



Teacher of Maths

Recruitment Information for Candidates

Application Deadline – 10 June 2026 (midnight)





Job Title:	Teacher of Maths
Contract Type:	Permanent
Contract Term:	Full time
Salary Range:	TMS/UPS
Closing Date:	10 June 2026 (Midnight)
Start Date:	September 2026 or January 2027
Position Available:	1
Interview Date:	Week commencing 15 June (or sooner for suitable applicants)

We are looking for a talented and passionate teacher to join our dedicated Maths department.

Bring your enthusiasm and expertise to a role where you will teach across the full age and ability range, working with motivated students and a supportive, skilled team. For the right candidate, there is also the exciting opportunity to teach A-level Maths and Further Maths. This post is suitable for either an Early Career Teacher or a more experienced professional.

The successful candidate will be a strong classroom practitioner with the ability to enthuse and motivate students to achieve their full potential. A strong team player, self-motivated and committed to continuing professional development. ECT's will benefit from our well-developed support programmes.

The FitzWimarc School is a heavily over-subscribed 11 - 18 mixed comprehensive school with an excellent reputation in the local area due to student achievements, the school's ethos and its commitment and involvement with the community.

Benefits

- Employee Assistance Programme (EAP) for wellbeing support
- Access to our onsite gym
- Access to the 'Cycle to Work' Scheme
- Eye test vouchers Scheme
- Training and development opportunities
- Supportive and friendly working environment



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Reporting To	Head of Department / Head of Year

FORM TUTOR

The form tutor has a key role in the personal development of the student. They should ensure that each student is known well that their progress is checked and followed with interest and that guidance is available when needed.

GENERAL RESPONSIBILITIES

- To know the individuals within the form group well and to establish and maintain the highest possible standards of work, behaviour and appearance.
- To be the first point of contact for parents/carers
- To monitor the class appraisal book (Year 7 and 8 only).
- To respond appropriately to any problems that may arise in the tutor group either by dealing with them and/or by referring them to the Head of Year or relevant Head of Department.
- To assess the impact of Skills for Life syllabus ensuring that students complete tasks to the highest standards.
- To counsel students and to provide guidance and advice to the students on matters such as their present and future education and option or career choices in liaison with the Independent Advice and Guidance service.
- To liaise with subject teachers in order to encourage and monitor the academic development of the students.
- To communicate with parents where appropriate (in conjunction with the Year Head), including seeing parents at parents' evenings.
- To attend assemblies and information meetings in a supervisory role.
- To register the attendance and punctuality of the students and to ensure the collection of absence notes and sick notes etc. by alerting relevant support staff and to record absence codes.
- To ensure that information is passed on to students, as required.
- To attend form tutor meetings as required.
- To ensure the proper and safe treatment of the form room and form notices.
- To monitor the correct use of the student organisers, referring any concerns or successes to the Year Head.
- To monitor the compilation of the Employability for Life Charter in years 10 and 11.
- To complete a form tutor page on the school report.
- To take an active role in the mentoring process in accordance with school guidelines.
- To oversee Tutor Council meetings ensuring that information is communicated promptly and appropriately and that all students have the opportunity to contribute.



TEACHER

GENERAL RESPONSIBILITIES

CURRICULUM

- To prepare, teach and evaluate lessons in accordance with statutory requirements, school aims and objectives, school policies and department schemes of work.
- To use a range of teaching and learning strategies and resources including personalisation, differentiation and Assessment for Learning so that individual students have access to the curriculum.
- To contribute to the teaching of cross-curricular themes, skills and dimensions such as The Personal Learning and Thinking Skills.
- To assist, as necessary, the Head of Department in the production of schemes of work.

STUDENTS

- To support the school policy on behaviour, discipline and student welfare in the classroom. To communicate problems of a pastoral nature to the Year Head and problems of an academic nature to the relevant Head of Department.
- To ensure that students use equipment safely.
- To display students' work and maintain a tidy, safe and stimulating working environment.
- To liaise with the Learning Support Department and the form tutor over students with special educational needs and to modify teaching accordingly.
- To ensure that targets outlined in a student's Profile are pursued.
- To liaise with and clarify the role of any support teacher allocated to the class.
- To promote the use of the Library and the Virtual Learning Environment.
- To keep a record of student attendance at, and punctuality to, lessons and report any notable observations to the Attendance Officer and Head of Year.
- To ensure that homework is set in accordance with the homework timetable and recorded in the student organiser.
- To ensure that the reward systems and sanctions are used.
- To set and maintain high standards of student work in the classroom.
- To ensure that students abide by the school's Code of Conduct.
- To ensure that students abide by the school's uniform code.
- To engender an ethos of hard work and achievement and to use the school's rewards system appropriately

ASSESSMENT

- To assess students' work in accordance with statutory requirements and school and department policies. To maintain a record of students' attainments. To use assessments to diagnose individual strengths and weaknesses and to plan subsequent teaching accordingly.
- To write reports on students and attend meetings with parents.
- To assist the Head of Department in setting and marking internal examinations.
- To ensure that external examination requirements are satisfied.
- To recommend individual students for particular examination courses.
- To use student performance data in lesson planning.
- To effectively use the schools' tracking and monitoring systems to track student progress and implement appropriate strategies for raising the achievement of each student.



DUTIES

- To undertake duties before school and at break on a rota basis.
- To supervise school examinations as necessary.
- When required to supervise any students where a teacher is absent and in compliance with the school's 'Rarely Cover Policy'.

GENERAL

- To support wherever possible the schools' specialist status.
- To take reasonable care of department resources and to account for any equipment used.
- To attend department meetings and assist in planning and evaluation.
- To set cover work when on known leave of absence and to seek to when ill.
- To report anything which could endanger or threaten the health and safety of students or staff to the Head of Department and comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, professional development and training opportunities in discussion with line manager.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties, as set out in the foregoing.



Application Procedure

- Read carefully all the information about this post
- If you have any questions, please telephone or email our HR department on 01268 743884 or email sgould@fitzwimarc.com
- Complete the application form as fully as possible. It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained please.
- Shortlisted applicants may be screened prior to interview by checking social media sites. The purpose of such screening will be to ascertain whether a candidate demonstrates appropriate conduct, behaviour and suitability for employment in a school environment.

Appointment Process

- Suitable applications will be shortlisted for interview (as quickly as possible)
- If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. It is therefore important that you give us a daytime telephone number and / or email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

We are committed to supporting colleagues with disabilities. If you have a disability, please give details of adjustments you require for the selection process.

Pre-employment Checks

We are committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure form the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.

Shortlisted candidates will be asked to complete a Self-Disclosure Form (SD2)

References

Please provide two referees who know you in a professional capacity, if at a school, one of these must be your current Headteacher. It is our usual policy to take up references BEFORE interviews where possible. Employment is conditional on these references being deemed satisfactory.

The successful applicant will also be required to:

- Provide proof of all relevant qualifications
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work

Equal Opportunities

The school is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The school is opposed to any form of discrimination against any individual or group. Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

We are committed to safeguarding and promoting the welfare of children and expect their staff to share this commitment.

A copy of our Recruitment Procedure is available upon request.

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PERSON SPECIFICATION

Essential

- Qualified teacher status
- A degree or equivalent in the subject taught. Due consideration will be taken of applied degrees and for relevant industrial experience
- Evidence of continued professional development
- The ability to raise student achievement across the full age and ability range
- Evidence of curriculum development
- The ability to use a range of teaching and learning strategies which match the students' ability and stage of development
- A commitment to raising achievement in cross curricular skills such as literacy, numeracy and ICT
- Excellent communication skills
- High expectations of students and a commitment to raising standards
- The ability to work effectively under pressure and maintain self-motivation
- The aptitude to adapt to changing circumstances and ideas
- The ability to take initiative and accept responsibility
- The capacity to listen, empathise and resolve conflict
- A knowledge of current educational issues
- The ability to work with colleagues on whole school and departmental initiatives
- An open, enquiring mind
- The competence to create and maintain a lively yet disciplined learning environment
- The willingness to inspire and take an interest in the well-being and personal development of students
- Confidence in the use of ICT in a range of areas and for analysis and support of the curriculum

Desirable

- Commitment to high quality extra-curricular provisional and curriculum extension
 - Experience of lesson observation and ensuing professional dialogue
 - Experience of cross-phase liaison
 - Dealing successfully and diplomatically with parents and community representatives
 - Commitment to and experience of using the community as a curriculum resource
 - Aspiration to future promotion
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