



ABINGDON



TEACHER OF MATHS

0.6 to 1.0 FTE
JANUARY 2027

Closing Date: Monday 22 June 2026 (Midday)
Interviews: Monday 29 June 2026

Job Pack AS40



Contents

PAGE 03	<u>Message From The Head, Michael Windsor</u>
PAGE 04	<u>The Mathematics Department</u>
PAGE 06	<u>Teaching at Abingdon</u>
PAGE 08	<u>Benefits of Teaching at Abingdon</u>
PAGE 10	<u>Person Specific Criteria</u>
PAGE 11	<u>Salary and pension</u>
PAGE 12	<u>Further Information</u>
PAGE 13	<u>How to Apply</u>
PAGE 14	<u>Additional Staff Benefits</u>

Message from the Head, Michael Windsor

I am delighted that you are considering working at Abingdon and hope that you will want to apply for this position once you have found out a little more about us.

Overseen by our Governing Body, the Abingdon Foundation is a community made up of around 1300 students and 400 members of staff across both our Senior and Prep schools. Boarding is available from the Third Year (Year 9) and we currently have around 150 boarders at school. In May 2024, we announced our intention to move to co-education and we will be welcoming girls to our First Year (Year 7) and Sixth Form (Year 12) from September 2026; and to our Third Year (Year 9) from September 2028.



Abingdon occupies a large and beautiful campus in a town centre location and offers a number of impressive facilities. Our extensive sport facilities at Tilsley Park and on the school campus offer some of the best sport resources in the area.

Admission is by selection and academic standards and outcomes at Abingdon are very high with the majority of our students going on to high performing universities. The wide selection of courses they choose is reflective of the breadth and depth of our curriculum and the quality of our teaching and learning. Our students also benefit from an extensive range of co-curricular opportunities available to them through the Other Half programme. All colleagues participate in the programme and Abingdon places considerable importance on its many benefits and the role it has in developing the whole person.

We are also committed to providing highly effective pastoral care, which is largely delivered through the House system. Pupils in Lower School (First and Second Year) are nurtured and looked after during their important transition to secondary school in their own House. Students from the Third Year to the Sixth Form belong to one of nine houses (three of which are day and boarding houses) under the care of their Head of House. Here, they mix with other students from across all age groups. Each student also belongs to a tutor group and their tutor acts as the key conduit between student, school and home. We believe that these structures enable us to provide comprehensive academic and pastoral support for our young people.

Ours is a happy school with a strong sense of purpose, where mutual respect, courtesy and consideration are valued. There is quiet pride amongst those who work here and our students who appreciate the calibre of their teachers. We may be over 760 years old but we are a forward-looking, dynamic school. Although one of the leading independent schools in the UK, we are not complacent and are continually looking to improve. Part of this drive is to recruit high calibre professionals, who love teaching, and who want to join our strong staff and work with our wonderful pupils. We welcome therefore ambitious and energetic applicants who are keen to develop their career further.

I do hope that you might be tempted to apply. I recognise that much time and thought goes into preparing an application and we, in turn, will give your application serious consideration.

Michael Windsor

Michael Windsor
Head

The Mathematics Department

The Mathematics department is the largest department in Abingdon School. We currently have fourteen specialist mathematics teachers. Since September 2018 we have been based in Big School, one of the original buildings in the school, with ten large classrooms and an office. Each of the classrooms has a data projector.

About 65 students per year join Abingdon at age eleven (National Curriculum Year 7, referred to internally as 1st Year), usually from local primary schools. They are taught mathematics in classes of about 22, with a mild element of setting introduced in the 2nd Year. There is then a major intake of students who join the school at 13+ (NC Year 9, Third Year) swelling the year group size to around 190. From this point onwards there is streaming for Mathematics, with a focus on the differing needs of students over the three years of middle school teaching up to iGCSE. The top three or four sets will take OCR's FSMQ Additional Maths alongside Edexcel's iGCSE in the 5th Year. All other sets will work towards Edexcel iGCSE at the end of the 5th Year. The department has been teaching the Edexcel iGCSE syllabus for some years and is now very experienced in approaching the material.

Mathematics is a compulsory subject from the 1st Year to the 5th Year, but it is also, by far, the most popular choice in the Sixth Form. Currently about 65% of the Sixth Form study either Maths or Further Maths. There are 10 or 11 maths sets in each of the Lower Sixth and Upper Sixth. The Edexcel syllabus is used for the new A levels, along with a mixture of the corresponding series of Pearson textbooks and the OUP textbooks, both online and with some printed versions. Double mathematicians learn a mixed content of Maths and Further Maths in the Lower Sixth, including topics from both Pure and Applied Maths. An element of choice is available for Upper Sixth study in Further Maths to suit the needs of the students' future aspirations and interests.



The Mathematics Department

Opportunities for stretch and extension are plentiful and varied. There are activities running which allow students to follow the National Cipher Challenge, and clubs meet for puzzles and recreational maths activities. The UKMT Maths Challenge papers are taken across the school from 1st to U6th, and in each section there are students progressing to the follow-on rounds. We enter teams for the Junior and Senior UKMT Team Maths Challenge competitions and regularly win through to national finals at all these levels.

Each year we see students applying to Oxbridge and Russell Group universities for Mathematics, and full preparation and support is available. Preparation for STEP and AEA is also available, and questions at this level are regularly used by staff in their teaching to extend the most able students.

The general aims of the department include the intention that every student in the School, whatever their ability, should acquire a broad base of mathematical knowledge and experience, and should be offered every opportunity to fulfil their potential and become confident in the subject. It is expected that all students should be exposed to a range of teaching styles, including the use of ICT and investigative tasks. In addition, the most enthusiastic mathematicians are extended through participation in various national and international mathematics competitions, in which Abingdon consistently performs very strongly.

Continued professional development is seen by the Mathematics Department at Abingdon as integral to our professional practice, and the department is recognised as particularly active in this sphere. Each term, there are areas on which teachers are focusing in order to develop their practice and they support each other in doing so. Support also comes from colleagues in other departments and in partner schools. Interactions in the department are supportive and helpful, and all teachers are encouraged to reflect on how to maintain the highest standards in their professional practice.

Typically, over 85% of our students gain a grade 7-9 in iGCSE Maths, over 65% gain an A* or A grade for Maths A level and similarly in Further Maths.



Teaching at Abingdon

The following outlines the main, usual expectations of a teacher at Abingdon, though requirements may vary over time. Teachers of any subject may be asked to undertake such duties and responsibilities as are necessary for the effective running of the school.

- Teaching a subject or subjects as agreed at appointment throughout the range at the school (i.e. from Year 7 to Year 13).
- Commitment to formal assessment as required by the Head of Department and to writing formal reports on pupils and tutees five times a year.
- Contributing as appropriate to departmental activities and developments, such as trips, tours, additional classes, lectures and other events that contribute to the life of a busy and dynamic department.
- Being generally available in school throughout the Monday to Friday daytime academic timetable (c.08:30am - 5:00pm) in order to undertake such duties as may be required to support the academic, pastoral or Other Half activities of the school.
- Acting as part of the duty team to oversee elements of the daily supervision of the students outside of the classroom. This will include some Saturdays.
- Acting as a tutor to a group of students within a House, as directed by the Deputy Head Pastoral, with primary responsibility for their pastoral care, including supporting the management of safeguarding, wellbeing and attendance concerns.
- All tutors also contribute elements of the PSHCE programme as a tutor and this is supplemented with additional PSHCE teaching in years 9 and 10 within curriculum time.
- Being available to work on days that fall outside the Monday to Friday daytime, term time academic pattern, to support the provision of activity for the students, including on specified Saturdays and occasional evenings. Examples of this include:
 - Attending parents' evenings and events.
 - Accompanying students on trips out of school.
 - Welcoming visitors and prospective pupils on Open Days, Taster Days and Entrance Exam Days.
 - Meeting parents of tutees at House and/or relevant year group/section events (e.g. careers' evenings).
- Contributing, as agreed with the Senior Deputy Head and the Director of the Other Half, to the School's Other Half programme.

Teaching at Abingdon (cont.)

- Contributing to cover for absent colleagues and invigilation of internal and external examinations, as directed by the Senior Teacher.
- Contributing to Private Study supervision of Sixth Formers, as required by the Head of Sixth Form.
- Staff members who are attached to one of the School's Boarding Houses have additional duties in the evenings and at weekends. Please note that it is not a requirement of the job to be involved in boarding.
- For part-time teaching staff, non-teaching duties and Other Half expectations will be allocated on a pro-rata basis in proportion with their FTE.
- Contributing, as appropriate, to the delivery of relevant elements of the School's DEI Action Plan in both teaching and pastoral care and a commitment to the inclusion of diverse students.

Health and Safety at Work

All staff share responsibility for achieving safe working conditions. The postholder must take care of their own health and safety and that of others, observe applicable safety rules and follow instructions for the safe use of equipment.

The postholder has a responsibility under health and safety legislation:

- To cooperate on all matters related to health and safety including the investigation of any incident.
- To use any equipment or personal protective equipment (PPE) provided for them correctly, in accordance with training and instructions. Any equipment fault or damage must immediately be reported to the line manager. No member of staff should attempt to repair equipment unless trained to do so.
- To report any health and safety concerns to the line manager as soon as practicable.
- To report any accidents and injuries at work however minor.
- To familiarise themselves with the fire safety instructions which are displayed on notice boards and near fire exits in the workplace.

All staff are required to confirm that they have read and understood the Foundation's Health and Safety Policy.

Training Requirements

Teaching staff are provided with mandatory training in areas including: Cyber Security, First Aid at Work, Equality, Diversity & Inclusion, Fire Awareness, Health & Safety, Prevent and Safeguarding (triennial).

Benefits of Teaching at Abingdon

Professional Development

Abingdon prides itself on the commitment it makes to developing its teaching staff:

- We have a very strong track record in taking on unqualified teachers (or 'pre-qualified', as we call them) and training them to become outstanding practitioners. We are open to taking on teachers who have just finished their degrees and to receiving applications from people considering a career change into teaching. Following an Abingdon-based course for one or two years (dependent on experience) our PQTs will be considered for the Assessment Only Route to qualified teacher status (QTS). This would involve a 12 week programme overseen by ASTRA and funded by the School. If successful this would lead to QTS and the 2 year Early Career Teacher probation in line with national guidelines. This process is supported by a Professional Tutor.
- Our Deputy Head Educational Development and the team of assistant Directors of Teaching and Learning, assigned to department clusters, provide support that underpins all we do in teaching. Together they provide training and advice for teachers, whatever stage of their career they are at, acting as mentors and coaches for the whole teaching staff. There are opportunities to collaborate through Teaching & Learning newsletters and Teach/Meet conferences. The Deputy Head Educational Development also has a specific responsibility to oversee the teaching staff induction process.
- There is a biennial cycle of professional development meetings based on a portfolio of evidence collected in the intervening time as well as many opportunities to reflect on professional practice through coaching conversations.
- We have a generous annual INSET budget and encourage teachers to subscribe to external CPD courses and undertake further qualifications. In addition to this, the School operates up to five INSET days itself, offering a range of further training, from highly practical First Aid qualifications to seminars on aspects of Teaching and Learning.



Benefits of Teaching at Abingdon (cont.)

Leadership Opportunities

We believe strongly in distributed leadership and there are over 100 positions in the school that teachers take on beyond their teaching role in which they can show and develop their leadership skills. We have a healthy staff turnover and it is noteworthy that the majority of staff who move on to other schools are doing so because they have won major leadership posts, for example as Heads of Department, House, Deputy Head or Head.

Resources and Facilities

The school offers an excellent range of administrative and operational support services for teachers, including providing high quality ICT equipment to pupils and staff. Teaching staff are loaned a school device and all students either bring their own laptop or have a school owned device. The Director of Innovation is available to support the development of ICT across the whole curriculum.

The school is very stable, currently enjoying high demand for places and is backed by strong financial planning that enables all departments to be well resourced. In recent years we have been investing heavily in a building programme to develop our facilities with major projects in the last few years including a new Sixth Form centre, Library and spaces for Art, Economics, Business Studies and Computer Science, major refurbishment/extension of two boarding houses and a second dining room and events space (The Pavilion).



Person Specific Criteria

Essential Qualities

- A good degree in Maths or a closely related subject.
- A person who is, or has the potential to be, an outstanding classroom practitioner who can teach engaging, inspirational, active lessons across all age ranges.
- Committed to giving regular and effective verbal and written feedback to pupils in a way that promotes their development.
- An excellent team member who is enthusiastic, well-organised and possessed of a positive approach to the growth of Mathematics at Abingdon and to their own development as a teacher.
- Willing and able to liaise with the Academic Support (SEND) and EAL departments over specific student difficulties and to implement relevant strategies.
- Willing to make a full contribution to the life of the Mathematics department, including taking part in developing shared resources and to the extracurricular activities run by the department.
- A commitment to the principles of equity, diversity and inclusion.
- A commitment to the protection and safeguarding of children and young people.
- A commitment to valuing and respecting the views and needs of children and young people.

Desirable Qualities

- Ability to teach a second subject within Abingdon's curriculum.
- A teaching qualification and evidence of relevant continuing professional development.
- Confident and innovative use of IT in the classroom and new technologies.
- Experience as an examiner at GCSE and/or A Level.
- An interest in teaching computer programming.
- Experience relevant to Abingdon's move to co-education.



Terms and Conditions

Salary and Pension

Abingdon has its own **12-point salary scale, above the national scale**. In 2025/6 the default teaching salary range will be **£34,130 to £62,706 based on 1.0 FTE**.

In addition to this, the School allocates **Special Responsibility Allowances (SRAs)** for a number of additional leadership responsibilities.

Pension: Teachers joining the school are offered a choice between the 'default' and the 'enhanced' salary spines. The default spine involves the teacher making a contribution of 10% of gross pensionable pay to the School's chosen Defined Contribution Pension Scheme with the School contributing 22% of gross pensionable pay. The 'enhanced' spine is a means of taking a higher salary in return for lower pension contributions - 6.4% (teacher) and 14.1% (school). The Defined Contribution Pension Scheme also offers a salary exchange option. Further information is available on request from the HR Department (recruitment@abingdon.org.uk). Candidates should be aware that the school no longer offers the Teachers' Pension Scheme for teachers joining the staff from September 2024 onwards.



Further Information

- This is a part-time (0.6 FTE upwards) or full-time appointment commencing in **January 2027**.
- **Salary:** position on the relevant salary scale on appointment will be reflective of the successful candidate's previous experience.
- **Experience:** We are open to applications from unqualified candidates as well as newly qualified and more experienced teachers. If you join Abingdon as an unqualified teacher, we have our own internal programme of training and support.
- For an informal discussion about the role please contact James Ward (Head of Maths). Please make contact initially via email: recruitment@abingdon.org.uk. Please note this is not part of the selection process.
- The closing date for applications is **midday on Monday 22 June 2026**. Interviews are expected to be held on **Monday 29 June 2026**.
- We recognise the value of a diverse workplace and **welcome and encourage applications from everyone**, including groups that are currently underrepresented amongst our staff at this level.
- Visits to the school prior to submitting an application are regrettably not possible for us to arrange but we hope our [website](#) conveys a strong sense of what the school is like.
- Please note we are unable to accept applications by CV. **All applicants must complete the standard Abingdon application form with full employment history**. The application form provides an opportunity for you to introduce yourself and explain your motivation in applying for this role.

Abingdon is committed to safeguarding the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to a satisfactory enhanced DBS check.

How to Apply

To apply, please go to our [Recruitment Portal](#) and complete the **application form via MyNewTerm**. Please do not upload CVs, testimonials or examples of work.

References:

We require at least two satisfactory references, including one from your current/most recent employer. If you've previously worked in a school or with children, one reference must be from the most recent relevant employer where you last worked. If you've been employed by a school, the reference must be from the school's Head. References cannot be from a relative or someone known to you solely as a friend. For safeguarding reasons, references for shortlisted candidates will be taken up before interview.

Online Checks:

We conduct online searches for all shortlisted candidates to assess their suitability to work with children. Any public information found may be discussed with you at your interview.

Interviews:

If shortlisted, you'll be invited to attend an in-person interview/selection day which will include one or more interviews and will also include one or more tasks (including teaching an observed lesson) and a tour of the School. If you are invited for interview, further information will be sent to you with your invitation. These stages will also assess your suitability for working with children. Your employment history, including any gaps in employment, will be explored at interview.

Pre-Employment Checks:

If you're invited for an interview, you'll undergo essential document checks with HR, including:

- documents for DBS enhanced criminal records check and checks of relevant prohibitions and barring;
- Verification of identity, address, right to work in the UK, and
- Qualifications check.

If you've lived or worked overseas for 3+ months in the last 10 years, please bring original copies of any overseas police checks

Conditional Offer & Safeguarding

Any job offer is conditional on successful completion of all required pre-appointment checks, including ID check, DBS check, any required overseas checks, barred list checks, prohibitions from teaching and/or management checks (if applicable), satisfactory references, medical fitness, EYFS declaration and verification of qualifications and right to work in the UK. Staff are also required to read and sign to say they have understood key policies including safeguarding and health and safety.

Warning!

It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. Providing false information is also an offence and could result in the application being rejected or summary dismissal (if appointed), and possible referral to the police and/or DBS, and/or the Teaching Regulation Agency (TRA).

Questions?

Contact our HR Department at 01235 849136 or recruitment@abingdon.org.uk.

We recognise the value of a diverse and inclusive workplace and are committed to equality of opportunity for all staff and job applicants. We aim to ensure that our staffing at all levels and in all roles is diverse and we welcome applications from all backgrounds and all sections of the community.

Staff Benefits

Pension:

Flexible choice of generous pension schemes (defined contribution): the default scheme with contribution of 10% of gross pensionable pay (teacher) and 22% of gross pensionable pay (school); or teachers have the flexibility to opt into an 'enhanced' pay scale and received a higher salary in return for lower pension contributions of 6.4% (teacher) and 14.1% (School). Staff can also exchange salary for increased pension contributions ("salary sacrifice").



Death in Service Benefit:

For your peace of mind, all staff aged 18-70 are covered by a scheme that pays out three times your annual salary to your loved ones in the event of your death whilst employed.

91% of our staff say the facilities and resources for staff are good
(2025 staff survey)

Income Protection:

Abingdon Foundation's Group Income Protection provides teaching staff who are members of the Defined Contribution Pension Scheme with a regular income if they cannot work because of a long-term sickness or injury. This includes rehabilitation services which can help employees during periods of long term absence, with personalised treatment, where appropriate providing them with a structured pathway back to work.



Financial & Family Support

Foundation Grant (School Fees):

If your children attend Abingdon School or Abingdon Prep, you could receive a significant discount of up to 25% on their tuition fees (pro-rata for part-time staff). Admission to the School is subject to availability of places and meeting admission requirements. Ask us for more details if this applies to you.



Accommodation:

The school has limited accommodation but aims to assist where possible. Different arrangement for tax and utilities will apply depending on circumstances. Staff in non-residential roles but who assist in supervising boarders in the evenings and weekends may receive rent-free housing as a benefit in kind but contribute monthly toward council tax and utilities (water, gas, electricity etc), deducted from their salary.

Super Camps Discount:

Need childcare during school holidays? Staff get a discount on courses with Super Camps, and you can use childcare vouchers.





School Counsellors and Physios:

Staff can also access the services provided by the School Counsellors and the Physios (terms and conditions apply).

Employee Assistance Programme (EAP):

Life can be tricky, so we provide an Employee Assistance Programme. This offers confidential support and resources for anything from mental health to financial advice, plus a Health Risk Assessment tool to help you stay on top of your well-being.



Private Healthcare:

Permaent employees can benefit from free private health insurance, giving access to excellent medical care (this is a taxable benefit).



Sports Centre Membership and Theatre discounts:

Stay active and healthy with free access to the gym and swimming pool at agreed times. You'll also get a discounted membership to the Abingdon Sports and Leisure Club, allowing you to attend exercise classes for free. Staff can also benefit from access to discounted or complementary tickets to a wide range of events at the Amey Theatre.

Health & Wellbeing



Cycle to Work Scheme:

Save money and get fit! We offer a Cycle to Work scheme for eligible staff, helping you buy a bike. Contact us for more information.



Social:

There are regular staff social events and opportunities to join other staff in a range of activities from singing in the choir to playing cricket or football, running in the road relay or even joining in with the staff rock band or the staff panto.

Other Health and Wellbeing Benefits:

Include access to an occupational health provider, free staff 'flu jabs, eye test reimbursement, menopause support and mental health first aiders.



Free Lunch:

Most staff can enjoy a delicious free lunch and refreshments during term time.



Free Parking:

We offer free on-site parking and bike storage for all staff (on a first-come, first-served basis).



Staff Development

We offer a range of online and in-person courses to staff including first aid, mental health first aid and health and safety courses. Staff completing higher level professional qualifications or CPD may have their courses fully or partly funded.

Everyday Perks

“99% of our staff say they have good working relationships with their immediate colleagues (2025 staff survey)”



ABINGDON

**Independent day and boarding school
for pupils aged 11 to 18 years**

Co-ed from 2026

abingdon.org.uk