



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

Teacher of Mathematics

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
	Progress 8—Whole School 0.22 (2024)
	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: Teacher of Mathematics

Contract: Permanent

Salary scale: ECT/MPR/UPR

Responsible to: Head of Mathematics

Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues;
- Build team commitment with colleagues and in the classroom engage and motivate pupils;
- Demonstrate analytical thinking;
- Improve the quality of pupils' learning;
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP;
- Contribute to the development and / or implementation of school policies;
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Promote the wider aspirations and values of the school.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

- Teach allocated pupils by planning their teaching in order to achieve progression in learning;
 - Understand and apply effective classroom management;
 - Understand and apply a range of teaching strategies;
 - Positively target and support individual learning needs;
 - Maintain high levels of behaviour and discipline;
 - Effectively use homework and other extra-curricular learning opportunities;
 - Demonstrating appropriate consistent progress for pupils:
 - across all teaching areas
 - across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings;
- Effectively manage other adults in the classroom.

Monitoring, Assessment, Recording, Reporting

- Use performance data to evaluate pupils' progress and set appropriate targets for improvement;
- Use assessment to inform planning and teaching; report on progress to all stakeholders.

Pastoral Duties

- Be a form tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the PSHE curriculum according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Maintain an up to date knowledge of good practice in teaching techniques;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- Contribute positively and effectively to the Every Child Matters agenda
- Undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
- Take responsibility for professional learning.

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 	



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www.redhill.dudley.sch.uk

www.svat.org.uk

For an informal discussion or a tour of the school please contact:

Mrs Donna Smith, Head of Mathematics
dsmith@redhill.dudley.sch.uk or call 01384 986351

Please apply via My New Term
<https://www.redhill.dudley.sch.uk/new-jobs>

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.