information on Weydon School and what we can offer you, including virtual tours and interviews, with our Principal and Student Senior Leadership Team as well as an application form.

If you would like to discuss the post or have a tour of the school and our exceptional facilities before making an application, you would be very welcome.



Please contact Miranda Francis, our HR Officer for an informal chat on 01252 725052 or mfrancis@weydonschool.surrey.sch.uk



To Apply

Please complete Teaching Staff application form available from:

<https://www.veydonschool.surrey.sch.uk/334/careers-at-weydon>

Please return your completed application form, to include a supporting statement, detailing your relevant experiences, qualifications and reasons for applying to recruitment@weydotschool.surrey.sch.uk

Any questions regarding the role please don't hesitate to reach out to Miranda Francis, in HR on 01252 725052 or mfrancis@weydotschool.surrey.sch.uk

We reserve the right to close this job early. Please apply ASAP to avoid disappointment.

Applicants will be subject to an online search if shortlisted. The search isn't part of the shortlisting process itself, and you will have a chance to address any issues of concern that come up during the search at interview.

All appointments are subject to safer recruitment procedures and an enhanced DBS check.

Job Profile

Job Title	KEY STAGE 4 Maths Curriculum Area Leader with responsibility for Further Maths
Responsible to	Head of Faculty
Main Purpose of Job	To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement within the Key Stage, for maths and further maths.
Focus of Job	Student Facing
Key responsibilities	<p>The Professional duties of teachers, (other than the Principal) are set out in the School Teachers pay & Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of classroom teacher, along with the particular duties expected of the post holder have been set out below:</p> <ul style="list-style-type: none"> • Developing, monitoring, reviewing, evaluating effectiveness of and reporting on policy, action plans and practice • Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment • Giving guidance, support and encouragement to staff and leading in-service development sessions • To be accountable for securing the highest standards of pupil achievement across Key Stage 4, monitoring and evaluation of pupil achievement and setting targets for improvement • To lead, develop and enhance the teaching practice of others in the Key Stage by evaluating, supporting, guiding and target setting • To be accountable for the strategic leadership and management of Key Stage 4, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies
Key Tasks	<p>Leadership</p> <ul style="list-style-type: none"> • Inspire department members by personal example and hard work. • Play a major role in the School's middle management assisting the Principal in creating a vision, sense of purpose and pride about the Faculty and its work. • Co-ordinate the production and maintenance of the scheme of work and high quality lesson resources for Key Stage 4, Maths and Further Maths. • Design, implement and monitor high-quality assessments and home-learning across all teaching groups in Key Stage 4 Maths and Further Maths, and to play a lead role in following up with colleagues about assessment outcomes

	<ul style="list-style-type: none"> • Assist in maintaining discipline in the faculty including supporting staff during lessons when appropriate. • Identify and applaud areas of success for individual teachers and the faculty. • Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the faculty development plan and produce resources as a team. • Proactively liaise with parents about supporting their children in Key Stage 4 through regular correspondence and information provided, and be the first point of contact in the Maths Leadership Team for parents regarding their child's Key Stage 4 Maths class • Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained. • Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc. • Drive forward a love of Maths for its own sake among pupils, through high achievement in the Intermediate Maths Challenge as well as other initiatives <p>Curricular/Departmental Development</p> <ul style="list-style-type: none"> • Contribute towards continuity and progression within the whole school curriculum. • Contribute to the Department development plan, its implementation and the part it plays in the whole school development. • Develop with others comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress. • Develop with others departmental strategies for the pupils' spiritual, moral, social and cultural development, including citizenship. • Assist in monitoring and evaluating the teaching in the curriculum area. • Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs. • Work with the SENCO to ensure student outcomes and progress are achieved through the implementation of plans and suitable provision. • Ensure that the department supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection.
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	<p>Liaison/Communication</p> <ul style="list-style-type: none"> • Oversee and monitor the accuracy of assessments and work effectively with the exam officer on examination entries. • Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils. • Liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship. • Work across the trust to seek out best practice and collaborate effectively. <p>SUBJECT SPECIFIC DUTIES</p> <ul style="list-style-type: none"> • Organise the development and monitoring of the Key Stage 4 scheme of work. • Organisation and assessment of students within the Key Stage. • Initiate and maintain the provision of extra-curricular activities related to Mathematics. • Manage a programme of events and challenges to encourage student involvement, interest, creativity and participation in further study in Mathematics, statistics and further maths. <p>GENERAL</p> <ul style="list-style-type: none"> • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
Additional Duties and Responsibilities	<ul style="list-style-type: none"> • To support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body • To uphold the school's policy in respect of child protection matters • First Aid as required • Admin as required • Back up for other roles as required • Ad hoc duties as required
Training	Training will be provided in school and externally, if deemed necessary to the role
Required attributes	<ul style="list-style-type: none"> • The ability to develop positive relationships with students, parents, and peers • High Expectations of themselves, peers, students • Resilience and determination to be successful and ambitious for the school and the children • A commitment to personal CPD and ambitions to continue to learn and improve knowledge, strategies and performance
Salary	TLR 2C currently £8,279

	This Job Profile is intended to provide guidance on the range of duties associated with the role. It may be changed by the Leadership Team to reflect or anticipate changes or to undertake additional duties as required by the Principal.
Job Profile	Classroom Teacher
Responsible to	Head of Faculty
Main Purpose of Job	<p>You are required to:</p> <p>Carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document.</p> <p>Teach specialist subject within the age range 11 - 16 and, if necessary, other subjects commensurate with your expertise.</p> <p>Act as a member of the school's student support and guidance organisation as directed by the Principal.</p>
Focus of Job	Student Facing
Key Tasks	<p>To undertake the effective management of the following tasks:</p> <p>Teaching</p> <p>Use FLOW teaching and learning strategies to enable students of all abilities and backgrounds to make optimum progress</p> <p>Secure a good standard of student behaviour in the classroom by establishing high expectations in the context of the school's Behaviour Policy</p> <p>Keep appropriate records of students' current and predicted attainments in classwork, internal tests and NEAs</p> <p>Set challenging targets for students based on all relevant available data</p> <p>Set and mark Home Learning according to school and department policies</p> <p>Write reports as directed on students' progress and attainment</p> <p>Ensure that resources are organised and available to promote a purposeful environment for teaching and learning to take place</p> <p>Ensure that the classroom presents a stimulating environment by displaying students' work and other materials</p> <p>Where applicable, deploy other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning</p> <p>Support students with Special Educational Needs by providing appropriate work and guidance and, where applicable, contribute to the preparation, implementation, monitoring and review of Individual Education Plans</p> <p>Professional</p>

	<p>Attend scheduled department and school staff meetings</p> <p>Attend parents' consultation meetings as directed</p> <p>Participate in the school's performance management scheme</p> <p>Participate in the In-Service Training programmes organised by the school and Other relevant bodies</p> <p>Implement school policies</p> <p>Take responsibility for own professional development, setting objectives for improvements</p> <p>Form Tutor</p> <p>Support the well-being of all members of the tutor group</p> <p>Attend year group meetings as directed</p> <p>Maintain an accurate register of student attendance, including lateness, in Accordance with school guidance</p> <p>Retain absence letters and telephone messages</p> <p>Maintain white slips in a reasonably secure place</p> <p>Ensure effective communication to parents and students through distribution of written material and collection of acknowledgements where appropriate</p>
Additional Duties and Responsibilities	<p>To support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body</p> <p>To uphold the school's policy in respect of child protection matters</p> <p>First Aid as required</p> <p>Admin as required</p> <p>Back up for other roles as required</p> <p>Ad hoc duties as required</p>
Training	<p>Training will be provided in school and externally, if deemed necessary to the role</p>
	<p>This Job Profile is intended to provide guidance on the range of duties associated with the role. It may be changed by the Leadership Team to reflect or anticipate changes or to undertake additional duties as required by the Principal.</p>

Person Specification

Classroom Teacher			
Qualifications		Essential or Desirable	Assessed via
1	Degree	E	A/I
2	Qualified teacher status in the UK	E	A/I
Experience		Essential or Desirable	Assessed via
3	Teaching experience (including training practice) within the designated age range.	E	A
4	Exceptional knowledge of current legislation, guidance and developments relating to the subject area.	E	A/I
5	Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.	E	A/I/R
6	Involvement in and organisation of wider school activities, including extra-curricular activities.	D	A/I/R
Professional Knowledge, Skills and Understanding		Essential or Desirable	Assessed via
7	Ability to create outstanding learning and teaching environment for all students.	D	I
8	Demonstrate Success in raising achievement	D	I/R
9	Knowledge of National Curriculum and interventions for all students to achieve success	D	I
10	Strong behaviour management skills	D	I/R
11	Strong organisational skills, including excellent time management and ability to effectively prioritise, plan, organise and manage work life balance.	E	I/R
12	Confident use of technologies and data to provide analysis, monitor progress, set targets and plan lessons.	D	A/I/R

13	Excellent interpersonal and communication skills to be able to work effectively as part of a team	E	A/I/R
14	Committed to safeguarding and promotion of welfare of children	E	I
15	The ability to ensure equality of access to educational attainment and all aspects of equal opportunities are adhered to	E	I
16	Accountable for pupils attainment, progress and outcomes	E	I
17	Able to demonstrate taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	E	I/A
18	Commitment to promote a love of learning and children's intellectual curiosity	E	I/A
Personal Qualities		Essential or Desirable	Assessed via
19	The ability to develop positive relationships with students, parents, and peers	E	A/I
20	High Expectations of themselves, peers, students	E	A/I/R
21	Resilience and determination to be successful and ambitious for the school and the children	E	A/I/R
22	A commitment to personal CPD and ambitions to continue to learn and improve knowledge, strategies and performance.	E	I