



Richmond School & Sixth Form College

Areté
Learning Trust
Striving for
Excellence



An introduction to Richmond School and Sixth Form College

Thank you for expressing an interest in starting or furthering your career at Richmond School and Sixth Form College, part of the Arété Learning Trust. We'd love to meet you and explore the prospect of you joining us.

We sincerely hope that what you read here inspires you to apply for the position and that the features of our school serve to whet your appetite.

Richmond School is a happy, hardworking school. We are here to ensure that every student achieves and experiences as much as possible during their time with us.

We want our students to enjoy their education so that they value learning and we aim to ensure they are as well prepared as possible for the next stage in their life, as independent and resilient young people with the strength of character and the confidence to succeed in a highly competitive world.

We offer:

- A dynamic 11 to 18 school, teaching the full ability and age profile
- An ambitious student body
- A highly-skilled, professional and inspirational staff
- An aspirational community
- Excellent facilities and a well-resourced working environment
- Excellent in-school career advancement opportunities
- Comprehensive professional development and training opportunities
- A very supportive Senior Leadership Team and Governing Body
- A thriving extra-curricular activities and educational visits programme
- An Ofsted rating of 'Good' in all areas
- The beautiful setting of the Yorkshire Dales, yet within easy reach of York, Newcastle, Teesside or Leeds

We demand high standards in all areas of school life within a disciplined, secure, caring and stimulating environment. We value and praise the successes of our students and staff.

Alongside academic excellence we place a strong emphasis on excellent behaviour, smartness of appearance, hard work and kindness.

Our teaching and support staff are a pleasure to work with. They are highly skilled, professional and inspirational. Candidates visiting the school invariably comment on how welcoming and friendly they find the school during their day with us.

In turn new members of staff are well supported by their colleagues, making transition to their new environment that much easier.

Richmond School has been such a wonderful place to start my teaching career. The staff are so welcoming and supportive. Everyone is so friendly ... I felt at ease right from the start. The head of maths and my mentor have given freely of their time to ensure I understand all the systems that are in place. I have an abundance of colleagues that I can go to when I have a question. I feel very lucky to work at Richmond School.

Kate, Maths

Richmond School



About the role

Job Title	Lead Teacher - Maths
Start date	1st September 2026
Contract	Full time, permanent
Salary	Main Pay Scale / Upper Pay Scale with TLR 1B (£12,518)

We are seeking an enthusiastic and inspiring Lead Teacher of Mathematics who is passionately committed to putting students first and driving excellence in teaching and learning.

You will lead a dedicated, skilled, and collaborative department with a strong commitment to continuous improvement and high expectations for all learners. The successful candidate will be an outstanding classroom practitioner, capable of teaching across the full age and ability range, and will play a key role in shaping the strategic direction of mathematics within the school.

There is the opportunity to teach Further Mathematics for the right candidate. Above all, we are looking for an exceptional teacher and leader who shares our ambition to provide the very best outcomes for our students.



Safeguarding and Equal Opportunities

Areté Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants. In accordance with our statutory obligations under Keeping Children Safe in Education Arété Learning Trust is required to conduct an online search as part of our due diligence on shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which Arété Learning Trust might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

About the Trust

Areté Learning Trust currently has 11 schools and educates over 7,000 young people in and around North Yorkshire from ages 2-18. Our learners are at the heart of everything we do.

At Arété Learning Trust we work together and collaborate to ensure that all of our learners and our staff team have the chance to reach their potential.

- Our Trust is committed to promoting:
- Health, happiness and wellbeing
- A safe, disciplined and supportive environment
- A love of learning through a passionate and committed approach
- High standards and expectations
- Integrity, kindness and good manners
- Respect for individuality and difference
- Collaborative working to secure excellence

To realise our aspiration for every child to be the best they can be, we need to ensure that as a Trust we are '**Striving for Excellence**'.

Why work for the Trust?

We want everyone who works within ALT to feel valued and see how their work fits into the bigger picture.

We seek employees who are prepared to take personal responsibility and constantly challenge the norm to improve performance.

In return, we are committed to providing an empowering and supportive learning environment for all staff.

Areté Learning Trust is committed to being the '**Employer of Choice**'.

Essentially this means that we want our schools and our central team to be great places to work. We want our staff development opportunities to be first class and we want to enable staff who are ambitious to grow their careers with us. To give our learners the best education and opportunities we are committed to recruiting and retaining the very best people in all areas of our organisation.

Regardless of role, we seek staff who:

- Have high expectations of themselves and the people they work with.
- Are committed to our Trust values.
- Show initiative and are responsive to change.
- Have strong interpersonal skills with the ability to inspire and motivate others.
- Are creative in their approach to problem solving.
- Are able to influence effectively, whatever their role.
- Are team players.

About the Department

The maths department occupies a suite of seven rooms grouped around a central departmental workspace. The department consists of eleven teachers, teaching all ages and abilities across Key Stages 3, 4 and 5. We have a mixture of full-time and part-time staff, creating an exciting blend of experience and expertise within the team.

The department has a highly collaborative approach to teaching and learning. We believe strongly in sharing ideas and resources and in supporting one another in a continual drive to improve the mathematical experience we provide for our students. We share a genuine enthusiasm for maths and seek to convey this passion to our students. New ideas and innovative approaches are actively welcomed.



About the courses

There are approximately 230 students in each year group. When Year 7 students enter Richmond School they are taught in mixed ability groups for their first half term. They are then set in ability groups that are constantly reviewed as the students move through Key Stage 3 and 4.

We follow the AQA specification for GCSE Maths and students prepare for either the Higher or Foundation tier depending on setting arrangements. These are, again, continually reviewed throughout Year 10 and 11 to make sure students are preparing for the correct tier.

One of the great strengths of the Department over the last few years has been the number of students who have chosen to study Maths at Key Stage 5. We currently have over 30 students studying OCR A-level Maths, with approximately 10 of these choosing to study OCR A-level Further Maths. A large number of our students go on to study Maths or Maths related subjects at university and several have secured highly sought-after Degree Apprenticeships.



About the results

The maths examination results over the last few years has been one of the strongest in the school. The most recent progress score of +0.31 and +0.60 the year prior.

There is a wide range of students in maths. Those who require the most support are provided with smaller class sizes and additional numeracy lessons delivered through our Learning Support team. We stretch the more able students with a very demanding curriculum coupled with local and national competitions such as the UKMT Maths challenges. Last year we had 25 students achieve grades 8 and 9.

We also aim to provide a clear pathway for each individual student in each year to deepen and broaden their mathematical skills in preparation for the next stage in their education or career.



The Wider School Community

Richmond School is situated on the edge of the beautiful Yorkshire Dales, approximately four miles from the A1 (M) at the northern end of the extensive county of North Yorkshire.

It is an extremely attractive market town in part of what has become known as 'Herriot Country'. Richmond itself has all the services of a market town and is within easy reach of Darlington and Teesside, with Newcastle, York and Leeds each less than an hour's drive away. The nearby town of Darlington is on the main East-Coast line between Edinburgh and London, whilst the Dales area itself has a rich, rural and industrial heritage. Musicians, thespians, walkers, cavers, campers, historians and many other interest groups find Richmond to be an ideal base.

Richmond School and Sixth Form college has been extremely welcoming, and the school has a palpable community feel. All members of staff are kind and friendly, and willing to support in any way they can. Within my department, I have felt supported every step of the way, and as an ECT I have received expert guidance from staff. The routines and expectations in the school are clear and concise, and known by students and staff alike. Richmond School is an excellent place to work!

Tom, Drama

The town of Richmond



Over thirty five primary schools contribute to the School's Year 7 intake. The School has an admission limit of 250.

Students travel from the borders with County Durham, from the Catterick area, from Wensleydale and also from the head of Swaledale, as well as from the town itself - testimony to the fact that the School enjoys an excellent reputation over a wide area which extends well beyond the Dales.



School Performance

Richmond School and Sixth Form College has always had a good reputation and it features well in school performance tables. In January 2022 OFSTED reported that Richmond School is a good school. We have, at present, 1,293 students, 174 of whom are in the Sixth Form.

Our students consistently achieve attainment and progress scores well above the national average. At Key Stage 4, our most recent Progress 8 score is +0.16, and our Attainment 8 score stands at 47.8, compared to the national average of 45.9. Outcomes are strong across the wide range of subjects we offer.

At Key Stage 5, progress remains above the national average, with a Level 3 Value Added score of +0.09. Attainment and outcomes are also particularly impressive in our vocational subjects, highlighting our commitment to academic excellence across diverse pathways.

Swaledale



Professional Development & Learning

Richmond School and Sixth Form College prides itself on being a school where teachers can grow professionally. Our aim is to ensure that development and learning opportunities support teachers to consistently improve their practice. We offer more than 25 hours of professional learning and development and encourage all staff to strive for excellence.

We welcome interest from teachers who want to work in a hard-working and collegiate environment with colleagues who are constantly seeking to improve and help one another get better.

This is a large and vibrant school that sits at the heart of its local community. Leaders prioritise pupils' academic achievement and pupils achieve well. Leaders show a strong commitment to pupils beyond just academic success.
Ofsted 2022



Student presentation to external visitors

Pastoral Organisation

The School is run on a year-based system with form tutors, a Head of Year and a Pastoral Officer in support.

Each student is part of a form group in which friendships can be made and responsibilities exercised. A student's form tutor and the Head of Year take a keen interest in his or her progress and development throughout their time at Richmond School.

The School places great emphasis on good staff-student relationships and on providing a hard-working, well-disciplined atmosphere in which students can flourish as individuals.

Having previously worked at Richmond School as a Lead Teacher, I knew the School was the right place for me to develop both classroom and leadership experience. Working with the leadership team I feel both hugely valued and greatly engaged in my role.
Peter, Associate Assistant Head teacher

Extra-Curricular Activities

All staff are actively encouraged to involve themselves in this important part of school life. Sports such as athletics, badminton, cricket, football, netball and rugby thrive at Richmond School. There is a full programme of competitive inter-school games.

Music has a strong tradition in the School. Instrumental instruction is available and there is an opportunity to join the School Orchestra, Wind Band or one of the other musical ensembles.

Drama is also a thriving subject, with a number of productions performed each year. Many other clubs and societies run in School throughout the school year. The School runs a wide range of school visits.

Examples include a science trip to Cern, geography field work on the East coast and Year 7 visits to France.



The annual Christmas Concert



History Battlefields visit

Job description

Job Title	Lead Teacher of Maths
Grade	Main Pay Scale / Upper Pay Scale with TLR1B
Responsible to	Headteacher
Staff Managed	Teachers within Department
Job Family	Teaching
Job Purpose	The Lead Teacher is responsible for all aspects of the work of the curriculum area or areas which form their designated areas of responsibility. The core focus of the Lead Teacher of Department’s role is raising pupil achievement. Central to this is leading and guiding staff working within the designated curriculum area(s), and, in so doing, fostering an environment within which teaching and learning is the key priority with a desire for it to be of the highest possible quality and each member of the team is able to develop to the full the pupils in our care.
Job Context	The role of Lead Teacher includes responsibilities as set out in the appropriate national standards and in the academy's role specifications and documentation.

Accountabilities / Main Responsibilities

Operational Issues	<ul style="list-style-type: none">Monitoring the achievements of pupils, ensuring that the expectations that staff working within the curriculum area have of the pupils in their care are realistic but high, and leading the curriculum area in developing the full potential of pupils in both academic progress and personal development.Supporting pupils through contact home or department support plans where necessary.Supporting subject teachers in the curriculum team in ensuring a calm, ordered, focused working atmosphere in lessons with pupils on task in line with the academy policy and guidelines, through guiding and supporting subject staff in classroom management, intervening as required, and accepting disciplinary referrals as appropriate.Allocating and resetting of pupils to teaching groups within the curriculum area, in conjunction with the Vice Principal Curriculum and Standards, pastoral staff and data manager as appropriate, and providing up-to-date lists.Ensuring that parents are aware of significant concerns over progress, effort, attainment, behaviour or homework, including concerns that might lead to an impoverished external examination grade, and seeking to work with parents in finding a solution.Overall responsibility for the oversight and maintenance of engaging schemes of work, in line with the academy and exam board guidelines.Oversight of and responsibility for accurate exam entries in KS4, working in conjunction with the exams office.Evaluating the work of the curriculum area through regular and robust results analyses, department reviews, work and book trawls and quality of teaching reports, and contributing as required to self-review for the Trust or other external agencies; planning for development in the light of the needs of curriculum area, department and whole academy priorities, identifying targets, and contributing to the academy development planning.Ensuring that the curriculum area works with common purpose and shared aims, within whole-academy policy, while fostering the strengths and enthusiasms of individual staff;
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Job description

Operational Issues continued	<ul style="list-style-type: none"> Ensuring that whole-academy policies and guidance documents including safeguarding, citizenship, equal opportunities, British Values, health and safety, ICT, AfL, literacy, numeracy and charging and remissions, are implemented within the curriculum area. Ensuring that the work of the curriculum area furthers the aims of the academy's mission, strategic aims, curriculum statement and other academy policies and guidelines.
Communications	<ul style="list-style-type: none"> Promoting the well-being and development of the academy through furthering wholeacademy policies and procedures, promoting within the designated curriculum area(s) the agreed aims, ethos, attitudes and values of the academy and the Trust, and, within the agreed structure of academy policy, exercising leadership both within the curriculum area and where appropriate outside it.
Partnership or Corporate Working	<ul style="list-style-type: none"> Where appropriate, liaising with the ITT Professional Tutor, writing reports, and ensuring that any ITT work furthers the work of the curriculum area as well as the development of the ITT pupils. Working with colleagues in the academy, across the Trust as well as advisers and other academy improvement partners in the continuous development of the curriculum area. Maintaining and developing links with other curriculum areas in the academy, pastoral staff, 14-19 partners. Develop functional transitional links with pre-11 and post 16 partners and institutions as appropriate in order to provide clear pathways for pupils and individuals within the community. Liaising with pastoralstaff as appropriate over concerns with individual pupils.
Resource / People Management	<ul style="list-style-type: none"> Ensuring that resources are well looked after, inventories are kept up-to-date, teaching materials are checked for relevance, bids for resources are realistic, and funds are spent wisely. Ensuring that rooms, boards and facilities linked to the curriculum area are cared for, feature attractive displays that include pupils' work, and offer a working environment that is ordered, positive and welcoming. Leading a team of colleagues and taking active responsibility for its work and for that of pupils; Supporting colleagues within the curriculum area in creating an ordered working environment, including advising on classroom management, and accepting overall responsibility for the behaviour and conduct of pupils within the curriculum area. Furthering the professional development of staff contributing to the curriculum area, including planning effective use of CPD training and staff development time, observing lessons supported through a range of Quality Assurance actions and offering professional feedback, monitoring classroom management, advising on procedure, and acting as performance management team leader as required. Playing a key part in the appointment of new staff, and inducting and guiding staff new to the curriculum area in accordance with the Staff Handbook. Liaising with and advising the Vice Principal Performance on curriculum implications and timetable allocations, and liaising with staff within the curriculum area as appropriate. Ensuring that teaching assistants and others within the learning environment are effectively inducted, guided, deployed and monitored. Ensuring that the curriculum area develops appropriate resources and teaching strategies to meet the needs of the full range of age, aptitude and ability including pupils with special educational needs and implementing the academy's Special Educational Needs and Disabilities policy.

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Skills Development	<ul style="list-style-type: none">• Keeping abreast of subject developments, and evaluating and revising schemes of work and approaches to teaching as part of a continuous cycle of curriculum review and development.• Ensuring that the curriculum area fulfils its cross-curricular obligations as required in accordance with whole-academy policy, including Citizenship, Information and Communication Technology, Literacy, Numeracy, Assessment for Learning, Academy Values, British Values, thinking skills, skills for life and other cross-curricular dimensions and themes.
Safeguarding	<ul style="list-style-type: none">• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate.• Know about data protection issues in the context of your role.• Maintain confidentiality as appropriate.• Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.
Systems and Information	<ul style="list-style-type: none">• Maintaining and updating key curriculum documentation in accordance with wholeacademy guidelines, and making copies available as required.• Writing each year the following reports and attending review meetings of these reports with the Principal and Vice Principals: exams analysis, SEF and department development plan.• Ensuring that the curriculum area assesses and records pupil achievement in line with whole-academy policy, and that appropriate records and evidence of pupils' work are maintained.
Planning and Organising	<ul style="list-style-type: none">• Ensuring that lesson preparation is thorough with appropriate work, homework across the whole department is set in accordance with the academy homework policy and timetable, and work is marked promptly.• Ensuring that teaching leads to good learning and progress, supported by crisp pace, high challenge, pro-active classroom management, consistent use of the academy behaviour policy, good organisation and resources, embedded assessment for learning, and positive relationships.• Monitoring and reviewing the quality and effectiveness of teaching and learning within the curriculum area, including, as appropriate, lesson preparation, classroom management, relationships, written work, assessments, pupil progress, added value and homework.• Monitoring the learning and progress of individuals, groups and the subject as a whole, with a view to ensuring that pupil progress and added value are in line with, or better than, the academy targets and expectations.• Seeking to ensure that pupils' passion, enjoyment and experience of the curriculum area is enriched through activities within and beyond the formal curriculum.• Preparing and maintaining schemes of work and ensuring that teaching across KS3 provides the solid foundation for examination work within KS4 and ultimately prepare pupils effectively for internal and external examinations.
Data Protection	<ul style="list-style-type: none">• To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none">• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.• To work with colleagues and others to maintain health, safety and welfare within the working environment.

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Equalities	<ul style="list-style-type: none">• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.• Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.• Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none">• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.• Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.• Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none">• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.• Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Lead Teacher of Maths		
Knowledge	Essential	Desirable
<ul style="list-style-type: none">• High level of specialist subject knowledge.• Knowledge of core standards for teachers and how they apply in practice.	X	X
Occupational Skills	Essential	Desirable
<ul style="list-style-type: none">• Ability to motivate learners of all abilities to learn and to make good progress.• Good oral & written communication skills.• Ability to listen & respond to young people establishing excellent relationships with them.• Ability to analyse data effectively and use data to set clear, challenging targets.• Ability to use ICT for planning, teaching, organisation and assessment purposes.• Ability to plan consistently, creatively and effectively to support excellent progress.• Very good classroom management.• Ability to reflect upon own practice & respect the contribution of others.• Ability to work effectively as part of a team.• Ability to use e-technologies effectively.• Ability to lead activities which support the development of a colleague or team.	X X X X X X X X X	X X
Qualifications	Essential	Desirable
<ul style="list-style-type: none">• Qualified Teacher.• Graduate with relevant degree.• Evidence of continuous professional development.• Willingness to undertake further professional development.	X X	X X
Other Requirements	Essential	Desirable
<ul style="list-style-type: none">• Enhanced DBS clearance.• Commitment to safeguarding and protecting children and young people.• Passion for own subject specialism/excellence.• Excellent role model to learners & students.• Ability to organise learning resources and accommodation efficiently.• Understanding of Health & Safety.	X X X X X	X

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES.

The successful applicant will be subject to relevant vetting, health and reference checks, including online checks and a satisfactory enhanced disclosure before an offer of appointment is confirmed. If you have not been contacted within one week of the closing date, please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.