



Farmor's School

The Park

Fairford

GL7 4JQ

**Information Pack**

for the vacancy of

**Head of Maths**

**Start Date – 1<sup>st</sup> September 2026**



February 2026

Thank you for your interest in the post of **Head of Maths** at Farmor's School – a full-time permanent position starting on 1<sup>st</sup> September 2026.

I hope that you find the information contained in this pack informs you about our school, but I would encourage you to come and visit us to see for yourself.

Please note that Farmor's School is committed to safeguarding and the post will be subject to satisfactory completion of enhanced checks through the Disclosure and Barring Service.

I fully appreciate the amount of time and effort it takes to prepare an application for a post such as this and I thank you in advance. In return I undertake that we will read every application very carefully, and to ensure that short-listed candidates have every opportunity to see the school in action, to meet as many colleagues as possible and to ask whatever they wish.

Please do not hesitate to contact us should you wish to discuss the post further or would like to arrange a visit.

I look forward to receiving your application.

With best wishes,

Mark Surowiec

Headteacher

# Farmor's School

## Head of Maths

Start Date – 1<sup>st</sup> September 2026



### **The Person**

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We are looking for someone who is able to lead and manage a strong department of subject specialists. The person appointed must be able to lead by example. They should have a deep subject knowledge, outstanding teaching skills and excellent people management skills.

### **The Department**

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The Mathematics department currently consists of eleven teachers, five of whom are part-time, and two have significant pastoral responsibilities, in addition to the Head of Department. We are a friendly and supportive group of teachers who are dedicated to teaching Maths to the highest standard. We are committed to ensuring that students achieve their full potential in Maths. Behaviour is generally very good in Maths lessons; teachers set clear expectations and are supported in helping students to meet these expectations. The department's performance has always been good with students consistently achieving above the national standards in GCSE and A level examinations. In addition to the traditional A levels in Maths and Further Maths we also offer Core Maths in KS5, which is growing in popularity with students. All staff are encouraged to develop their teaching by engaging with and applying the latest research in the classroom. We encourage members of the team to take part in training courses offered by a range of providers including AMSP and MEI, in addition to wider school training courses in assessment, coaching and much more. The department also regularly hosts trainee teachers. We organise a range of extra-curricular activities, including the UKMT Maths challenges, trips to Bletchley Park and Silverstone, and lunchtime clubs.

There are seven dedicated Maths classrooms and all KS3 and 4 classes are taught within the Maths area. We also have a central Maths office with a good stock of Maths equipment. All staff have a laptop and visualiser available for their use.

All staff are offered the opportunity to teach up to A-level, and the timetable is designed to ensure that staff teach the full range of age and current attainment.

We support each other and are all keen to play an active role in developing our own teaching and that of our colleagues. We believe we have a good work life balance and look forward to welcoming a new Head of Department to continue to develop the department and support the work which is already going on. In addition to the Head of Department there are two members of staff with TLRs, one responsible for KS3 and one for KS4.

## KS3

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In KS3 we broadly follow the White Rose scheme of work, which we have adapted to suit our students. All students in a year group are taught at the same time in seven banded sets. We move students as appropriate, and in particular following the assessments which are 2-3 times a year. We also monitor student progress with short end of block assessments. We have a clear scheme of work with linked resources, however staff can use as they feel appropriate. We use a range of manipulatives to introduce concepts and staff can refer to these as needed.

## KS4

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Year groups are again all taught at the same time enabling flexible setting as appropriate for the cohort, and we are able to leave making tiering decisions until into Year 11. Students are entered for Edexcel GCSE, with some students in Year 10 also being entered for Number and Measure Level 1. A few students in Year 11 may also be entered for an Entry Level qualification. We have a full scheme of work which again has linked resources. Students take regular end of topic assessments and we move students between classes as necessary.

We have previously had a small number of students take the AQA Further Maths GCSE in year 11, studying for it in lunchtimes, however this year we have offered a joint GCSE option of Statistics and Further Maths in one option choice. This has resulted in a class of 22 students who will all be entered for GCSE Statistics and most will also be entered for GCSE Further Maths.

Recent results have been strong at GCSE Maths (85% grade 4+) and we are looking to continue improving this.

## KS5

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Mathematics is a popular subject in KS5 with just over 50% of Year 12 students studying either A level Maths or Core Maths. We enter students for Edexcel A level Maths and also for Edexcel Further Maths A level – studying either Decision and Mechanics, or this year some students studying Decision and Statistics.

We enter students for the OCR Core Maths B qualification. If students have a grade 6 or above then they can take this in Year 12, if they have a grade 4 or 5 then they do not sit the exams until Year 13.

Progress measures for Core Maths, A level Maths and Further Maths were very strong last year.

## The School

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Farmor's School is an 11-18 school in Fairford, a small town in the Cotswolds which is in easy commuting distance from Cirencester, Stroud, Swindon and Cheltenham. Most staff who work at the school live in the Cirencester area, Swindon, Cheltenham and Oxfordshire. Students who attend the school come mainly from eight feeder primary schools in Gloucestershire. We are also the school of choice for many parents in Cricklade and North Swindon.

Farmor's School was founded in 1738 with money left by Miss Elizabeth Farmor and Miss Mary Barker to educate fifty boys in Fairford. In 1815 girls were admitted into the school but they were kept separate from the boys. In 1922 the school became co-educational. The school moved to its present site in 1961 and became an 11-18 comprehensive school in 1966.

Farmor's School converted to an Academy in August 2011.

Farmor's School serves a predominantly rural area which includes some of the prettiest villages in the Cotswolds. We have close links with our primary schools in Bibury, Down Ampney, Fairford, Hatherop, Kempsford, Meysey Hampton, Southrop and St Lawrence, Lechlade. We also have a significant intake from St Sampson's, Ampney Crucis, Wiltshire and from the independent sector.

The school is situated in beautiful parkland, within walking distance of the centre of Fairford. The eighteen-acre grounds are well maintained by our site staff and include a modern and well-equipped Sports Centre. The school has a mix of modern and 1960's build accommodation. We have been working hard over the last few years to improve the teaching and learning environment through a combination of grounds and building works.



## 10 reasons to work at Farmor's School

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- We are a friendly and welcoming school.** New staff always comment on how helpful and supportive our colleagues, students and parents are.
- Our students are eminently teachable.** Our high expectations and positive learning culture means that there is a consistently calm and orderly environment around school.
- We value a broad education.** Students have an open option choice and a huge range of extra-curricular opportunities available to them.
- Our efforts to improve teaching and learning are based on the evidence of what works,** not on the latest fad or government whim.
- Almost a quarter of our students are in the Sixth Form.** Teachers are able to teach the full range of age groups and teach to very high levels of ability.
- Departments have protected time to work collaboratively.** We have six Team Days each year dedicated to working together, meaning no after school meetings.

7. **You will have access to an excellent professional development programme** and time to work on your individual development needs. Our weekly early finish means all professional development is within a reasonable working day.
8. **We take work-life balance seriously** and maintain generous arrangements for personal leave.
9. **We are located in beautiful, rural surroundings** with easy access to Cirencester, Cheltenham, Swindon, Oxford and Bristol.
10. **We are a friendly, supportive and professional community** where you will be able to develop your career.

*“Every teacher is enthusiastic and seems to really enjoy teaching their lesson. This urges us to progress in that subject, achieving the goals we set ourselves”*

Student

*“We very much doubt that our children would have excelled academically and developed as happy young adults, if they had not had the dedication, support and enthusiasm of Farmor’s teaching staff”*

Parent

## [The Curriculum and Academic Success](#)

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The school maintains a broad and balanced curriculum which enables students to achieve academic success.

The Sixth Form is attended by over 200 students, some of whom come from other 11-16 schools nearby. We offer a wide range of courses, alongside a rich programme of study and enrichment including the EPQ and Duke of Edinburgh Gold Award. The ethos in the Sixth Form is that students are treated as young adults and guided to make good choices, both academically and personally. This ethos, alongside excellent teaching and small class sizes, means that students from all backgrounds achieve success.

At GCSE, the school achieves consistently strong outcomes. In 2025, 75% of students achieved 4+ grades in English and Maths, and 23% were at grades 7-9. We maintain a broad open-choice curriculum at both Key Stages 4 and 5, with our sixth form progress being one of the highest in the county.

## [Pastoral Care](#)

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The school has a strong pastoral ethos where individuals are nurtured. The staffing structure is traditional, with five Heads of Year and teams of tutors. We have an excellent Student Services support team, counselling service and a range of support services for students.

## Extra-Curricular Activities

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We enjoy a strong reputation for sporting success, competing at regional and national level with different age ranges and sports. We provide an extensive programme of educational visits and take part in many competitive activities across schools, such as photography, languages and mathematics. Outdoor pursuits activities, including Duke of Edinburgh Gold and Bronze Awards, are increasingly popular.

## Classes

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There are 25 one-hour lessons a week and one half-hour PSHE session. On Thursdays we finish early at 3.00pm to allow meetings and professional development to take place within a reasonable working day.

KS3 students are mainly taught in mixed ability groups. Setting takes place in Maths (from Y7) and Science (from Y9). English is taught in mixed ability groups throughout the school, although a small group is identified in KS4 which studies English Language only.

## The Senior Leadership Team

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The senior leadership team are:

- Mark Surowiec (Headteacher)
- Emma White (Deputy Headteacher)
- Sarah Hughes (Business Manager)
- Sylvia Bettington (Assistant Head)
- Henry Bew (Assistant Head – Sixth Form)
- Roger Eckersley (Assistant Head – Pastoral)
- Noelle Sturla (Assistant Head – Inclusion)
- Claire Wells (Assistant Head – Teaching and Learning)

## The Governing Board

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We have an effective governing body who work closely with the senior team. Our Chair of Governors is Sam Bartholomew, an experienced primary school headteacher. The governing body committees have been structured to ensure that their work reflects the strategic priorities of the school, with a greater emphasis on the quality of teaching and student welfare.

## Staff

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We are fortunate to have hard working, experienced and friendly staff. Being a rural, community focussed school our staff are loyal and committed. Around a third of our staff have had children attend the school, many live locally and are themselves previous Farmor's students. Some teachers have committed a substantial part of their careers to the school, and we value their experience. We also maintain a healthy turnover of staff, particularly as teachers seek promotion, so that there is a regular influx of fresh thinking and ideas. Our strength lies in the balance of continuity and change in our staffing profile.



Our staff like working at the school. Our annual staff survey indicates that staff feel the school is well led and managed and that they are listened to and supported in their work. Staff absence levels are very low and we have a generous 'family friendly' policy regarding compassionate leave. Our staff work hard and sometimes feel the stresses of the job, as in all schools. However, we strive to avoid making people's jobs more difficult than they need to be through excessive initiatives, directives and unreasonable accountability measures. We respect teachers' expertise and professional autonomy whilst expecting them to deliver excellent outcomes for our students.

## Students

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Students at Farmor's School achieve well academically. Staff and visitors comment upon the students' good manners, friendliness and positive attitudes. We are a comprehensive school and attract students from a range of academic and social backgrounds; however, our strong ethos means that students understand that a calm, respectful approach is best. Where students do step over the line, we have a clear system in place to ensure they get back on track.



There are many opportunities for students to take responsibility and participate in democratic processes, including Year 11 prefects, Heads of School, School Council, the Charities Committee and Student Ambassadors. Older students often mentor the younger children at the school. Our House System promotes participation in the wider life of the school and healthy competition.

## Application Process

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Applications should be made via the MyNewTerm portal. In your personal statement please address the following:

- Why do you want this post?
- What aspects of the school indicate that it is somewhere you would like to work?
- What relevant experiences have you had which prepare you for this post?
- What personal qualities will you draw upon to be successful in this post, and why?

Please be concise and include the most pertinent information in your personal statement. There will be an opportunity for candidates selected at interview to outline further their suitability for the post. You are advised to read the information carefully prior to applying, including the job description and information about the school.



## Visits

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You are welcome to make a visit to the school - please contact [admin@farmors.gloucs.sch.uk](mailto:admin@farmors.gloucs.sch.uk) to organise. This is not part of the selection process and those unable to attend will not be adversely affected.

## Selection Process

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The closing date for applications is **12 noon on Monday 2nd March 2026.**

Interviews will take place on Tuesday 10<sup>th</sup> March 2026.

## General Data Protection Regulations (GDPR)

### Data Privacy Notice - How we use recruitment information

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**The categories of information that we collect, process, hold and share for recruitment purposes are:**

- personal information (such as name, DOB, contact details)
- special categories of data including characteristics information such as gender, age, ethnic group, criminal record information if relevant
- previous employment information (such as post, roles and salary information and referees)
- relevant qualifications (and, where relevant, subjects taught)
- documents submitted as proof of identity on interview day

**Why we collect and use this information:**

We use candidate data to:

- shortlist applicants
- to verify candidate identity under safeguarding regulations
- to monitor equality of opportunity in recruitment
- inform the development of recruitment and retention policies

**The lawful basis on which we process this information:**

- By law we have to process your data to make sure we meet the requirements of [The Education Act 1996](#)
- We need to process your data to ensure that we comply with [Keeping Children Safe in Education Guidance](#)

**We use your data:**

- to meet the requirements of the law regarding data sharing and safeguarding

**Collecting this information:**

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

**Storing this information:**

**Successful applicants:** we hold school workforce data until your employment ends +6 years as detailed in our Retention Guidelines, a copy of which is available on our school website.

**Unsuccessful applicants:** we retain application data for 6 months after the completion of the process after which it is disposed of securely, either by in-house shredding or by using an accredited confidential waste disposal company, depending on volume.

All personal data held on applicants and employees is kept securely with access restricted to relevant personnel only.

**Who we share this information with**

We do not share information about applicants prior to appointment to a role at Farmor's School. If an applicant is successful and commences employment with us they become subject to the [Farmor's School Data Privacy](#)

**Notice – How we use School Workforce Information.**

**Requesting access to your personal data**

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact Sarah Hughes, Business Manager.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing

- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

#### **Further information**

If you would like to discuss anything in this privacy notice, please contact Sarah Hughes, Business Manager.