

Candidate application pack



**Colne Park
High School**

Teacher of Maths

A message from the headteacher



Colne Park High School is a happy and successful community where every student is recognised as an individual and where we all aim to be the best we can be.

We believe that every child has talents and strengths and that they can experience success as they develop into young adults through the supportive and caring environment we provide.

We are proud of the reputation Colne Park High School has earned within the local community for providing a nurturing ethos in which our children can thrive. We are driven by an unassuming yet unswerving determination that no child in our school will be left behind.

The School is first and foremost a place of learning where students feel safe and enjoy their educational journey. Learning is at the centre of everything we do both in and out of the classroom and with so many opportunities at Park we feel your child will grow and flourish with the Park family.

At Colne Park High School we respect the traditional values of hard work, good manners, and self-discipline, whilst also preparing our students for their future lives in an ever changing world. We benefit from a dedicated and well qualified staff who bring 21st century learning alive for each individual.

We pride ourselves on our family atmosphere, the fact that students feel safe and cared for and that, by surveying our pupils, we know that they continue to feel supported.

Cathy Eulert
Headteacher

A message from the **Chief Executive**



I am both proud and excited to have been given the opportunity to lead the Trust in this next stage of its development, and to work with other school and trust leaders locally to ensure the very best education for young people in Craven, Pendle and across the wider region.

Apex Collaborative Trust is a vibrant, cross phase multi academy trust formed by the merger of the Pennine Trust and South Craven Academy Trust.

Our trust consists of 2 secondary schools and 3 primary schools. South Craven School also has a large sixth form. We are delighted that Pendle Vale College, in Nelson, will be an associate member of the trust and has indicated an intention to join fully within the next 12 months.

John Tarbox
Chief Executive Officer

Apex Collaborative Trust

Apex Collaborative Trust is a values-led organisation. Our core values of Ambition, Collaboration and Trust are fundamental to our approach and shape our culture. We believe establishing a strong culture is the most important ingredient for our success, so that we create an ideal environment for learning where all members of our trust community can flourish. We are also committed to providing fantastic opportunities for our young people, so that they can fulfil their aspirations now and in the future.

Ambition

Inspiring excellence & growth

- We set high expectations for our students, staff, and leadership.
- We challenge the status quo, encouraging innovation and creativity in education.
- We believe in potential empowering individuals to reach new heights in their learning and careers.
- We celebrate success, recognising achievements at every level.

In Action: We provide cutting-edge professional development, encourage students to dream bigger, and support schools in raising academic and personal aspirations.

Collaboration

Stronger together

- We share best practices, creating a network where knowledge flows freely.
- We support and challenge each other, working together to find solutions.
- We listen and respect diverse perspectives, ensuring every voice matters.
- We value teamwork, building relationships that foster trust and openness.

In Action: Schools under the trust work as partners, not competitors, pooling resources and expertise to deliver the best education possible.

Trust

Integrity, transparency, & accountability

- We do what we say we will do, building confidence in our leadership.
- We communicate openly and honestly, ensuring transparency in decision-making.
- We hold ourselves accountable, measuring success by our impact.
- We foster a culture of psychological safety, where staff and students can thrive without fear of failure.

In Action: We ensure clear communication with parents, staff, and students, always acting with honesty, fairness, and responsibility.

Our trust and our schools must be rooted in our community. Many local families have an association with our schools across many years and even generations. Deep relationships help us to develop knowledge and understanding of the community and to form effective partnerships with other institutions. These partnerships support holistic development of young people.

Staff benefits

All non-teaching employees will be enrolled into the Local government Pension Scheme which:

- is a secure pension that will keep up with the cost of living,
- provides life cover for your family and loved ones in the event of your death
- provides tax relief on any contributions deducted from your salary
- offers the option to decrease or increase your pension contributions
- offers the option to transfer in any previous pensions you hold within 12 months of joining.



Bike 2 work scheme



CPD opportunities



Employee assistance programme



Local discounts



Occupational health support

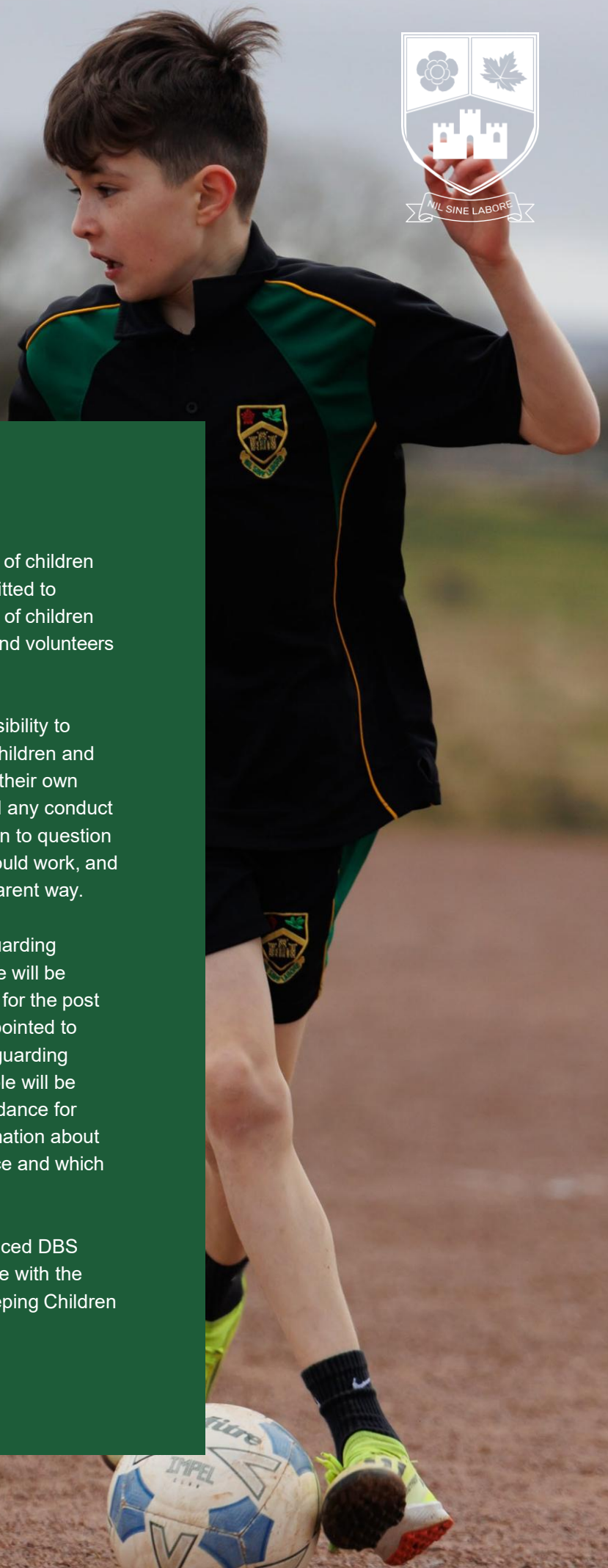
Safeguarding statement

At Apex Collaborative Trust, the welfare of children is paramount and all schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to an enhanced DBS check. Our policy and practice are in line with the current Department for Education's 'Keeping Children Safe in Education' statutory guidance.



Teacher of Maths



Salary Range:	MPS/UPS (National Pay Scale)
Contract Type:	Permanent
Contract Term:	Full time
Start Date:	24th August 2026
Closing Date:	Noon on Friday 15th May 2026

We are seeking to appoint a self-driven, existing and enthusiastic Maths Teacher to join our Mathematics department

Apex Collaborative Trust

Apex Collaborative Trust offers:

- A **strong culture driven by values**, where **Ambition, Collaboration and Trust** are at the heart of everything we do.
- A **supportive Central Trust team** committed to improving outcomes for all children through meaningful **collaboration**.
- Access to **cutting-edge professional development opportunities** to help you grow.

Why Choose Park High School

- A culture where individuals can thrive - where innovation is encouraged and there is no fear of failure.
- An ambitious, happy and vibrant place to work with a family of supporting colleagues who are committed to promoting a warm and friendly atmosphere.
- A strong team of staff who work together with a common goal

The ideal candidate will:

- **Align with our culture and values**, contributing positively to our team dynamic.
- **Demonstrate strong written, numerical, and verbal communication skills**, with the ability to convey information clearly and effectively.
- **Be an experienced professional** with a strong track record of success.
- **Have in depth knowledge of school data and Management Information Systems (MIS)**, to understand and monitor compliance across all areas of school
- **Exhibit exceptional organisational skills**, with a keen eye for detail and a commitment to accuracy.
- **Be self-motivated and proactive**, showing initiative and a strong sense of ownership in their work.



Job Description

The fundamental responsibilities applying to all classroom teachers are set down in the current Professional Standards for Teachers document which are summarised below.

All teaching staff will be responsible to the appropriate Curriculum Leader for their teaching role and a Director of House for their pastoral role.

All teaching staff shall perform, in accordance with any direction which may reasonably be given by the Headteacher.

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of

children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Person Specification

Selection Criteria	Essential	Desirable	Criteria measured**
Qualifications	<ul style="list-style-type: none"> • A good honours degree in Maths • Qualified teacher status • Successful experience teaching Maths 	<ul style="list-style-type: none"> • Evidence of further professional development 	C A A/C A/R
Knowledge & Understanding	<ul style="list-style-type: none"> • Pedagogy and the process of teaching & learning in Maths • Knowledge of current policies and procedures related to the welfare of students • A good knowledge and understanding of current curriculum developments in Maths • A knowledge of the GCSE and NC requirements in your specialism 		A/I A/I A/I A/I
Skills & Experience	<ul style="list-style-type: none"> • Secondary phase teaching experience • Excellent interpersonal and communication skills. • Ability to raise aspirations of students and inspire them to work towards shared goals • Ability to organise and prioritise workload effectively • Ability to analyse and use data to inform planning and match work to pupils' needs • Evidence of effective use of assessment to evaluate progress and plan next steps in teaching • Ability to plan, monitor, evaluate and review to support pupils' progress • Ability to provide a safe, stimulating, well-organised learning environment • Ability to learn from experience • Strong written and oral skills • Ability to promote and exemplify the Trust's values 		A/I/R A/I/R A/I/R A/I/R A/I/R A/R/I I/R I/R A /I/R I/R/A I/A
Qualities	<ul style="list-style-type: none"> • Ability to collaborate effectively as part of a team • Enthusiasm to keep up to date with developments in the subject matter. • Commitment to the safety and welfare of all people • Good attendance record • Commitment to extracurricular activities and the wider curriculum across the Trust • Approachable, committed and enthusiastic • Ability to motivate self and others • Well-organised • Good sense of humour 		A/I/R I/R I/R I/R A/I/R I/R I/R I/R I/R
	<p>**Key: A - Application, R – Reference, I – Interview, C - Certificates</p>		

How to Apply

If you share our core values and associated behaviours and meet the criteria for the role, please apply by following the process below.

Complete and return the application form via the follow link: <https://mynewterm.com/jobs/146228/EDV-2026-CPHS-32157>

Teachers

How your skills and experiences have prepared you for this post.

- Your philosophy on the teaching of
- How you would enthuse students in
- How you would contribute to the wider life of the school.

**Closing date for applications is noon on: Friday
15th May 2026**

An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

The Apex Collaborative Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance'.





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