



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

Coordinator of KS3 Mathematics TLR2b

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,214
Number of teaching staff	69.1 (FTE)
Date school established	1976
Budget	£9.5m
Pupil Premium	25%
% of students with SEN in the school	15%
% of students on free school meals	25%

ACADEMIC ACHIEVEMENTS

GCSE Results 2025	Attainment 8—Whole School 47.54
	Basics Standard (English and Maths 9-4) - Whole School 71.2%
	Basics Good (English and Maths 9-5) - Whole School 53.1%
	E Bacc (4+) - Whole School 47.3%
	E Bacc (5+) - Whole School 33.3%
	Data used from SISRA Analytics Collaborative Data 2025



Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional non contact time alongside time to attend family events and appointments. We also offer a wonderful CPDL programme with avenues for future career progression.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

About our School

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Safeguarding

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

**To view Redhill School's Child Protection
Policy please follow this link:**

<https://www.redhill.dudley.sch.uk/policies>

The Mathematics Department at Redhill School

The Mathematics Department at Redhill School is a collaborative, forward thinking team committed to delivering high quality mathematics education for all students. We hold high expectations and believe that all pupils can succeed in mathematics through clear structure, strong teaching, and a supportive learning environment.

Students are taught in ability groups from Year 7, informed by prior attainment data. This setting model allows teaching to be responsive and appropriately pitched, ensuring that students are both supported and challenged from the very start of their secondary education. Movement between groups is kept under review to ensure that provision remains flexible and aligned to students' progress.

Our curriculum follows a clear and coherent journey from Key Stage 3 through to GCSE, underpinned by a single 1–9 flight path. Key Stage 3 grades are directly aligned to GCSE outcomes, giving clarity and consistency for both students and staff. We use FFT20 targets consistently across Key Stages to inform planning, assessment, and intervention. Progress is carefully tracked, enabling teachers to address misconceptions early and extend students who are ready for greater challenge.

The department has a track record of consistently strong outcomes at GCSE, reflecting the impact of a well sequenced curriculum, high expectations, and effective teaching across Key Stage 4. Students are well prepared through the alignment of Key Stage 3 learning with GCSE demands, and outcomes demonstrate that pupils make strong progress from their starting points. Careful use of assessment, targeted intervention, and a relentless focus on securing core knowledge ensure that students are supported to achieve their potential, while high attaining pupils are challenged to excel.

At Key Stage 3, the department follows SPARX Maths as part of a weekly, timetabled homework system, fully aligned with the whole school homework approach. This ensures consistency for pupils and supports the development of independent study habits. Homework is purposeful and closely linked to classroom learning, reinforcing key concepts and helping pupils build fluency and confidence.

Teaching within the department places strong emphasis on fluency, reasoning, and problem solving. Lessons are structured to develop secure mathematical understanding, with regular opportunities for students to articulate their thinking and apply concepts in unfamiliar contexts. While consistency across the department is expected, teachers are encouraged to adapt their teaching to meet the needs of their classes.

The department has a strong culture of collaboration and professional dialogue. Staff work closely together on planning, resourcing, moderation, and sharing best practice. We are highly supportive of colleagues at all stages of their career, including Early Career Teachers, with mentoring and professional development closely aligned to both department and whole school priorities.

Behaviour for learning is underpinned by clear routines, positive relationships, and consistent whole-school systems, allowing teachers to focus on high quality teaching and learning. We aim to foster classrooms where students feel confident to take risks, learn from mistakes, and develop resilience.

The Mathematics Department plays an active role in the wider life of the school, contributing to intervention, enrichment, and whole-school improvement initiatives. We are reflective, ambitious, and committed to continuous improvement, always focused on securing the best outcomes for our students.

We welcome candidates who are passionate about mathematics, committed to inclusive education, and keen to join a supportive and driven team with a shared commitment to excellence.

JOB DESCRIPTION

Job Title: Coordinator of KS3 Maths TLR2b

Contract: Permanent

Salary scale: MPR/UPR + TLR2b (currently £5870)

Responsible to: Head of Maths (CoLA)

Job Description.

To provide expert leadership of the KS3 Maths curriculum so that all pupils — including disadvantaged and SEND learners — access a high-quality, ambitious, knowledge-rich curriculum that builds secure foundations for future learning. The postholder will ensure that foundational mathematics knowledge is taught explicitly, checked systematically and secured before new content is introduced, enabling pupils to know more, remember more and do more over time. The role contributes directly to the school's high expectations for behaviour, attitudes, personal development and safeguarding, ensuring that the Maths curriculum supports pupils to flourish academically and personally.

KEY TASKS AND RESPONSIBILITIES:

Curriculum Leadership (Intent, Implementation, Impact)

- Take strategic responsibility for the design, coherence and sequencing of the KS3 Maths curriculum.
- Ensure the curriculum identifies and prioritises foundational mathematics knowledge that all pupils must secure before progressing.
- Lead the development of curriculum sequences that build knowledge cumulatively, revisiting and deepening key concepts over time.
- Ensure curriculum planning reflects national developments, disciplinary knowledge, working mathematically and the needs of Redhill pupils.
- Establish systems for systematic checking of prior knowledge, ensuring misconceptions are identified early and addressed before new content is introduced.
- Ensure curriculum adaptations for SEND pupils are effective, evidence-informed and aligned with EHCPs.
- Work with the Maths CoLA to ensure curriculum documentation is clear, accessible and supports consistent delivery across the department.
- Evaluate curriculum impact through assessment outcomes, pupil work, lesson visits and student voice, identifying strengths and areas for development.

Assessment and Progression

- Lead the development of valid, reliable and manageable assessment approaches that support learning and avoid unnecessary workload.
- Ensure assessments check whether foundational knowledge is secure before pupils move on.
- Oversee the tracking and analysis of KS3 progress, identifying gaps for individuals and groups (including disadvantaged pupils) and coordinating timely intervention.
- Meet regularly with the Maths CoLA to report on attainment, progress and curriculum impact, including intent, implementation and impact.
- Use assessment information to identify patterns of misconception and lead responsive curriculum or pedagogical adjustments.

Teaching, Learning and Pedagogy

- Support colleagues to deliver consistently high-quality teaching aligned with whole-school frameworks and evidence-informed practice.
- Promote teaching approaches that make foundational knowledge explicit, reduce cognitive overload and support pupils in building secure schema.

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TEACHING, LEARNING AND PEDAGOGY CONT...

- Lead the use of retrieval practice, modelling, guided practice and diagnostic questioning to ensure pupils retain and apply core mathematical ideas.
- Assist the Maths CoLA with quality assurance across the department through learning walks, book looks and student voice.
- Provide coaching, mentoring and collaborative planning opportunities to support colleagues' professional growth.
- Engage in regular CPLD and contribute to the development of teaching and learning pedagogy across the department.

BEHAVIOUR AND ATTITUDES

- Contribute to a calm, purposeful learning environment by ensuring routines, expectations and behaviour systems are implemented consistently across KS3 Maths.
- Work with pastoral teams to support pupils' attitudes to learning, attendance and engagement.
- Promote high expectations for conduct, effort and participation in Maths.

PERSONAL DEVELOPMENT AND WIDER OPPORTUNITIES

- Ensure the KS3 curriculum supports pupils' character development, SMSC, British Values and understanding of maths in the real world.
- Provide opportunities for pupils to engage in enrichment activities such as STEM clubs, competitions, trips and partnerships with external organisations.
- Promote cross-curricular links with other STEM subjects.
- To foster and promote links with other schools locally, nationally and internationally.

LEADERSHIP AND COLLABORATION:

- Be a collaborative, strategic and supportive member of the Maths Leadership Team.
- Contribute to the development and consistent implementation of whole-school policies that promote high achievement, inclusion and curriculum coherence.
- Provide opportunities for staff to develop leadership skills, independence and confidence.
- Support the induction of new staff and contribute to a culture of professional growth.
- Contribute to the School Improvement Plan and the annual cycle of related documentation.

CAREER AND PROFESSIONAL EXPERTISE DEVELOPMENT:

- To pursue personal and professional development opportunities to meet the changing demands of the role.
- To engage in cross-school events and strategies in order to foster greater awareness of whole school strategic planning.
- To take part in relevant development programmes in order to develop expertise and plan for future promotion.

OTHER DUTIES:

- To carry out a share of supervisory duties in accordance with published rotas.
- To participate in the school performance management arrangements as appropriate.
- To adhere to published school policies and procedure.
- To attend regular meetings with the allocated line manager.

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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 should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Training and Qualifications	<ul style="list-style-type: none"> • QTS 	<ul style="list-style-type: none"> • Honours degree
Abilities and skills	<ul style="list-style-type: none"> • Demonstrate a clear understanding of teaching strategies and curriculum within the context of a secondary school 	<ul style="list-style-type: none"> • Confident and competent user of ICT • Commitment to further professional development and progression
Experience	<ul style="list-style-type: none"> • Successful experience of teaching in both KS3 and KS4 	
Knowledge	<ul style="list-style-type: none"> • Thorough subject understanding 	
Personal Qualities	<ul style="list-style-type: none"> • A knowledge of equality and diversity issues • Emotional self-awareness • Accurate self-assessment • Self-confidence • Empathy • Organisational awareness • Service orientation 	



REDHILL SCHOOL
Junction Road
Stourbridge
West Midlands
DY8 1JX

01384 816355

www.redhill.dudley.sch.uk

www.svat.org.uk

For an informal discussion or to visit the school please contact:

Mrs Donna Smith, Head of Maths
dsmith@redhill.dudley.sch.uk or call 01384986351

Please apply via My New Term

CLOSING DATE: Tuesday 5 May 2026 (9am)

INTERVIEWS: Date to be confirmed

NB. We reserve the right to close vacancies prior to the advertised closing date should a large number of applications be received.

All candidates are subject to safer recruitment procedures.

Stour Vale is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.