



Oak Wood School  
**Teacher of Mathematics**  
Information Booklet 2026



Thank you for taking the time to look at this job opportunity at Oak Wood School.

The Mathematics Department sits at the heart of the school and benefits from excellent accommodation and resources.

All students study Mathematics at Key Stage 3 and GCSE Mathematics at Key Stage 4. The subject is also popular in the Sixth Form, where A Level Mathematics and Further Mathematics are currently offered. The high uptake alongside extra-curricular opportunities and a teaching for mastery curriculum makes the department an exciting place to work.

If you are an ECT you will benefit from a comprehensive induction programme not only within the school but also within the department. The school and the department are a fantastic place to develop your teaching skills.

Relationships across the school between parents, students and staff are warm and positive which makes Oak Wood School an environment that is a pleasure to work in and develop your career at.

We have a caring, respectful and supportive core ethos 'We Dream, We Learn, We Grow' that propels us to constantly advocate that students at Oak Wood School are not limited in their choices. 'We Dream, We Learn, We Grow' also underpins how we develop our staff with our extensive professional development and well-being programmes.

In joining our community, you will be part of an organisation that will support you in your career goals and help you to develop as an individual.

I look forward to receiving your application.

Daniel Cowling  
**Headteacher**



## Job Description

### Teacher of Mathematics

<b>Purpose:</b>	To effectively teach the subject throughout the school, specific responsibilities dependent upon ability and experience
<b>Reporting to:</b>	Head of Mathematics
<b>Liaising with:</b>	Headteacher/Senior Leadership Team, Teaching & Support staff, students, parents, external partners
<b>Salary/Grade:</b>	Unqualified if appropriate, Main Pay Scale, or dependent on experience Upper Pay Range.
<b>KEY AREAS OF RESPONSIBLITY/SCOPE</b>	
Teaching and Learning	<ul style="list-style-type: none"><li>• To plan and deliver effective lessons</li><li>• To participate in the development of new teaching and learning strategies</li><li>• To contribute to the development and organisation of resources</li><li>• To keep accurate records of student assessment and progression as part of our student tracking process</li><li>• To attend meetings of the department or those relating to a particular course</li><li>• To take part in other activities commensurate with the post</li><li>• To keep accurate records of attendance</li><li>• To be a form tutor and undertake pastoral duties</li></ul>
All staff	<ul style="list-style-type: none"><li>• To take part in the school's staff development programme &amp; attend relevant training</li><li>• To attend meetings as required</li><li>• Support the aims, policies &amp; ethos of the school</li><li>• Set a good example in terms of dress, punctuality and attendance</li><li>• To play a full part in the life of the school community</li><li>• To comply with the school's Health and Safety Policy</li><li>• Comply with school's safeguarding procedures</li></ul>
<b>Other Duties</b>	
<ul style="list-style-type: none"><li>• To play a full part in the life of the school community, to support its mission and ethos</li><li>• To be courteous to colleagues and be welcoming to visitors</li><li>• To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate</li><li>• To undertake any professional duties, reasonably delegated by the Headteacher</li><li>• To undertake any other specific duties as specified in the School Teachers Pay and Conditions Document not mentioned in the above</li></ul>	

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

Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description.

The Governors will endeavour to make any reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.



## Person Specification Teacher of Mathematics

It is essential that your application includes evidence of your experience against the requirements of the person specification and the interview process will be designed with a view to assessing this evidence.

<b>Qualifications</b> <ul style="list-style-type: none"><li>• Degree and teaching qualifications (QTS)</li><li>• Good use of ICT for both administrative reasons and to support learning</li><li>• Ability to use data to track student achievement and to identify interventions needed</li></ul>
<b>Experience</b> <ul style="list-style-type: none"><li>• Experience of working in an urban school</li><li>• Experience of teaching all abilities and learners with different needs in a multi-ethnic school</li><li>• Experience of teaching students with SEND or EAL</li><li>• Experience of leading enrichment activities in subject area</li></ul>
<b>Professional Knowledge and Understanding</b> <ul style="list-style-type: none"><li>• An enthusiasm for the teaching of subject and the contribution of that subject to a broad and balanced curriculum</li><li>• An understanding of how pupils learn and progress in their knowledge, understanding and skills in the subject area</li><li>• The ability to deliver lessons which provide both access and challenge for all students</li><li>• Systematic in the planning of schemes of work and lessons</li><li>• Can plan lessons that engage and motivate pupils including planning for learning outside the classroom</li><li>• Professional commitment to pupil progress</li><li>• Willingness to act as a form tutor</li></ul>
<b>Reliability</b> <ul style="list-style-type: none"><li>• Good attendance and reliability</li><li>• Professional dress</li><li>• Good timekeeping</li></ul>
<b>Quality of relationships</b> <ul style="list-style-type: none"><li>• An ability to work collaboratively with members of a team</li><li>• Excellent teacher pupil relationships</li><li>• Ability to display fairness and respect for pupils and colleagues</li><li>• Excellent class management with an understanding of how to build a classroom climate in which students feel safe to take risks and learn</li></ul>
<b>Personal Characteristics</b> <ul style="list-style-type: none"><li>• Capacity to work very hard under pressure</li><li>• Approachable</li><li>• Committed</li><li>• Empathetic</li><li>• Enthusiastic</li><li>• Organised</li><li>• Patient</li><li>• Resourceful</li><li>• Resilient</li><li>• Determined</li><li>• Sense of humour</li></ul>



# Mathematics

## Curriculum Intent

Mathematics is important to our pupils because it is a functional skill all must have for everyday life. It is an academic discipline that will stretch, challenge and extend pupil's learning; providing them with skills to become 'deep thinkers. Maths is a creative subject and the rich connections across the areas of Maths extend to other interconnected disciplines and curriculum areas. Maths is the foundation for understanding the world and we want our pupils to know the purpose behind their learning and to apply their knowledge to their everyday lives.

Mathematics is aligned to the whole school curriculum principles of:

- High aspirations of all pupils so all make progress
- Actively supporting the ongoing development of reading, writing and numeracy
- Supporting and stretching all pupils on their learning journey
- Ensuring pupils are able to apply knowledge, understanding and skills successfully.

The Mathematics curriculum will give our pupils the opportunity to:

- Develop pupils' conceptual understanding of Maths by securing numeracy skills, language and communication so that they are able to use them effectively in their futures
- Develop a range of maths skills that can be recalled quickly, transferred and applied to different contexts.
- Reason mathematically by following learned processes and lines of enquiry to the end solution
- Present and demonstrate the importance and usefulness of Maths in the World and our society therefore contributing to their cultural capital
- Widen pupils' mathematical thinking and encourage problem solving skills
- Encourage pupils to develop a passion for Maths and thereby improving life opportunities.



# Mathematics Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	➤ Number 1	➤ Number 2	Fractions 1	Fractions 2	➤ Algebra 1	➤ Algebra 2
<b>Year 8</b>	➤ Percentages 1 ➤ Ratio	➤ Percentages 2 ➤ Proportional reasoning	➤ Angles ➤ Retrieval	➤ Basic Probability ➤ Retrieval	➤ Accuracy ➤ 2D and 3D Shapes ➤ Retrieval	➤ Introduction to Statistics ➤ Retrieval
<b>Year 9</b>	➤ Rearranging formulae ➤ Linear graphs ➤ Line graphs and Graphs of proportionality	➤ Transformations ➤ <b>Construction / Scale drawing</b> ➤ Congruency and Similarity	➤ Accuracy ➤ Indices, roots and reciprocals ➤ <b>Standard Form</b>	➤ Further probability ➤ Retrieval	➤ Pythagoras' Theorem and right-angled Trigonometry ➤ Retrieval – Solving Equation	➤ Simultaneous equations ➤ Introduction to Quadratics ➤ Number Recall

<b>Year 10F</b>	<ul style="list-style-type: none"> <li>➤ Linear graphs</li> <li>➤ Quadratics 1</li> <li>➤ FDP</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further Number</li> <li>➤ Probability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advanced ratio</li> <li>➤ Direct and inverse proportion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advanced Statistics</li> <li>➤ Bearings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trigonometry</li> <li>➤ Exact values of trig</li> <li>➤ Sequences</li> <li>➤ Non-Linear graphs</li> <li>➤ Retrieval</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trial Exams 1</li> <li>➤ Simultaneous Equations</li> </ul>
<b>Year 10H</b>	<ul style="list-style-type: none"> <li>➤ Linear graphs</li> <li>➤ Quadratics 1</li> <li>➤ FDP</li> <li>➤ Recurring decimals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further Number</li> <li>➤ Probability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advanced ratio</li> <li>➤ Direct and inverse proportion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advanced Statistics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bearings</li> <li>➤ Trigonometry</li> <li>➤ Exact values of trig</li> <li>➤ Non-Right-Angled Trigonometry</li> <li>➤ Quadratics 2</li> <li>➤ Non-Linear graphs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trial Exams 1</li> <li>➤ Simultaneous equations</li> </ul>
<b>Year 11F</b>	<ul style="list-style-type: none"> <li>➤ Inequalities</li> <li>➤ Vectors</li> <li>➤ Number Retrieval</li> <li>➤ Probability Retrieval</li> </ul>	<ul style="list-style-type: none"> <li>➤ Transformations</li> <li>➤ Shapes Retrieval</li> <li>➤ Applied Algebra</li> <li>➤ Trial exams 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Constructions &amp; plans and elevations</li> <li>➤ Congruency and Similarity</li> <li>➤ Topics based on Trial exam 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Structured revision</li> <li>➤ Trial exams 3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieval</li> <li>➤ WTMs</li> <li>➤ GCSEs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Final Exams</li> <li>➤ GCSEs</li> </ul>
<b>Year 11H</b>	<ul style="list-style-type: none"> <li>➤ Inequalities</li> <li>➤ Vectors</li> <li>➤ Functions</li> <li>➤ Transformations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Algebraic Fractions</li> <li>➤ Advanced Probability</li> <li>➤ Trial exams 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Constructions &amp; plans and elevations</li> <li>➤ Congruency and Similarity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advanced Circles</li> <li>➤ Algebraic proof</li> <li>➤ Structured revision</li> <li>➤ Trial exams 3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieval</li> <li>➤ WTMs</li> <li>➤ GCSEs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Final Exams</li> <li>➤ GCSEs</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Further Shapes</li> <li>➤ Numerical methods</li> </ul>			
<b>Year 12</b>	<ul style="list-style-type: none"> <li>➤ Algebraic Expressions</li> <li>➤ Quadratics</li> <li>➤ Equations and Inequalities</li> <li>➤ Graphs and Transformations</li> <li>➤ Straight Line Graphs</li> <li>➤ Data Collection</li> <li>➤ Measures of Location and Spread</li> </ul>	<ul style="list-style-type: none"> <li>➤ Circles</li> <li>➤ Trigonometric Ratios</li> <li>➤ Trigonometric Identities and Equations</li> <li>➤ Algebraic Methods</li> <li>➤ Representations of Data</li> <li>➤ Correlation</li> <li>➤ Probability</li> <li>➤ The Binomial Expansion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Vectors</li> <li>➤ Differentiation</li> <li>➤ Statistical Distributions</li> <li>➤ Hypothesis Testing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Modelling in Mechanics</li> <li>➤ Constant Acceleration</li> <li>➤ Forces and Motion</li> <li>➤ Integration</li> <li>➤ Variable Acceleration</li> <li>➤ Exponentials and Logarithms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Structured Revision <b>Pure 2</b></li> <li>➤ Algebraic Methods</li> <li>➤ Functions and Graphs</li> <li>➤ Sequences and Series</li> <li>➤ Binomial Expansion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trail Exams 1</li> <li>➤ Retrieval</li> </ul>
<b>Year 13</b>	<ul style="list-style-type: none"> <li>➤ Radians</li> <li>➤ Trigonometric Functions</li> <li>➤ Trigonometry and Modelling</li> <li>➤ Functions and Graphs</li> <li>➤ Regression, Correlation and Hypothesis Testing</li> <li>➤ Moments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Vectors</li> <li>➤ Parametric Equations</li> <li>➤ Projectiles</li> <li>➤ Conditional Probability</li> <li>➤ Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Differentiation</li> <li>➤ Integration</li> <li>➤ Applications of Forces</li> <li>➤ The Normal Distribution</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sequences and Series</li> <li>➤ Numerical Methods</li> <li>➤ Binomial Expansion</li> <li>➤ Further Kinematics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Structured Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Final Exams</li> <li>➤ GCEs</li> </ul>

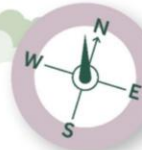
	➤ Forces and Frictions					
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*We dream, we learn, we grow*



# Oak Wood School

## Welcome to your Learning Journey



We dream, we learn, we grow



# Oak Wood School

*We dream, we learn, we grow*

## **Applicant Information**

Thank you for your interest in our school.

Candidates are requested to complete the Application Form (in two parts) downloadable from the Oak Wood School Website: [www.oakwoodschoo.uk](http://www.oakwoodschoo.uk) and send it by email, with a letter of application, outlining how your skills and experience will have prepared you for the role and how you would contribute to Oak Wood School's future success, addressed to Daniel Cowling, Headteacher via email: [HR@oakwoodschoo.uk](mailto:HR@oakwoodschoo.uk).

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[www.oakwoodschoo.uk](http://www.oakwoodschoo.uk)  
Email: [HR@oakwoodschoo.uk](mailto:HR@oakwoodschoo.uk)

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Oak Wood School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.  
Oak Wood School is an Equal Opportunities Employer.