

Sutton Grammar School



Second in Department - Maths
Information for Candidates

Headmaster's welcome



Sutton Grammar School stands out as a superb institution, with a well deserved local and national reputation for its kind, inclusive and dynamic community, as well as its excellent academic outcomes. It is a thriving and purposeful school that puts the nurture of its students' welfare on a par with the nurture of their intellect.

We very much appreciate our staff as our greatest asset. It is the knowledge and commitment of the staff that makes a huge difference to the quality and breadth of the educational and extra-curricular experiences we can offer our students. We seek to reflect this in our supportive and friendly staffroom culture and our 'improve, not prove' approach to appraisal and professional development.

At Sutton Grammar we embrace and celebrate difference and we are proud to be an equal opportunity employer. All staff who work at Sutton Grammar will find an environment that is safe, engaging and embodies the school ethos of excellence, integrity, kindness and community.

Please read carefully through this pack, which includes our safeguarding, equality and data protection statements, prior to applying.

We very much look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Ben Cloves'.

Ben Cloves
Headmaster



Why work at Sutton Grammar



Our staff

Staff wellbeing is paramount at Sutton Grammar. The whole staff are professionally supportive, fostering an environment where commitment to relevant and high-quality training is a shared goal. Continuous Professional Development is not just a routine but a thoughtful process tailored to individual needs and personal career progression. The camaraderie among our staff is clearly expressed through various events, from the Christmas quiz night to a summer barbecue and weekly sports activities like five-a-side football and badminton, creating a strong sense of community. The staff room is a friendly and busy place at lunchtimes, although the breaktime biscuits are always the highlight of the week.

There is also a staff committee who not only help to organise events but also meet once a term to discuss policies, proposals and staff welfare. This collaboration promotes a dialogue and flexibility that aids a healthy work-life balance. Sutton Grammar is also part of the Employee Assistance Programme (EAP). The EAP is staffed by a team of highly trained and qualified professionals who are experts in fields such as wellbeing, family matters, relationships, debt management, workplace issues, consumer rights and much more. Our admissions policy offers advantageous conditions for current staff who would be interested in their children applying for a place at the school.

Staff testimonials

"Teaching ambitious, motivated students is a joy. SGS is a high-achieving school with a heart; we're not an exam factory. There is a real sense of community and pride among the staff, students, families and community of Sutton Grammar."

"The strong academic culture and positive behaviour at SGS mean teachers can spend more time and energy on excellent teaching, rich schemes of work and a wealth of extra-curricular."

"The students are so passionate and hard-working, which means teaching is centred around a shared passion for your subject. The most impressive thing about SGS is the variety and quantity of extra-curriculum offered to our keen students. It's hard not to get involved with such an enthusiastic group of students."

Why work at Sutton Grammar



Opportunities to get involved

For many staff, one of the benefits of working with such enthusiastic and engaging pupils is the motivation this affords to get involved in a range of extra-curricular opportunities.

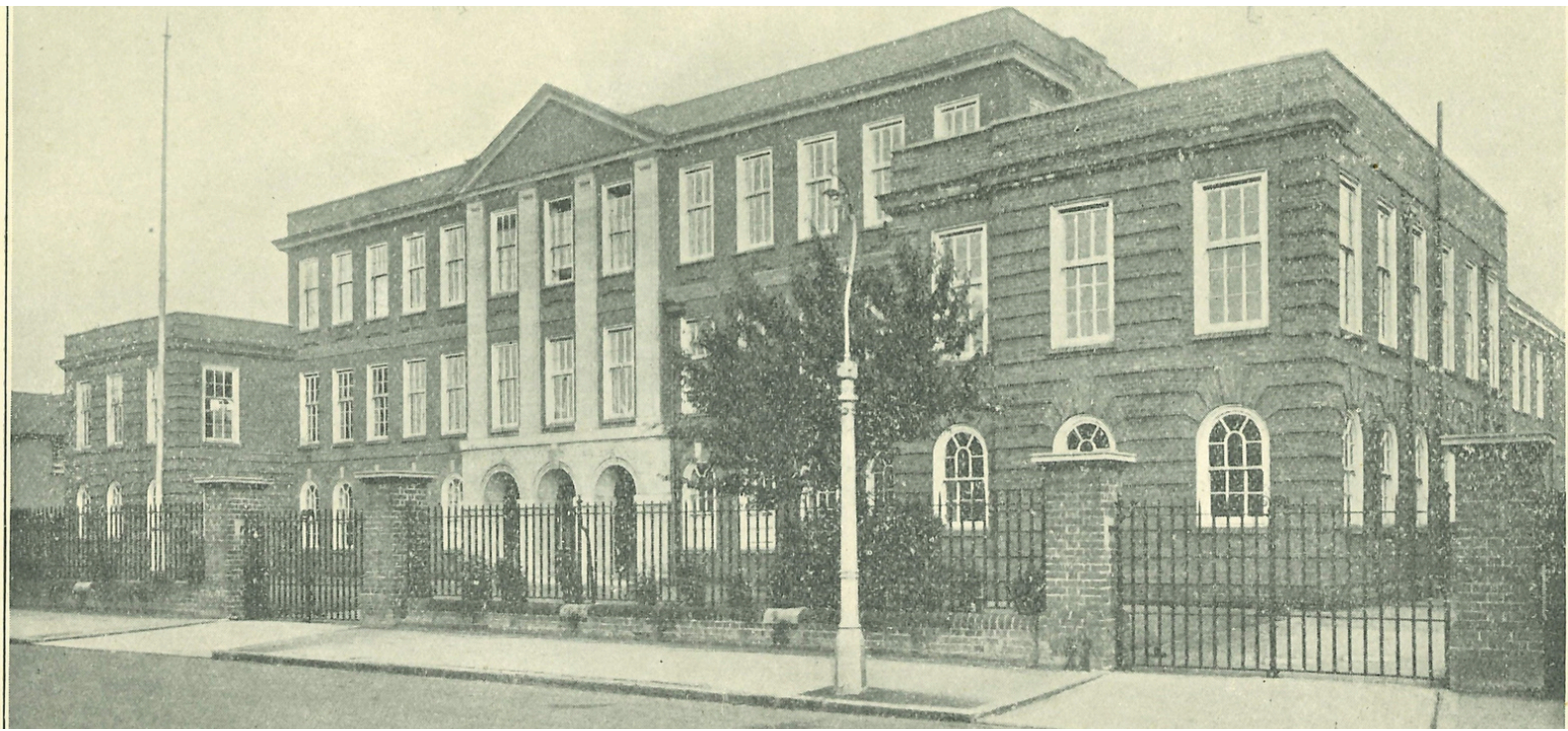
We provide a large extra-curricular programme at lunchtimes and after school, including board games, history and environment clubs, chess teams, orchestra and music clubs, debating teams and much more. If you're a sports fan, there is always the chance to step on our beautiful playing fields and try your hand at coaching football and cricket teams or help out at athletics events. The school also has a thriving Combined Cadet Force that is attended by a large number of our pupils. To view our current extra-curricular clubs timetable, please [click here](#).

Trips run throughout the school year, ranging from conferences in London to skiing in the Alps. These provide another rich selection of experiences for students and staff alike. Several of these trips occur in Activities Week in the summer term, where the whole school takes part in a variety of extra-curricular pursuits. These include day trips to London and language trips to France, Germany and Spain. Other trips include visits to Washington, Iceland, Devon, Berlin and WWI battlefields. The Duke of Edinburgh Scheme is a popular pursuit for pupils, and staff have the opportunity to join these weekends for a chance to explore the great outdoors.

'It is very often the activities outside of the classroom that will give our pupils their first opportunities of leadership and service. They learn to work together, learn to take initiative, learn how to lose and learn which things are more important than winning and losing' - Mr Costello, Head of Curriculum

'The best thing about coming to SGS is the range of extra-curricular clubs and activities because there are so many to choose from. You will definitely find one you like, and you can even start your own club' - Ben, Year 8 pupil

Why work at Sutton Grammar



School history

Sutton Grammar School was founded in 1899 and moved to its present location in 1928. Its motto *Keep Faith* was adopted in 1954, replacing its previous motto *Floreat Suttona* (may Sutton flourish).

There is a thriving House system within the school. After years of a four-house system, a fifth house was introduced in 2017 to accommodate an increase in the number of students entering the school. The houses are named after the four roads around the school, with the fifth house being named after the original site. Each year the House Shield is fiercely contested by pupils, who score points for their houses through a variety of competitions including, arts, music, science, sports and literature.

The Old Suttonians Association is an organisation for former pupils and staff which hosts several events each year and fields numerous sports teams. Many Old Suttonians offer mentoring and careers advice to current students and work hard to maintain close links with the school.

Our location

The school is located in the heart of Sutton, a town with a thriving high street, excellent transport links and numerous green spaces in the town and nearby.

The school is just a short stroll from Sutton's mile-long high street, which boasts many popular, well known stores. There are numerous restaurants, bars and even a live music venue for those looking to socialise after work.

Sutton train station is half a mile from the school and boasts direct rail links to Clapham Junction, Victoria, London Bridge and St Pancras International. Sutton is also served more than 20 bus routes and has good links by car to the M25 and A3.

About the role



Second in Department – Mathematics **Start: September 2026**

This is an exciting opportunity to join the staff of one of the country's leading state grammar schools, this is due to a promotion within the department. With a strong record of outstanding academic outcomes and a genuine commitment to inspiring the next generation of mathematicians, our Mathematics Department is an exceptional place to work.

Mathematics is based in a modern, purpose-built building, offering bright, spacious and well-equipped classrooms that provide an excellent teaching and learning environment. Our academically selective intake is limited to 150 boys per year, and attainment is exceptional across all key stages. In the mixed Sixth Form, Mathematics is a cornerstone of the curriculum: the vast majority of students study A-level Mathematics, with more than half progressing to Further Mathematics.

The Mathematics Department is a large and well-established team of ten staff, including dedicated support colleagues. The successful candidate will work closely with the Head of Department and will take on departmental leadership and line management responsibilities, alongside specific responsibility for a Key Stage. This role would suit an experienced and ambitious teacher seeking to develop their leadership experience within a supportive and high-performing department.

We are seeking a teacher who:

- Is passionate about sharing their knowledge and love of Maths with our pupils
- Employs a creative approach to developing lessons and collaborates effectively with colleagues
- Is keen to ready our pupils for their next stage of learning
- Who has values that align with our Ethos of excellence, integrity, community, and kindness.

At Sutton Grammar School we offer:

- The opportunity to work with bright, perceptive and ambitious young people
- First class pastoral care with a clear focus on the wellbeing of students and staff alike
- A well established, successful Department
- A friendly team working in the best interests of our pupils but also of one another

suttongrammar.sutton.sch.uk

Job Description

Post: Second in Maths Department

Salary/Grade: Appropriate position on the main or upper pay scale plus TLR 2b.1

Reporting to: Head of Mathematics

Responsible for: Teaching staff, and teaching assistants within the department.

Working with: Head / Deputy Head / Asst Heads / Head of Faculty / other Heads of Department, SENDCO and relevant staff with cross-school responsibilities, relevant support staff, and parents.

Purpose:

- In liaison with the Head of Department develop, implement, and realise a vision for the Mathematics Curriculum that is aligned with the School's vision and values.
- To be a role model for the teaching and learning of Mathematics within the school.
- To manage and promote Mathematics Enrichment activities for all Key Stages.
- To ensure that Mathematics enrichment activities are included in the delivery of mathematics in the classroom at all Key Stages
- Regularly review the Mathematics curriculum, ensuring suitable programmes of study for all learners.
- To monitor, support and be responsible for the overall progress and development of pupils in a key stage.
- To enhance the teaching practice of others.
- Effectively to support the implementation of the department development plan.
- To support the planning and delivery of STEM enrichment activities within the mathematics department.

MAIN DUTIES

Operational/Strategic Planning

- In liaison with the Head of Department to develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in Mathematics.
- Working alongside the Head of Department to undertake line management, appraisal and staff development responsibilities within the Mathematics Department. To actively monitor and follow up pupil progress in KS3 Mathematics
- To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, Child Protection.
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of pupils and to the aims, objectives and strategic plans of the School.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the department are in-line with national requirements and are updated where necessary.

Job Description

Curriculum:

- To liaise with the Head of Mathematics to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Development Plan.
- To manage the process of departmental curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's overall objectives.

Enrichment:

- To manage and support the provision of STEM enrichment lessons in year 10 and 11.
- To identify, organise and manage enrichment opportunities throughout the department.
- To develop mathematics enrichment opportunities in the KS3, KS4 and KS5 taught curriculum.
- Working with the KS5 lead, to enhance the KS5 co-curricular mathematics offer regarding mathematics enrichment.

Staff Development:

- To act as 'appraiser' for assigned members of mathematics teaching staff.
- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the school's staff .
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance:

- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures and to seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To review, develop and manage activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Arbor, registers, etc.
- To complete the relevant documentation to assist in the tracking of pupils.
- To track pupil progress and use information to inform teaching and learning.

Communications:

- To communicate effectively with the parents of pupils as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in school.

Job Description

Pastoral System:

- To ensure that good behaviour management is implemented in the department so that effective learning can take place.
- To monitor and support the overall progress and development of pupils within the Key Stage.
- To monitor pupil attendance together with pupils' progress and performance, with class teachers, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship, enterprise and other cross-curricular issues according to school policy.

Teaching:

- To undertake an appropriate programme of teaching in accordance with the duties of a Main/UPS scale teacher and middle leader.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission, ethos and school policies and to encourage other staff and all pupils to follow this example.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by members of SLT not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Staff are expected to be courteous to colleagues and provide a welcoming environment to visitors, telephone callers and e-mailers.

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 member of staff who develops a disabling condition.

This job description may be changed by the Headmaster to reflect the changing needs/policies of the school in line with the school development plan.

Person Specification

| | Essential | Desirable |
|--------------------------|--|--|
| Qualifications | <ul style="list-style-type: none"> • Qualified teacher status • Degree | <ul style="list-style-type: none"> • Postgraduate level qualification |
| Experience | <ul style="list-style-type: none"> • Substantial, successful teaching experience • Experience as an effective leader in an academic organisation | <ul style="list-style-type: none"> • Curriculum leadership |
| Professional Development | <ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning • Experience of leading/co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs | <ul style="list-style-type: none"> • Experience of working with other schools/organisations /agencies |
| Strategic Leadership | <ul style="list-style-type: none"> • Ability to articulate and share a vision • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective teachers and strategies for raising standards and the achievement of all students • Understanding of and commitment to promoting and safeguarding the welfare of students | <ul style="list-style-type: none"> • Ability to inspire and motivate staff, students, parents and governors to achieve the aims of the school • Understanding of change management • Evidence of having successfully translated vision into reality at department level |
| Teaching and learning | <ul style="list-style-type: none"> • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Successful assessment of teaching and learning practises and strategies to improve practitioner skills | <ul style="list-style-type: none"> • Knowledge of statutory requirements relating to the curriculum and assessment |
| Accountability | <ul style="list-style-type: none"> • Ability to provide clear information • Experience of offering challenge and support to improve performance • Ability to write regular student reports as per the school reporting schedule | |

Maths Teacher Person Specification

| Category | Essential | Desirable |
|-------------------------------|--|---|
| Leading and Managing Staff | <ul style="list-style-type: none"> • Experience of working in and leading teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of appraisal, and supporting the continuing professional development of colleagues • Ability to build and maintain good relationships | <ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment • Successful involvement in staff recruitment, appointment/induction • Leading departmental initiatives and gaining buy in for them |
| Accountability | <ul style="list-style-type: none"> • Ability to provide clear information and advice to staff and school leadership team • Experience of offering challenge and support to improve performance | |
| Skills, Qualities & Abilities | <ul style="list-style-type: none"> • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Confidence, drive, enthusiasm and compassion • High quality teaching skills • High expectations of students' learning and attainment • Strong commitment to school improvement and raising achievement for all • Flexibility and resilience • Ability to remain positive and enthusiastic when working under pressure | <ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, students, parents, governors • Ability in the use of ICT for personal use and knowledge for whole school application |

How to apply



To apply please use the online application form - via the Schrole website. Please ensure you include a covering letter to outline your suitability for the role. Please ensure you supply two references, one to include the Headteacher of your current or last school.

Closing date for applications: **Monday, 11th May 2026 9am**

Date for interviews: **Friday, 15th May 2026**

We reserve the right to invite shortlisted candidates for interview ahead of the closing date and may withdraw this vacancy at any time if there is a good level of response. We would therefore recommend that you submit your application as early as possible.

If you have not been called for interview by 15th May then your application has been unsuccessful.

For further information on our Recruitment and Privacy policies please see our website.

Important Information

Sutton Grammar School is a safer recruiter. As such, the successful applicant will be required to undertake a criminal record check via the Disclosure and Barring Service (DBS) and an internet and social media check. Sutton Grammar School is an equal opportunities employer.

Safeguarding Statement:

Sutton Grammar School is committed to safeguarding and promoting the welfare and safety of all students and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of leadership of and contribution to a safeguarding environment.

Sutton Grammar School has policies and procedures in place to deal effectively with child protection and safeguarding issues, which include tackling radicalisation and extremism, together with recording and monitoring processes. All staff are trained to a level appropriate to their safeguarding responsibilities.

To promote a safe environment for students, SGS employs a strict selection and recruitment policy which includes all statutory checks on staff and regular volunteers including Enhanced DBS (disclosure and barring service) checks.

Equality Statement:

Sutton Grammar School is fully committed to equality and to valuing diversity as an employer and a provider of education, and so Sutton Grammar School is committed to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Data Protection:

As part of our recruitment process, Sutton Grammar School collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. Please see our website

Excellence Kindness

Integrity Community

Excellence

We strive to reach a standard of excellence in everything that we do. From tasks and activities inside and outside the classroom, to being a role-model and ambassador for the School. Excellent effort and participation are on a par with excellent academic outcomes.

"Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit." - Will Durant, American historian and philosopher

Integrity

We aim to always be honest and hardworking, and to take decisions and actions informed by our principles. We will act with good character when we are unwatched as watched.

"I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have." - Abraham Lincoln, 16th President of the United States

Kindness

We will endeavour to make kindness a feature of all interactions in our School. We are friendly, generous and considerate.

"What wisdom can you find greater than kindness." - Jean-Jacques Rousseau, Genevan philosopher, writer and composer

Community

Our strength comes from our tolerance, inclusivity and cohesion. A sense of belonging to an SGS family that will last beyond our years at school. Seeking to serve more than just ourselves.

"Education is for improving the lives of others and for leaving your community and world better than you found it." - Marian Wright Edelman, Civil Rights activist

