



# PART-TIME TEACHER OF MATHEMATICS

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THE ATHELSTAN TRUST

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SIR WILLIAM ROMNEY'S  
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A charitable company limited by guarantee, registered in England & Wales, as Athelstan Trust Company No: 7699625



Striving for Excellence Together

Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of six secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire. We were excited to welcome two new primary schools in the last few months and from October 2025 another secondary school. This will further enrich our collaborative strengths.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

Matthew Evans

**Chief Executive Officer**

The Athelstan Trust

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**Striving for Excellence Together**

Dear Candidate,

Thank you for taking an interest in the Teacher of Mathematics role at Sir William Romney's School. I am immensely proud to be the Headteacher of this wonderful school as we embark on an exciting vision of becoming a beacon of excellence in Gloucestershire and beyond.

Our purpose of "Striving for Excellence Together" drives everything we do. We are ambitious for every member of our school community including both students and staff to achieve their excellence, which to us means fulfilling their potential and achieving more than they ever thought possible. We believe excellence comes from having a culture where students and staff feel safe, valued and have a sense of belonging. We encourage all to have the courage to take risks and embrace opportunities to grow their character. We are committed to ensuring students leave our school with the academic outcomes, knowledge, skills and confidence to access the best universities, apprenticeships and training opportunities.

We are a welcoming, caring and supportive working environment where staff enjoy their work, develop their pedagogical practice and feel pride in being a member of our school. We take the well-being of our staff seriously and ensure we have a behaviour policy that supports staff to run their classroom. We have a highly visible and supportive SLT, centralised detentions and whole class feedback policy. We invest in our staff's CPD and are currently developing an SWR lesson that is based on Rosenshine and Teach like a Champion principles.

We are proud to be a member of the Athelstan Trust since April 2020. The Athelstan Trust's core values of 'care, collaboration and excellence' are at the heart of our approach towards leadership and care for students and staff. The Athelstan Trust is committed to raising educational standards for all children in their schools and developing the talents and skills of all staff. By being member of the Athelstan Trust, the Sir William Romney's School has also benefitted in significant investment in our infrastructure and supported us in the process of bidding for a new 3G sports facility.

The successful candidate for this position will be joining us at an exciting time for Sir William Romney's School as we embark on our vision to be a beacon of excellence in Gloucestershire and beyond. You will play a part in forming, evolving and developing our strategy which includes improving the attainment and progress of all our students whilst narrowing the gap in achievement for our disadvantaged and SEND students.

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Sir William Romney's is committed to safeguarding and promoting the welfare of our young people and therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

Please read the relevant sections on our website, the job description and contact my Personal Assistant, Daisy Alban-Jones, if you would like to discuss the role further or visit our school. I would be delighted to either meet and/or discuss the position on the telephone. As a flexible working school, I am also happy to discuss flexible working opportunities with prospective candidates either before or after interview.

I look forward to hearing from you.

Will Ruscoe  
Headteacher

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## JOB DESCRIPTION

### MPS / UPS Teacher

#### Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher to ensure:

- a broad, balanced, relevant and differentiated curriculum is taught to students in the designated subject area(s);
- the progress and development of students is monitored and supported;
- through effective teaching and assessment students make good progress and standards of achievement in the school are raised;
- the personal and academic growth of students is supported;
- the welfare and safeguarding of students.

**Responsible to:** the Headteacher, through the school's line management structure.

**Responsible for:** The supervision of the work of teaching assistants when deployed in the teacher's classroom.

#### Duties and Responsibilities

All teachers are required to carry out the duties as set out in the current School Teachers Pay and Conditions Document and the Professional Standards for Teacher documents. The following duties and responsibilities have been highlighted as being of particular importance.

#### Learning

- To be a positive role model in terms of behaviour, work and attitudes.
- To set high standards of work and behaviour in the class and other areas of the school and have high expectations of students of all abilities.
- Plan for progression across the age and ability range taught, designing effective lessons/programmes of work in accordance with the needs of individual learners and ensure that students of all abilities are able to make good progress.
- Teach challenging well organised lessons, using an appropriate range of teaching strategies which meet individual learners' needs.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.

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- Provide timely, accurate, formative and constructive feedback of students' attainment and progress.
- Work collaboratively on the preparation and development of teaching resources, programmes of study and schemes of work, assessment materials, teaching strategies and pastoral arrangements as appropriate.
- Establish a safe and purposeful learning environment.
- Manage students' behaviour constructively by following the school's behaviour policy.
- Promote the independence of learners by using a range of teaching and classroom management strategies.

### Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well-being.
- Participate with the arrangement made for Performance Management in the school.
- To be responsible for your own professional development and participate in training and development opportunities identified by the school or as an outcome of Performance Management or self-review.
- Participate in any relevant meetings/professional development opportunities at the school which relate to the students, curriculum or organisation of the school, including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

### Pastoral

- To be a form tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of Tutor Group as a whole.
- Liaise with the relevant Head of Year to ensure the implementation of the school's pastoral system.
- Implement the relevant pastoral programme for the year group.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Monitor the progress and behaviour of students and liaise with the Head of Year if intervention is required.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Contribute to the preparation of the full report.
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.

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### Other specific duties

- Carry out break and other duties.
- Communicate and cooperate with any relevant external bodies.
- To take part in whole school marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- Operate at all times within the stated policies and practices of the school.
- Participate in arrangements for external examinations and assessment.
- Contribute to the mentoring of ITT students where appropriate.
- Take part in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Participate in and carry out any administrative and organisational tasks within the remit of the STCPD.
- Promote the safeguarding and welfare of children within the school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. If a teacher is teaching in more than one curriculum area the above applies to each area of teaching responsibility.

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

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description is not your contract of employment nor any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

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Person Specification – MPS/UPS Teacher

	Essential	Desirable
<b>Qualifications</b>	<p>Qualified Teacher Status</p> <p>Relevant good honours degree</p>	
<b>Professional Development</b>	Evidence of effective CPD and of having kept abreast with developments in teaching and learning in the subject	Knowledge and understanding of new curriculum developments
<b>Experience</b>	<p>Experience of subject teaching in a school</p> <p>Excellent classroom behaviour management</p>	Outstanding teaching experience across a range of ability groups
<b>Skills and Abilities</b>	<p>Ability to work alone and in a team</p> <p>Ability to inspire and engage students</p> <p>Good communication and interpersonal skills for a range of audiences</p> <p>Confident and competent in the use of IT</p> <p>Good attention to detail and accuracy</p>	Ability to cross-curricular teach
<b>Personal Attributes</b>	<p>Excellent communication and personal organisational skills</p> <p>The ability to build productive professional relationships</p> <p>Enjoy working with young people and have enthusiasm for teaching and learning</p> <p>Commitment to providing students with a first-class education and raising the standards of student achievement to improve the life chances of all students</p> <p>Capacity to work hard under pressure</p>	<p>Commitment to the wider life of the school</p> <p>Ambition to progress further in the profession</p>
<b>Safeguarding</b>	<p>Ability to form and maintain appropriate relationships with children and young people</p> <p>Understand safeguarding</p>	

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## Mathematics & Computer Science Learning Area

Mathematics is at the core of the school's curriculum with strong examination results. We develop numeracy, problem solving and resilience through innovative and exciting lessons. In Year 11 we prepare students for the Edexcel GCSE. Computing is a popular and vibrant subject.

### The Curriculum

#### Mathematics

Students follow the White Rose Mathematics Scheme. This is a mastery style curriculum that builds on work completed in local primary schools and provides a strong basis for sitting the GCSE at the end of Year 11.

#### Computing

All students study Computing at KS3. Computer Science is a very popular option choice at KS4 and currently students study the AQA GCSE.

### Accommodation

Each teacher has their own teaching base. Mathematics occupies all of the first floor rooms of the school and Computing has three rooms of which two are downstairs in the same building. Each classroom is well equipped with a large touch screen monitor. There is also a large mentoring room which lends itself to small group work and is well resourced with practical activities.

### Support

The Department has strong links with the Support for Learning Department; a Mathematics Teaching Assistant works with a number of individual students and within certain classes. Students are challenged through lesson design, more able activities and opportunities for extended study. The Department participates in a number of nationally run more able activities such as the UKMT challenges, team challenges and also cross-Trust challenges.

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### Staff & Responsibilities

The area is staffed by four maths subject specialists and one computing subject specialist who all teach across both key stages. The team is highly skilled, enthusiastic and very supportive of each other.

Fraser Blackwood - Leader of Learning Mathematics & Computer Science

Matthew Duke - ICT Curriculum Coordinator

Kimberley Anderson - Second in Mathematics

Kasia Nickells – Teacher of Mathematics

Vacancy – Part-time Teacher of Mathematics

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