



Director of Maths

Application Pack



Caroline
Chisholm
School



Globally Minded • Future Ready

94% of CCS staff say

- ▶ 'I enjoy coming to work' and
- ▶ 'I receive high quality support'

(Oct 2025)

CCS received the 'Wellbeing Award for Schools' (2024)



Application Pack – Director of Maths

Welcome - Thank you for your interest

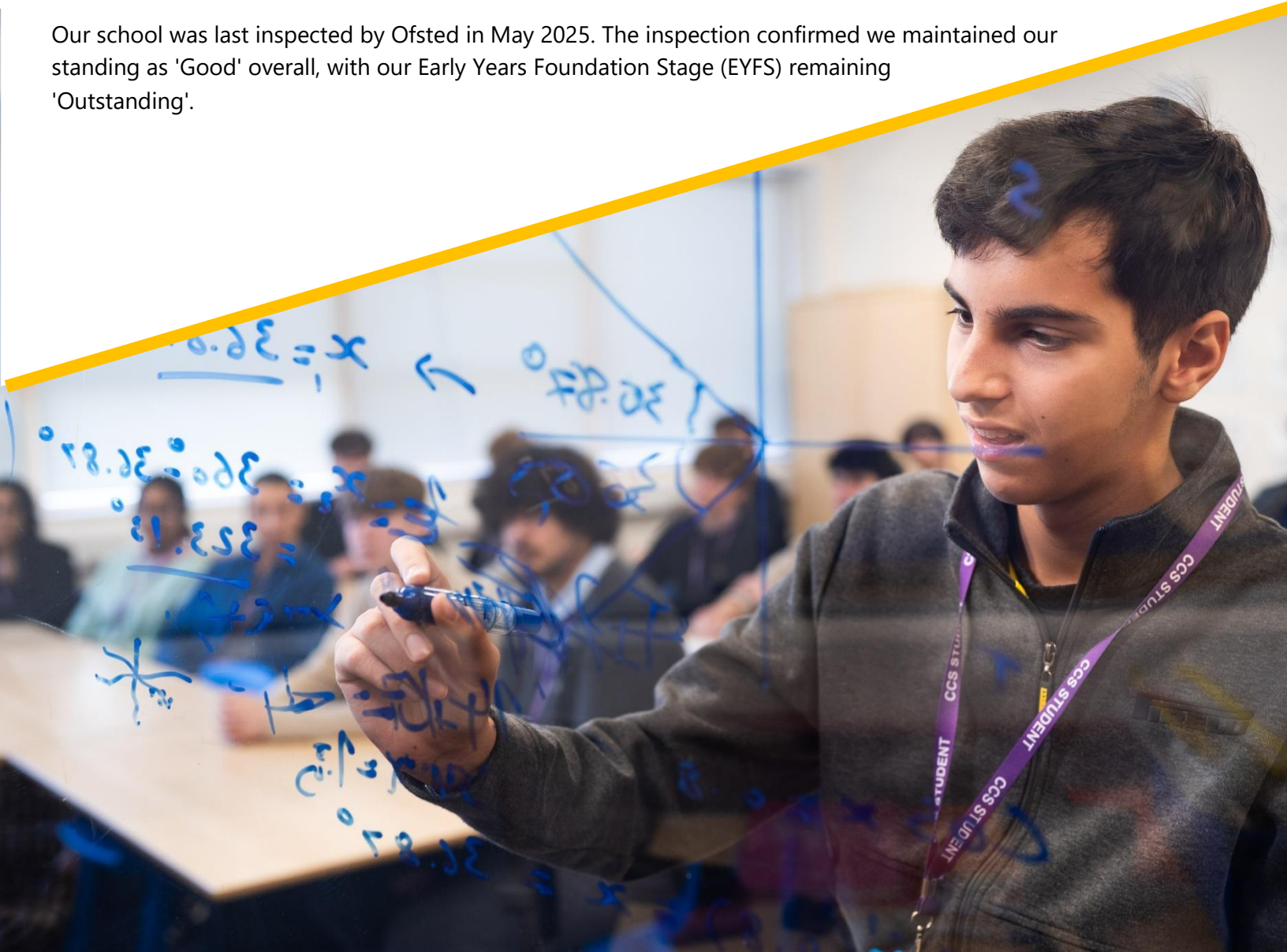
Big question: 'Do you want to work in a place where staff wellbeing truly is at the heart of every decision?'

If so, then our school and the post of Director of Maths at Caroline Chisholm School may be worth considering. We are in a position to offer full and part time applications for this post.

Our school is a dynamic and heavily oversubscribed all-through academy which, as England's first all through state school, covers an age range from 4 to 19. The school caters for over 2100 students across our Primary phase, Secondary phase, and Sixth Form. The school has an incredibly talented and motivated staff body and a supportive, bright, and extremely well-behaved student body.

We are currently seeking someone to join our incredible team within our fully inclusive, all-through learning community. The successful candidate will be a highly motivated individual who has outstanding experience and/or potential. You will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

Our school was last inspected by Ofsted in May 2025. The inspection confirmed we maintained our standing as 'Good' overall, with our Early Years Foundation Stage (EYFS) remaining 'Outstanding'.



This is the important stuff...

► Our Vision

Our mission is simple, yet powerful: To inspire every student through the delivery of an innovative, world-class education'. We are proud to be a beacon of excellence in our community; a place where every individual feels safe, valued, included, and glad to belong.

Being an all-through school has a number of benefits for staff, students and parents; children stay settled; staff can work together across all phases and parents can be assured with a consistent approach to their child's education. In addition, the on-site Nursery offers discounted childcare for staff working at Caroline Chisholm School.

We believe passionately in nurturing the natural curiosity of every learner. Our curriculum and wider opportunities are designed to enrich lives, fostering not just academic success, but also social development, moral integrity, and personal growth.

At the heart of our school are our CCS values that shape and resonate in everything we do. Our learners leave us as confident, resilient individuals with deep respect for others and a life-long love of learning. Our curriculum is enriched with first class opportunities for creativity, personal development and global connection designed to shape not only great scholars, but also students who are 'globally minded and future ready'.

Caroline Chisholm School is proud to be a recognised World Class School for High Performance Learning (HPL). This accreditation not only reflects our commitment to the highest educational standards but also empowers us to support and develop teachers across the region. Through collaborative networks and action-based research, we continually refine our practice to ensure that every teacher is the very best they can be... because great teaching transforms lives.

► Our Values

At the heart of everything we do are the values that define us: acting with kindness, learning with curiosity, and living with integrity.

Kindness builds a community where everyone feels safe and valued. It teaches empathy, inclusion, and respect; qualities that underpin strong relationships and positive mental health. Kindness ensures that care for others remains central to all learning and behaviour.

Curiosity drives a love of learning and discovery. It encourages children and young people to ask questions, think critically, and explore the world with open minds. A curious learner becomes a lifelong learner; adaptable, creative, and ready to face change.

Integrity means doing the right thing, even when no one is watching. It fosters honesty, trust, and accountability, the foundation for strong character and good citizenship. It unites academic learning with moral development across every age group.

Together, we will continue to create an inspiring learning environment, one where our young people enjoy exceptional teaching, supported by a 'no excuses' culture, and leave us fully prepared for life and the world of work.

Personal message to applicants, from the Principal

It is such a huge decision to decide where and with whom you will 'do life' with during the next phase of your career. It is certainly something I have considered prior to every job I have ever considered in mine. Are these the kind of people who will support me, help me grow, empower me to become all I can be... somewhere I can give, somewhere I can effect change on the lives of young people... and importantly somewhere I can enjoy living?

This has always been at the forefront of my mind in the schools I have led, as I believe that our greatest investment should be in our people.

Richard Branson said it best I think: "Train and equip people well enough that they can leave, treat them well enough that they don't want to." This philosophy underpins what we have termed 'The CCS People's Pledge' - our shared commitment to staff wellbeing and excellence. When we really prioritise staff wellbeing and professional growth, we create a culture where every colleague feels valued, supported, and empowered to thrive.

The reality is clear, well documented and often quoted: Workload, burnout, poor pay, lack of support, and leadership gaps are driving talented educators away. Yet schools will always exist, and children will always need great teachers and staff who support them. If we want to be part of shaping globally minded students to enable them to become future ready, something has to change, fast. That change starts with us. With us leading learning, not just managing people but trusting professional autonomy; and recognising the daily impact all staff make beyond test scores.

Teachers and Support Staff are the heartbeat of education. When they choose to leave, the entire system feels it. That's why our pledge is more than words, it's action. We commit to prioritising wellbeing, fostering belonging, championing balance, celebrating contribution, and investing in growth. Because when our staff thrive, our students flourish. It's important we do more than just talk and at CCS... we are doing exactly that!

If you feel that our school ethos fits your ambitions, I would very much like to hear from you. This position is available with flexibility for either April or September 2026.

Or if you would like to visit our school, please contact our Director of HR, Sarah Stowey (ssowey@ccs.northants.sch.uk)

I look forward to exploring the future together, so please get in touch.

Kind regards

Chris Bishop



www.linkedin.com/in/cbishop1



Director of Maths

Job description



Reporting to:
Assistant Principal

Working time:
We are happy to accommodate either full or part time applications

Salary:
Leadership L7 – L11 (£60,145 – £66,368)

Responsible for:
The provision of a full and rich learning experience and support for students

Job Description

The Director of Maths will lead, develop and manage the effective delivery of an outstanding curriculum, which enables the highest level of student progress and attainment. You will lead the professional community of maths teachers and promote outstanding teaching and learning and a strong school culture within a nurturing and rigorous environment.

Duties and Responsibilities

Leadership and management

- Lead, develop and line manage the department's staff through the provision of CPD, inset training days and supporting ECTs and ITTs
- Carry out rigorous self-evaluation processes to effectively monitor, evaluate and continually improve the quality of planning, teaching, and assessment of all members of the maths team
- Manage departmental budget and resources effectively and efficiently
- Lead behaviour management in the department, securing strong routines for learning, consistent with the academy's policy, and liaising with tutors and parents when necessary
- Utilise performance data in order to lead on effective planning and intervention
- Lead the team in a commitment to outstanding student progress
- Develop strong partnerships and ensure regular communication with parents and carers
- Work in collaboration with the network's leads in the strategic development of the department
- Undertake responsibilities as a member of the associate leadership team

Improving quality of teaching and learning

- Model outstanding teaching and lead collaborative planning and development, including the sharing of resources and best practice within the department
- Be responsible for tracking student progress across the faculty, analysing all relevant data to make data-driven changes to the curriculum design and intervention strategies and using the data to monitor the performance of subject staff
- Be accountable for student progress in maths across the school at all key stages, ensuring that all students achieve results in line with, or better than, value-added predictions
- Monitor the work of the department through rigorous and regular lesson observations, work scrutinies, and provide detailed, constructive feedback
- Lead joint practice development across the faculty subject teams, ensuring that outstanding practice is shared with all staff in the faculty and the wider school, and work with other department heads to exploit cross-year and cross-curricular links
- Plan, deliver, monitor and evaluate the curriculum provision and enrichment for all year groups within the department
- Monitor the identification of and provision for students with individual needs, and develop differentiated learning and teaching methods and schemes of learning

- Participate actively throughout the network, by attending relevant meetings, and, as appropriate, delivering network-wide training and initiatives
- Work with colleagues, students and families to develop a strong school community

Professional development

- Lead on researching best practice and keeping up-to-date with the latest developments
- Share knowledge with staff and offer support to implement the research into their own practice
- Inform staff about the latest innovations in intervention strategies
- Lead on identifying high quality CPD programmes to improve quality of teaching and learning within maths
- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own practice
- Take part in the appraisal and professional development of others

General

- This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the role of the associate leadership team.
- The post holder is expected to comply with all relevant policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and the Confidentiality of Information.
- The post holder may be required to work outside normal school hours on occasion.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

Person specification



Essential



Desirable

Experience

E	Qualified teacher status in the UK
E	Educated to degree level
E	Knowledge of effective strategies to include and meet the needs of all students, in particular, underachieving groups of students, students with SEN and the most able
E	Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work and of leading successful enrichment programmes
E	Experience leading a team and/or working to support the significant success of others, including professional development and effective management of underperformance
E	Experience of supporting colleagues to develop
E	Effective and systematic behaviour management
E	Experience of interpreting complex student data to drive lesson planning and student progress
E	Experience of improving the quality of teaching and learning
E	Effective and systematic behaviour management
E	Successful teaching experience, minimum 5 years
E	Experience planning and delivering interventions for students
E	Experience of supporting colleagues to develop

Skills and Knowledge

E	Knowledge of effective teaching and learning strategies
E	Knowledge of the barriers to learning that students may face
E	Tailoring plans and interventions to individual students
E	An excellent understanding of how children learn
E	Ability to adapt teaching to meet students' needs
E	Ability to build effective working relationships with students
E	Ability to establish curriculum development, assessment and co-ordination
E	Able to use systems and to conduct analysis and produce reports
E	Knowledge of effective behaviour management strategies
E	Knowledge of guidance and requirements around safeguarding children
E	Good ICT skills, particularly using ICT to support learning

Personal Qualities

E	A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
E	High expectations for children's attainment and progress
E	Ability to work under pressure and prioritise effectively
E	Commitment to maintaining confidentiality at all times
E	Commitment to safeguarding and equality

Our Core Wellbeing Offer

1. Work–Life Balance

- ▶ 45-minute meetings as standard
- ▶ “Out of office” email protocol for holidays/weekends
- ▶ Agile working arrangements considered
- ▶ Protected Planning, Preparation and Assessment (PPA) time
- ▶ Paid, annual ‘Flexi-Day’ off from Trustees available, upon request
- ▶ Directed time well below 1265 hours for teaching staff
- ▶ ‘Discretionary leave’ considered for life events
- ▶ Half day at end of Christmas and Summer terms

2. Recognition & Community

- ▶ Monthly “I heard a Whisper” awards
- ▶ Regular shout-outs from leadership and peers
- ▶ Relaxing, shared staffroom spaces
- ▶ Termly staff raffle
- ▶ “Feel Good Friday” thank-you briefings
- ▶ Link Trustees to leadership
- ▶ £500 “Recommend a Friend” bonus
- ▶ Salary sacrifice schemes for bikes, tech, childcare
- ▶ Blue Light Card paid for bi-annually
- ▶ Fair TLR values for part-time staff

3. Voice & Influence

- ▶ Annual strategy review using Boston Consulting Group (BCG) Matrix
- ▶ Annual anonymous staff survey with published actions
- ▶ "Stay Interviews" to understand retention
- ▶ Termly Staff Wellbeing Forum
- ▶ Dedicated Wellbeing Trustee
- ▶ Open-door SLT policy

4. Professional & Personal Growth

- ▶ Funded CPD and skill development
- ▶ Peer-to-peer instructional coaching & mentoring
- ▶ Transparent career pathways
- ▶ Regular 1:1s with leaders
- ▶ Disaggregated training days
- ▶ Learning walks with no personal judgements
- ▶ Free music tuition (where possible)
- ▶ July start for Early Career Teachers

5. Health & Wellbeing

- ▶ Wellbeing Policy
- ▶ Free flu vaccinations
- ▶ Access to 'GP On-Demand'
- ▶ Free tea and coffee
- ▶ Mental Health First Aiders
- ▶ Wellbeing modelled by senior staff
- ▶ Formal supervision statutory for DSL staff
- ▶ Wellbeing email for concerns/suggestions
- ▶ Confidential, free Employee Assistance Program (EAP)
- ▶ Clear policy for managing challenging families – 'no excuse for abuse'
- ▶ SLT agenda includes "Impact of decisions made"
- ▶ "Brunch at Breaktime" on last Friday of each month
- ▶ Fitness and wellness program – inc. Yoga lessons, staff sports, free on-site gym



How to apply

To apply, simply click “apply now” to complete the application form, and upload your supporting statement to tell us about your experience and suitability for the post with reference to the job description and person specification.

An on-line search will be conducted for all shortlisted candidates prior to interview.

If you have any immediate questions, or you are interested in visiting the school prior to application, please do not hesitate to email Jane Trelvellick, Payroll and HR Coordinator via:

jtrelvellick@ccs.northants.sch.uk

Please note that all applications must be submitted by **midday Thursday 15 January 2026**

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

Interview

Interviews for the post will take place on Wednesday 21 January 2026.

The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.

“Reflecting on my time in both primary and secondary, I can see how much support I've received. My school has provided a solid foundation in academics, helping me develop essential skills that I will carry forward.”

Trisha, Year 8

Caroline Chisholm School



Principal: Mr Chris Bishop

Vice Principals: Mr Andrew Fisher, Mrs Elizabeth Husband, Mr Gary Wakefield



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Caroline Chisholm School

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