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Recruitment Pack

Teacher of Maths

March 2026

Carshalton High School for Girls

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WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the position of Teacher of Maths at Carshalton High School for Girls.

Carshalton Girls is an all-girls' secondary school, and part of the Girls' Learning Trust (GLT), located in Carshalton in the London Borough of Sutton.

I believe that a great school is one in which everyone – staff and students alike – feel that they belong and are able to thrive in their studies or professional development. My leadership is relentlessly focused on building that warm, strong community of learners out of which fantastic outcomes are a natural consequence.

All staff at Carshalton Girls can expect high levels of support in developing their professional skills in a close-knit, truly inclusive staff team.

To be a successful candidate for this position at Carshalton Girls, you will need to:

- relish working with children with different backgrounds and abilities
- see your work as more than just a job
- be committed to building positive and affirming relationships with our girls, and
- be a truly reflective professional who wants to continually improve

If this sounds like you, I would very much welcome your application.

Yours faithfully

Peter Baumann-Winn
Headteacher

OUR SCHOOL

Our School
Carshalton Girls is a successful and welcoming school for girls aged between 11 and 18. The school has expanded in recent years, is popular in the local community and has a growing Sixth Form. The student body in our school is truly diverse, both in heritage and educational starting point.

The school is within easy commuting distance for London and surrounding counties by train, bus and car. It is a very short walk to Carshalton station for trains that take approximately 30 minutes to London Victoria, by Southern Rail, or 45 minutes to London St Pancras, by Thameslink. The school is also within easy commuting range of south London and Surrey.

Our Mission
Our mission is to be an exceptional community of teachers and learners. We are unashamedly aspirational for our students and aim to equip them with the knowledge, skills and dispositions they need to be successful, both academically and in their wider lives.

There is a culture of celebration established and reinforced by regular rewards and recognition of students' achievements. Our school values make explicit the traits and behaviours we prize.

Our Curriculum
Our curriculum has been carefully crafted to serve our students. It is made up of five component curriculums, each based on principles of relevance, coherence, communication, confidence and inspiration.

The Subject Curriculum
The subject curriculum is broad, knowledge rich and has an academic core. We prioritise the accrual of powerful knowledge not just for its own sake, but to maximise students' potential social mobility. At Key Stage 3 all students study a core offer of English, Maths, Science and MFL with all students studying History and Geography until the end of Year 9 where they choose at least one to carry forward onto GCSE. The study of STEM, Computer Science, Art, Religious Studies, Citizenship and Music continues into Year 9. At Key Stage 4 all students study separate Sciences and the vast majority also study a language. At Key Stage 5 students typically opt for three A level subjects. The traditional core of our curriculum is complemented by a range of vocation course choices at Key Stages 4 and 5.

Curriculum delivery is consistent across the school. Teaching supported by the staff handbook of practical strategies that are tried and tested to cork in context. At Key Stages 3 and 4 the primary curriculum medium is bespoke workbooks produced in-house rather the textbooks and exercise books. This reflects the care, pedagogical expertise and subject knowledge of our great teachers. There is a scheduled CPD programme, most which is dedicated to working within departments in sessions focussing on successful development and delivery of the curriculum. Teaching is supported by a whole school behaviour system which is compassionate, clear and effectual.

The Careers Curriculum
The Careers Curriculum enables our students' successful transition to a future career path. It provides opportunities, through instruction and guidance, to build aspirations, develop capabilities, develop interests to support the making of informed decisions about subject choices and pathways. The Careers Curriculum contains a structured programme of activities to support students during key transition points at 13, 16 and 18 years old.

The Literacy Curriculum
We prioritise a culture of reading, advantaging disadvantaged students who may not read widely at home. The Literacy Curriculum is realised in a daily Tutor Reads Programme, wider

reading and subject disciplinary reading. These contain carefully selected texts, are sequenced and link across curriculum areas, providing a relevant and coherent schedule.

The Leadership Curriculum
The Leadership Curriculum provides opportunities for students to develop leadership skills through a variety of inspiring, challenging initiatives which impact positively on learning, teaching and well-being for both students and staff. Students are enabled to become effective, influential, and compassionate leaders in society through a range of inspiring leadership opportunities. The Leadership Curriculum is wide-ranging, inclusive, and accessible to all, particularly our disadvantaged students.

The Pastoral Curriculum
The Pastoral Curriculum is a broad and varied programme which enriches the experiences and improves the outcomes of our students, particularly the disadvantaged both at school, and in the wider life. The Pastoral Curriculum acknowledges that our students are growing up in an increasingly complex world where lives are lived seamlessly on and off-line, and our students are taught of the opportunities and the particular challenges this presents to girls. An excellent Pastoral Curriculum for every student is core to education at Carshalton Girls.

Our students enjoy a full range of extra-curricular activities and our staff are fully involved in this offer. We stage an annual school production and numerous music evenings. There are numerous successful sports teams and clubs and dance groups. There are a range of societies including crochet, chess, origami and LGBTQI+. We have an exciting variety of trips and visits, in school, in London, further afield and internationally.

OUR LEADERSHIP TEAM

The Senior Leadership Team has a wealth of education experience and includes two Deputy Headteachers and five Assistant Headteachers who work closely and supportively with Directors and Heads of Department to plan for the future development of our successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the school. The Local Governing Body is a strong and supportive team with considerable professional expertise.

Peter Baumann-Winn
(Headteacher)
Peter was appointed as Headteacher of Carshalton High School for Girls in September 2024. His professional background is as a lawyer working in the corporate sector. He had a career change to education in 2009. Prior to joining Carshalton Girls he was Assistant Head at St Marylebone CE School for Girls in central London and then Deputy Head at The Kingston Academy in Kingston upon Thames. As well as degrees in Philosophy & Politics and Law, Peter has the National Professional Qualification for Headship (NPQH).

Jaqueline Green
(Deputy Headteacher)
Jacqui joined Carshalton Girls in September 2023 and leads on the quality of education across the school and also has responsibility for pupil outcomes. She has over 15 years teaching experience in London schools and has been a senior leader for 8 years in roles focusing on curriculum, teaching and learning, and professional development. Jacqui has a BA in History from Cardiff University but made the decision to become an English teacher due to her passion for literature.

Martin Sambrook
(Deputy Headteacher)
Martin leads on operations and curriculum. He has responsibility for staffing and timetabling. He also oversees staff performance development reviews. Martin has over twenty-five years of experience teaching and leading in comprehensive schools and has spent the majority of his career at Carshalton High School for Girls. He is a graduate of Southampton University and holds an MA in History in Education from UCL Institute of Education. Martin brings an expert knowledge of curriculum and the demands and opportunities of all-girls education.

Fiona Crump
(Assistant Headteacher)
Fiona leads on behaviour, pastoral care and student wellbeing. She has oversight of the school's behaviour systems, mental health provision and alternative provision, and is committed to fostering a culture of inclusion where strong relationships support students to succeed. Fiona has extensive experience teaching and leading in girls' schools across London, including nine years at Carshalton High School for Girls.

Fiona graduated with a degree in English from the University of Reading before undertaking her PGCE at the Institute of Education, University of London. She is passionate about girls' education and about supporting young people to develop the confidence, resilience and independence to flourish in school and beyond

Pamela Durrett
(Assistant Headteacher)
Pamela leads on pupil premium, examinations and student experience. She oversees the development of the careers programme and early career teachers. Pamela has over fifteen years of teaching experience, all of which have been with Carshalton High School for Girls; five of these were in a curriculum leadership role and five in the Senior Leadership Team. She holds an MA in Economic and Social History from the University of Glasgow.

Pip Jones
(Assistant Headteacher)
Pip leads on the co-curricular and house programmes, rewards and student leadership. She is responsible for ensuring a culture of kindness at Carshalton and further developing the offer of trips and clubs. Pip joined us in September 2024 with experience in both pastoral and curriculum leadership. She holds an MA in Education from St Mary's University, Twickenham. Pip is passionate about ensuring all Carshalton Girls students reach their full potential and become the best version of themselves.

Belinda Norman
(Assistant Headteacher, Director of Sixth Form)
Belinda leads the Sixth Form. In addition, she also has oversight of the Scholarship Programme, Jack Petchey and the KS5 Leadership Curriculum. Belinda has over thirty years of teaching, predominantly in the borough of Sutton. She is a graduate of Chichester University with a B.Ed. Hons in Physical Education and has an MA in Education from Roehampton University. Belinda has extensive experience within teacher training, training and supporting staff in schools. She is an Advanced Skills Teacher and Specialist Leader in Education. Belinda is passionate about teaching and learning and supporting girls' leadership.

Sotonye Odugbemi
(Assistant Headteacher, Teaching & Learning)
Sotonye leads on teaching & learning and staff CPD. She has experience in raising standards and pastoral care and has led whole school DEI initiatives through her involvement in "*The School that tried to end racism"* documentary. She holds a BA in French and Music and an MPhil in French Literature from University of Bristol, a PhD in Socio-cultural memory from UCL, and a National Professional Qualification in Leading Teacher Development (NPQLTD).

OUR TRUST

What is the Girls' Learning Trust?
The Girls' Learning Trust is the UK's largest all-girls, all-state-funded multi-academy trust, currently comprising three high-performing schools:

- Nonsuch High School for Girls
- Wallington High School for Girls
- Carshalton High School for Girls

Together, these schools educate more than 4,500 students and employ nearly 500 staff. The Trust has a combined annual income of over £30 million and a strong reputation for academic achievement, leadership development, and inclusive practice.

What is our purpose and education mission?
Our purpose is transforming lives through girls' education.

For **students**, we help them achieve their full potential by creating an inclusive, supportive and aspirational learning environment. We equip them with the knowledge, skills, and confidence to thrive in school and in life, preparing them for their future.

For **staff**, we create a positive working environment where they are valued, supported, and motivated. We offer opportunities for development and career growth, encouraging collaboration and enabling everyone to contribute to the success of our students and the whole Trust.

For **schools**, we support and assure their education development with the freedom and autonomy to define their own values and priorities, respecting their individual character and unique identities. We promote collaboration across the Trust, enabling sharing of resources, exchanging ideas, and driving continuous improvement.

For **society**, we forge strong partnerships with parents, local groups, and other stakeholders to enrich our schools and students' educational experiences. We actively engage with the community to create a positive impact and foster a sense of civic responsibility in our students, staff and volunteers.

Our Education Mission is to empower girls to thrive through a holistic, rigorous and transformative education that nurtures their intellectual, emotional, and personal growth.

We believe in the limitless potential of our students. All our schools are empowered to develop their own education vision that reflects their local context and needs of their students. But this is underpinned by a shared belief in:

1. The transformative power of girls-only education
2. The holistic measurement of success based on the whole student
3. The prioritisation of student wellbeing and character development
4. The promotion of girls' leadership rooted in strong values
5. The value of equity, diversity and inclusion

How is a MAT different from a local authority school?
Academies within a Multi-Academy Trust (MAT) operate independently of local authorities. Unlike maintained schools, which are overseen by a local council and receive funding through the local authority, MATs receive their funding directly from the Department for Education (DfE). This gives MATs more freedom and flexibility in areas such as curriculum design, staff pay and conditions, and resource management - but it also comes with increased responsibility and accountability to central government.

In a MAT, the Trust Board and CEO are legally responsible for every aspect of the organisation's performance, including finance, compliance, governance, safeguarding, and school improvement. Local authorities no longer have any role in school oversight or intervention.

At the Girls' Learning Trust, this autonomy enables the Trust to implement its own Strategy and Operating Model, which aligns leadership, curriculum priorities, and educational assurance across all three schools. For example, the Trust sets its own policies for staffing, admissions coordination, educational development, and financial planning—while still complying with national statutory requirements. This enables the Trust to act more decisively and innovatively than would be possible under a local authority model, while remaining firmly committed to its mission of transforming lives through girls' education.

What is the history of the Girls' Learning Trust?
In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including finance, estates, IT, procurement, capital development projects, HR, governance, audit and risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?
While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared commitments and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

What is it like working at the Girls' Learning Trust?
Being part of the Trust means that no school works in isolation. We are stronger together—not by erasing difference, but by celebrating it in a community where excellence, equity, and empowerment are shared aims.

Staff are supported to thrive through high-quality development, cross-Trust networks, and streamlined operations that reduce workload and stress.

- Access to professional development pathways, from early career to senior leadership, aligned with a Trust-wide framework that supports progression.
- Collaboration with expert colleagues in girls' education, through forums, networks, and school-to-school support that promote both excellence and innovation.

- Staff voice embedded in strategy, with regular consultation and survey data used to inform Trust planning and improvement.
- Workload reduction and greater wellbeing, through high-quality shared services in HR, IT, finance, governance, and estates.
- Job security and career mobility within a growing, values-led Trust, enabling staff to thrive professionally without losing connection to their school's identity.

Our commitments to you
To support the achievement of our education mission, we recognise that our strength lies in the talent and dedication of our staff and we will prioritise recruitment and retention strategies that attract high performing people who align with our shared ethos and reflect the communities we serve. Professional growth and personal wellbeing are central to our approach. We will provide continuous learning and development opportunities that will help staff thrive and progress their careers. We will uphold a culture that promotes kindness, collaboration and recognition, ensuring an open, safe, supportive and inclusive environment where all individuals feel heard, valued and are empowered to contribute to our mission.

Our commitments to each other
We know that our people are our strength and deserve the highest standards. We want everyone working within our community, whether as a volunteer, contractor or member of staff, to feel valued, supported and part of a cohesive team, working in a safe environment with the resources they need to thrive. To support this aim, it is vitally important that our core commitments of integrity, collaboration and reflection are shared. These commitments should act as our reference point; they should unite and orientate us, helping us hold ourselves and each other to account.

We will act with **integrity**. It is our anchor value and ensures that we act with kindness, we maintain fairness and we are positive role models. In our interactions we will:

- Consider what we do and what we say, ensuring kindness, honesty and understanding.
- Be consistent, respectful and fair in our approach.
- Do the right thing even when it might be difficult.
- Maintain accountability, owning mistakes, understanding that working to resolve them is an essential component of long-term success.

We will be **collaborative** in our working style, looking towards cooperation and codesign where beneficial, and involving those affected by decisions in the development of solutions. In our interactions we will:

- Listen to and support each other, encouraging diverse perspectives or beliefs and providing opportunities for others to feed into work at an early stage.
- Share ideas, knowledge and learning, to help us understand and develop together.
- Encourage active participation from others in decision-making or problem-solving processes, seeking solutions that work for everyone where possible.
- Be unafraid to ask for help or support and be willing to provide the same to others.

We will take time to be **reflective**, understanding that better-decisions will be made, and better work will be produced, when we give ourselves the space to learn and develop. In our interactions we will:

- Have the courage to welcome constructive feedback from others to help us better understand.
- Provide time to reflect on our activities and ask ourselves the question, can we do it differently?
- Foster a thoughtful approach to our work, being open to learning, adapting and sharing.

- Allow others the time and space to reflect, understanding that we are all individuals with differing working styles and needs.

Additionally, we require all leaders working across the Trust to demonstrate and role model **positivity** in attitudes to day-to-day challenges and support others to do the same. As leaders in our interactions we will:

- Adopt a balanced perspective, framing setbacks as temporary and focusing on longer term goals and the bigger picture.
- Approach challenges with optimism and renewed energy.
- Exhibit a 'can do' attitude, engendering a positive mindset in others.
- Be forward thinking, pragmatic and solution focused.

Our commitment to Equity, Diversity and Inclusion
At the Girls' Learning Trust (GLT), Equity, Diversity and Inclusion (EDI) is not an optional add-on or a standalone policy area—it is a fundamental thread running through the Trust's purpose, education mission, and all five strategic priorities. Our commitment is clear: we will transform lives through girls' education by ensuring that every student and member of staff can thrive, regardless of background or identity.

The strategy embeds EDI in the following ways:

- Strategic Integration: EDI is interwoven across all five strategic priorities, from achieving strong outcomes and developing inclusive school cultures, to building empowered leadership and securing long-term organisational sustainability. This means EDI is considered in all key decisions, not treated as a separate initiative.

- Data-Driven Accountability: The Trust tracks outcomes across a wide range of characteristics—including economic disadvantage, SEND status, ethnicity, and gender identity—using this analysis to identify gaps and inform action. These insights feed into each school's development plan and the Trust's annual KPI framework, which explicitly references equity-related metrics.

- Statutory Compliance and Beyond: All schools are required to publish clear and measurable Equality Objectives under the Trust's Public Sector Equality Duty, but the Trust's ambition goes further. Schools are expected to engage in regular reflection on inclusion and equity, supported by central tools and challenge processes.

- Training and Capacity Building: The Trust provides training for leaders, teachers, governors, and central staff on issues such as unconscious bias, inclusive language, and structural disadvantage. This professional learning is built into the Operating Model and offered through Trust-wide CPD and leadership programmes.

- Inclusive Practice and Representation: Schools are supported to ensure that curriculum materials, displays, assemblies, and communications reflect the diversity of the communities we serve. Representation matters—students should see themselves in the content they learn, the staff who support them, and the values that underpin their school.

- Local Reflection and Ownership: While the strategy sets a Trust-wide direction, each school is empowered to reflect on and address its own inclusion gaps. This is supported by tools such as EDI self-assessments, consultation models, and community engagement frameworks—ensuring that inclusion work is both consistent and context-sensitive.

OUR DEPARTMENT

The Maths Department is led by a Director of Maths with nine specialist teachers. The department is well established with teachers at all stages of their careers. The team contains staff who are experienced in nurturing and supporting talented teachers with experienced ECT mentors and a Teaching and Learning Coach who works with staff across the school.

The department is the Maths subject hub for Sutton SCITT, which is indicative of the expertise in the department and brings the benefit of giving our staff opportunities to work with trainee teachers.

Facilities and Resources
The Maths Department is housed in a suite of specialist classrooms, which means that colleagues are able to support each other and share practice easily.

There is a great team ethic and the department has its own prep room where teachers can work individually and in collaboration.

Curriculum
The Maths curriculum is implemented primarily through bespoke workbooks made in-house. The curriculum is well planned and follows a spiral model to ensure our students make great progress.

Maths is a popular choice for students at A Level and some students take Further Maths.

Students study the Edexcel specifications for GCSE Maths and A Level Further Maths, and OCR for A Level Maths.

Results
The department has a track record of securing excellent progress and attainment.

GCSE
The ALPS score in 2025 was 3 (top 30% of schools nationally for progress), with a three-year average ALPS score of 3 also. This is 84% achieving grade 4-9.

OUR COMMITMENT TO YOU

Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development.

Teaching and Learning

- No formal observations.
- Staff handbook with clear guidelines that support teaching consistency and high standards whilst facilitating autonomy and teacher development.
- Planning supported by shared schemes of work and in-house workbooks.
- Easy access to SEND register with clear practical support strategies updated termly.
- Assessment Policy: three times per year for year 12 and twice per year for all other year groups.
- Marking Policy: no written feedback, whole class feedback 2-4 times per term dependent on subject and key stage.
- All members of SLT teach and take an active interest in developing teaching and learning.
- Combined school diary and planner organised in advance for ease of planning.

Meetings and Data

- Meetings and data drops spread across the calendar using the same data for different audiences with a maximum of 3 data drops per year group per year.
- Succinct weekly briefing creates a positive start to the working week.
- Short teaching and learning CPD creates a positive end to the week
- School events and meetings held on the same nights to aid with organisation.
- Clear and transparent directed time (adhering to the 1265-time limit) with daily directed time ending at 3.20pm.
- School closes at 5.30 every night.

Facilities and IT

- Staff-only IT facilities, away from the classroom to allow for effective use of planning and marking time.
- Weekly bulletin delivers all essential information to reduce email traffic.
- Staff only expected to respond to emails in working hours.
- CPOMS for ease of reporting and recording welfare and safeguarding concerns.
- Easy access to photocopiers.
- On site IT support and reprographics assistant.

Training and Career Development

- Regular dept CPD to support individual needs and incorporate shared planning and shared resource development.
- Tailored CPD for support staff.
- Comprehensive new staff and Early Careers Teacher induction, training and support.
- Optional Teach-meet sessions to develop pedagogy.
- Sharing good practice optimised in meetings.
- CPD and meetings finish by 4.10pm.

- All new teaching staff work with a dedicated Teaching and Learning Coach.
- Performance Development targets tailored to individual development.
- Cross Trust opportunities to develop expertise, including an annual GLT Conference.
- In-house experts on teaching and learning to help and support.
- Opportunities for leadership development and active support of NPQ applicants.

Behaviour

- High expectations of behaviour and a clear consistent approach to reinforcement.
- Clear and transparent behaviour policy.
- SLT on daily break and lunch duty to support behaviour management.
- Student support team provide targeted support.
- Each year group has a Pastoral Support Officer, Assistant Head of Year and Head of Year. Assistant Headteacher (Pastoral) works with the HOY to improve standards of behaviour.
- Centralised late procedure and detentions. Class teachers do not staff detentions.

Wellbeing

- A clear, consistent, fair staff absentee policy.
- Certified medical and personal illness absence - no need for cover to be set.
- Employee assistant programme and occupational health available on request.
- Confidentiality around personal leave.
- Designated wellbeing lead.
- Wellbeing dog.
- Wellbeing taskforce (made up of Carshalton Girls staff) creates a strategic school plan informed by an annual survey. Taskforce links with GLT Wellbeing taskforce.
- Recognition, praise and thanks for going above and beyond including thank you cards from colleagues.
- Training of Mental Health Champions to support staff and students.
- Late starts after Secondary Transfer Evening, Parent Consultation Evenings and major holidays.
- Catering company in the canteen meet a wide variety of dietary requirements.
- Only one break duty a week for teaching staff.

Social

- Winter, spring and summer staff social events and half-termly whole staff coffee and cakes.
- Annual whole school community picnic /big conversation.
- Staff room with free tea and coffee available
- Birthday, wedding and new baby cards given to staff.

General

- Supportive colleagues with good staff working relationships, an open-door policy and supportive Middle and Senior Leadership Team.
- Collegiate approach to management, transparent with staff feedback considered.

THE OPPORTUNITY

Carshalton High School for Girls is looking to appoint an inspiring and motivated Teacher of Maths who is passionate about their subject. This post would suit an ECT as well as a more experienced candidate.

Start date: 1 September 2026

The successful candidate will

- Inspire a passion for Maths, whilst delivering a knowledge rich curriculum
- Teach Maths at Key Stage 3 - 5
- Contribute to the wider improvement of the school
- Be driven and passionate about securing positive outcomes for students

We offer

- An aspirational vision of education
- A continuous programme of CPD with the opportunity for national qualifications.
- A welcoming, friendly and supportive environment
- A school that has wellbeing as a high priority for students and staff
- Benefits including pension scheme, a two week October half term holiday, cycle to work scheme, free tea/coffee/milk in the staff room, staff events at the end of each term, Health & Wellbeing Plan membership and eligibility for a Blue Light Card.

The school is a short walk from Carshalton station. London Victoria is approximately a 30 minute journey by Southern trains, London St Pancras 45 minutes by Thameslink and there are direct trains from Wimbledon. The school is also within easy commuting range of South London and Surrey.

JOB DESCRIPTION

Job Title	Teacher of Maths
Reporting To	Director of Maths
Salary Scale	Outer London Main or Upper Pay Scale £37,870 to £56,154

Main Purpose
To provide an outstanding learning experience for students, allowing them to fulfil their potential through the provision of excellent teaching, support and guidance.

To teach Maths at Key Stage 3, 4 & 5.

Main Duties
The main duties of this post are:

Teaching

- To meet the requirements of a classroom teacher set out in the Teacher Standards or Post Threshold Standards (if applicable).
- To teach students according to their educational needs**,** including the setting and marking of work carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students that meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's behaviour policy and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, assess and give written/verbal and diagnostic feedback as required.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- To contribute to the department Improvement Plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the head of department by ensuring that the department provides a range of teaching that complements the school's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change within the department.

Personal Development

- To take part in the school's performance development programme.
- To ensure the effective / efficient deployment of classroom support.
- To work as a member of a designated team and positively contribute to effective working relations within the school.

Quality Assurance

- To review methods of teaching and programmes of work within the department.
- To take part in the review of and development of activities relating to the department and pastoral functions of the school.

Management Information

- To maintain appropriate records and provide relevant, accurate and up-to-date information for registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with parents as appropriate.
- To communicate effectively with persons or bodies outside the school.
- To keep up-to-date with school communications via emails, bulletins and briefings.

Marketing and Liaison

- To participate in open evenings and parents' evenings.
- To contribute to the development of effective subject links with external agencies and partner schools.

Management of Resources

- To assist the head of department to identify resource needs.
- To contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the tutor group as a whole.
- To liaise with a pastoral leader to ensure the implementation of the school's support system.

- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Whole School

- Play a full part in the life of the community, supporting the vision and aims of the school.
- Support the school in meeting its legal requirements for worship.
- Comply with all school and Trust policies.
- Undertake any other duty as specified by STPCD not mentioned in the above.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

E: essential D: desirable

Qualifications and Training	
Degree or equivalent academic qualification	E
PGCE / QTS	E
Higher degree	D
Evidence of continuing professional development relevant to the post	E
Experience	
Successful teaching of Maths across all Key Stages	E
Planning of lessons / schemes of work in line with the demands of an examination syllabus	E
Assessment of students across all key stages	E
Previous experience of contributing to extracurricular activities	D
Knowledge and Understanding	
Excellent subject knowledge	E
Knowledge of best pedagogic practice and strategies to improve teaching and learning	E
Knowledge and previous use of Microsoft Teams	D
Awareness of curriculum development issues for the subject	E
Experience of using data to help improve performance	E
Skills and Abilities	
Ability to inspire, enthuse and motivate students	E
Ability to reflect constructively on the effectiveness of a lesson	E
Ability to use a variety of teaching strategies to raise attainment	E
Excellent written and verbal communication skills	E
Good ICT skills	E
Able to work collaboratively with colleagues	E
Personal Attributes	
Effective interpersonal skills	E
A commitment to securing the best opportunities for all students	E
High standards and expectations of self and others	E
Integrity, loyalty and commitment	E
Strong intellect, energy and an innovative and positive approach to opportunities and challenges	E
The capacity to inspire confidence in parents and students	E
Willingness to contribute to extracurricular activities	E

APPLICATION PROCESS

Safeguarding
The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

Data Protection
As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process
We operate a safer recruitment process.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

To support our commitment to reducing unconscious bias during the shortlisting process, blind shortlisting is in operation across the Trust, with all personal information about candidates removed from their application.

All applications should be through our official careers page on MyNewTerm:
Carshalton High School for Girls, Carshalton | Teaching Jobs & Education Jobs | MyNewTerm

The application includes a personal statement which should clearly demonstrate how you meet the requirements set out in the Person Specification.

Closing Date
Applications must be received by no later than Friday 20th March 2026.

Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found.

Interviews
Interviews will take place w/c 23 March 2026.

For suitable early application interviews may take place before this.

Notification & Feedback
Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

Additional Information
If you would like to arrange an informal discussion about this exciting opportunity please email vacancies@carshaltongirls.org.uk to arrange a mutually convenient time.

Girls' Learning Trust

www.girlslearningtrust.org