Yorkshire Learning Trust

RECRUITMENT PACK

Teacher of Mathematics

MPS/UPS

Full Time : Permanent

January 2027 start date

Suitable for an ECT

1557

Tadcaster Grammar School

Be your best self

Dear potential applicant,

Thank you for expressing an interest in applying for the post of Teacher of Mathematics

Tadcaster Grammar School [TGS] is a larger than average school with a proud history and an exciting future ahead of us. We walk alongside students through support and challenge, raise standards through consistently high expectations, inspire passion through outstanding teaching and learning which will open doors to bright futures.

We are a school which combines a desire for exceptional outcomes with a determination to nurture every single one of our students. We consistently achieve outcomes which exceed national averages in external examinations and we are driven to support all students, regardless of background, to fulfill their potential. However, at TGS we do not limit our definition of achievement simply to traditionally academic pursuits; we believe in developing well rounded individuals and, as such, our staff provide a wealth of opportunities to our students in the areas of sport, creative and performing arts.
The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. We are proud of our knowledge rich and ambitious curriculum, which is delivered through evidence informed pedagogical practice. We are an outward facing school and we embrace and value professional development for every member of staff.

Maths is a vibrant and highly successful part of the curriculum at TGS. Students tell us that they enjoy their learning and achieve highly. As such, we wish to recruit someone who will contribute something really special to our team. We are looking for a proven and skilled classroom practitioner who can inspire, enthuse and add value, whilst also looking to develop further by embracing the latest in pedagogical research and practice..

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website. If you would like to speak with a member of the team, or arrange to visit during a school day, please do not hesitate to contact us on 01937 833466 or contact the Maths team leader, Rob Power at r.power@tgs.starmat.uk

If you choose to take your interest in the post further, I would encourage you to pay attention to the following:

The School Vision and Values Statement
Job description and person specification
School performance data about the school available in the public domain
The school and Yorkshire Learning Trust's websites

I hope the information shapes your thinking and provides the guidance to help you apply. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to the possibility of meeting you soon.
Yours faithfully,

Mr J P Craig
Headteacher

The Selection Process

The Yorkshire Learning Trust (YLT) is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. For further details about the school visit our website: Tadcaster Grammar School.
If you wish to apply for the post of Teacher of [Subject]:
Fully complete the online application form on our careers website HERE, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).

Your Supporting Statement within the application form should be 2 sides A4 Ariel 12 point, 1.15 spacing maximum, addressing the following:

Your Supporting Statement within the application form should be 2 sides A4 Ariel 12 point, 1.15 spacing maximum, addressing how your experience and skills best fit the requirements of the Job Description and Person Specification.

Please use *relevant* examples and impact measures from your practice during the last 3 years.

Please make direct reference to your ability to teach or potentially teach the following subjects (ideally in tabular format):

- Mathematics KS3
- Mathematics KS4
- Mathematics KS5 (if applicable)

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word. Your audience for your written work will be school staff and governors.

Timeline for the selection process

Action	**Date / Time**
Post advertised	Friday 11 September
Closing time/date for applications	9am Friday 25 September
Selection day	w/c Monday 28 September

Please address all return mail to Mrs R Evans (HR Advisor): tgs.recruitment@tgs.starmat.uk

Appendices

Appendix	Document Title
1	The School Vision and Values Statement
2	Job description for the role of Teacher of Mathematics
3	Person Specification
4	Mathematics Curriculum Team Information

Appendix 1: The School Vision and Values Statement

OUR VISION *(Our cause; our key belief)*

Be your best self	During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development. Each individual should also be: ● aware of the needs of others in their thoughts and actions; ● empowered to control their own well-being; ● able to achieve fulfilment in their current and future lives.

OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the Yorkshire Learning Trust **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

Students considered first	All of our decisions should put the needs of students first, whilst also considering our own and others'wellbeing. All students will be known well, included, valued and heard.
High expectations - no limitations	We do not prejudice potential by preconceptions about individuals or groups of students.
The optimum curriculum experience for each student	We respond to the aspirations and needs of individual students with a stimulating curriculum and diverse co-curricular offer.
The optimum support for each student	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

Ambition	To show a desire to achieve success.
Resilience	To show a determination to achieve success.
Responsibility	To take ownership for their actions and work in and out of school.
Respect	To be considerate to themselves and others.

Appendix 2: Job Description

JOB TITLE:	Teacher of Mathematics
GRADE:	MPR / UPR
RESPONSIBLE TO:	Curriculum Team Leader

RESPONSIBILITIES AND KEY TASKS	
Specific Responsibilities – All Teaching Staff	Teachers should work with their Curriculum Team Leader, whilst taking direct responsibility for the following: ● To uphold the aims, policies, procedures and ethos of the school. ● Work in accordance with the Teacher Standards (2012) Teachers' standards. ● Work within the School Teachers Pay and Conditions Document ● Teach as directed throughout the school subject to appropriate training. ● To be accountable for students' attainment and achievement. ● Contribute to and implement the annual School Improvement Plan and agreed policies. ● Monitor, expect and improve progress in student learning. ● Participate in the pastoral management of the school as requested. ● Take part in appraisal procedures outlined in an agreed school policy. ● Take responsibility for their own professional development. ● Plan and deliver lessons using a range of strategies to meet students' individual learning needs. ● Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school. ● Set and mark homework according to the school and subject policies. ● Mark, assess, record and report on students' achievements, setting appropriate targets for improvement. ● Meet deadlines for reporting, marking, submission of assessment data, coursework, marks and forecast grades. ● Prepare students for examinations, taking part in standardisation and moderation activities required within the subject and by examination boards. ● Contribute to the development of schemes of learning, school and subject policies as appropriate. ● Attend and contribute to appropriate meetings and professional development activities. ● Contribute to the process of subject self-evaluation and improvement planning. ● Undertake whatever other duties might reasonably be requested by the Headteacher or Curriculum Team Leader.

Specific Responsibilities – Form Tutors	● Take responsibility for day to day discipline routines and attendance in the form group. ● Review and discuss students' work and welfare, setting targets as necessary. ● Promote good behaviour and positive attitudes at all times. ● Support form, year, and house activities as appropriate.
Safeguarding and Promoting the Welfare of Children/Young People	● Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate ● This Yorkshire Learning Trust is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
Health & Safety	● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● To work with colleagues and others to maintain health, safety and welfare within the working environment.
Data Protection	● Know about data protection issues in the context of your role. ● To comply with the school and Yorkshire Learning Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Equalities	● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values ● The Yorkshire Learning Trust is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.
Customer Service	● The Yorkshire Learning Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment ● The Yorkshire Learning Trust requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

As part of the Yorkshire Learning Trust (YLT) we pride ourselves on the work that we do supporting young people and welcome all applications. Visit the website for access to our recruitment policies.

The YLT is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

Appendix 3: Person Specification
Job Title: Teacher of Mathematics

PERSON SPECIFICATION FOR CLASSROOM TEACHER

Essential upon appointment	Desirable on appointment
Knowledge & Skills	
● Thorough knowledge and understanding of the subject and how it can be effectively taught across the spectrum of age and ability. ● Good knowledge of curriculum development and improvement in your subject area, together with a willingness to contribute to schemes of learning. ● Confident about using data systematically to evaluate performance, together with an ability to monitor and assess progress and provide feedback to students. ● Proven, excellent teaching and classroom management skills and an ability to relate well to and motivate *all* students. ● An understanding of how students learn and improve their skills, knowledge and understanding. ● Excellent verbal, written and communication skills ● Understanding of current research into teaching and learning, and can demonstrate how this has been used in the classroom	
Qualifications & Experience	
● Qualified teacher, with a proven track record of good or better teaching ● Excellent classroom practitioner with a relevant degree (or equivalent) and experienced subject specialist to the 11-16 age group. ● Understanding of the importance of the planning, delivery, assessment cycle. ● Able to demonstrate a variety of approaches to teaching and learning. ● To have a clear understanding of the National Curriculum and its application.	● Evidence of relevant Continued Professional Development or keeping abreast of recent development in teaching ● Experience of working with pupils with additional educational needs and demonstrates an ability to ensure inclusion.Knowledge or understanding of strategies to support children with SEN

Personal Qualities	
• A professional approach to all aspects of the role as per the Teachers' standards • A willingness to model the core staff values of the school. • Demonstrates enthusiasm, drive and energy to achieve results. • Make a positive contribution to the wider life and ethos of the school, including extracurricular activities. • Commitment to work as part of a team. • Ability to filter, judge and act decisively. • Ability to work in a way that promotes the safety and wellbeing of children and young people. • Flexible, able to cope with change.	
Other Requirements	
• Enhanced DBS Clearance. • Ability to use initiative and take responsibility for own Continuing Professional Development. • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours and attitudes. • Ability to use authority and maintain discipline. • An empathy for equality & diversity. • The ability to converse at ease with stakeholders and provide advice in accurate spoken English.	

Appendix 4: Additional Information - Mathematics Department

Job Title: Teacher of Mathematics

Staffing

Name	**Role**
Rob Power	Curriculum Team Leader for Mathematics
Ruth Butterworth	Teacher of Mathematics, KS3 Leader
Liz Stubbs	Teacher of Mathematics, KS4 Leader
Gareth Dale	Teacher of Mathematics, KS5 Leader
Andy Sykes	Teacher of Maths (Assistant Headteacher)
John Alderman	Teacher of Mathematics
Andrew Disney	Teacher of Mathematics
Mark McKie	Teacher of Mathematics
Katherine Tantum	Teacher of Mathematics
John Bellwood	Teacher of Mathematics
Helen Stiles	Teacher of Mathematics
Ria Dickinson	Teacher of Mathematics

Accomodation & Resources

- The Team has 10 dedicated full-sized rooms and one dedicated half-sized room.All students have access to an appropriate hardcopy textbook, should they be required but not their own personal copy. Staff in the Team rarely use textbooks. Courses in Key Stage 5 are supported by an electronic textbook, which staff and students can access in the relevant Google Site section. Many staff prefer to make their own resources tailoring them to the needs of the students they teach.
- The Team uses a variety of sources for activities and tasks. Sparx Maths is subscribed to and all students have a personal log in/password. Mathsbox is also subscribed to. Available on the Google Shared Drive, are activities linked to the 5 year journey scheme of learning (KS3-4) and the 2 year journey scheme of learning (KS5). Such availability is increasing all the time. Textbooks are available through the library for students to borrow. Electronic textbooks are available for the 2 A Level courses and can be found on the appropriate Google Site.
- There are SMART TV screens and visualisers in all rooms in the faculty. Scientific calculators should be brought to lessons by students.

Curriculum Intent Statement

For all students, our curriculum principles are for Maths to be enjoyable, inspiring, highly ambitious and challenging at all Key Stages. We want a strong progression throughout the 5 or 7 year continuum in mathematical development, regardless of the entry point to TGS. We aim to promote a passion and enthusiasm for Maths at all levels.

We aspire for as many students as possible to follow a pathway of mathematical development for as long as possible and be fully prepared for their next steps beyond TGS, whether that is functioning in the world or enabling further progression.

Key Stage 3 Curriculum Details

Our KS3 Mathematics curriculum is designed to develop confident, fluent and resilient mathematicians who can think logically, solve problems systematically and apply mathematics in a wide range of contexts. Through a carefully sequenced curriculum, pupils build secure knowledge of number, algebra, geometry, statistics and probability, enabling them to make connections between mathematical concepts and develop increasingly sophisticated reasoning.

The curriculum prioritises mastery of core knowledge and procedural fluency, ensuring pupils develop accuracy alongside conceptual understanding. Regular opportunities for reasoning, problem solving and mathematical communication encourage pupils to explain, justify and evaluate their thinking using precise mathematical vocabulary.
Learning is deliberately sequenced so that each topic builds on prior knowledge and prepares pupils for future learning at KS4 and beyond. Frequent retrieval, variation and purposeful practice strengthen long-term memory, while rich mathematical tasks promote curiosity, resilience and independent thinking. By the end of KS3, pupils will have a secure understanding of the fundamental concepts of mathematics, the confidence to tackle unfamiliar problems, and the ability to use mathematics as a powerful tool for interpreting the world around them. The curriculum prepares all pupils to succeed in GCSE Mathematics while fostering an appreciation of the beauty, usefulness and interconnected nature of mathematics in everyday life, further education and future careers.

Year 7 overview

Year 7 is built on the principles of **depth before acceleration**, ensuring that all students develop secure conceptual understanding, procedural fluency and mathematical reasoning before moving to more complex ideas. Topics are sequenced so that new learning builds logically on prior knowledge and is revisited throughout the year to strengthen long-term retention.

Year 8 & 9 overview

Students will progress through prior attainment appropriate learning objectives in each of the following mathematical areas – The Number System, Angles & Constructions, Algebraic Expressions & Manipulation, Data Handling, Fractions, Decimals & Percentages and Ratio, Length, Area & Volume, Equations and Inequalities, Probability, Calculations, Transformations, and Sequences & Graphs

Key Stage 4 Curriculum Details

Building on the solid foundations of KS3, our KS4 curriculum aims to develop confident, resilient and independent mathematicians who understand mathematics as a connected and logical discipline. Through a carefully sequenced curriculum, students build secure knowledge, procedural fluency and conceptual understanding, enabling them to reason mathematically, solve unfamiliar problems and communicate their thinking with precision.

The curriculum is designed to ensure that all students experience appropriate challenge and achieve success through deep understanding rather than memorisation. Regular retrieval, purposeful practice and

explicit connections between topics strengthen long-term retention, allowing students to build on prior learning and apply mathematics confidently across a range of contexts.

Beyond achieving strong GCSE outcomes, our vision is to foster a lasting appreciation of mathematics by equipping students with the knowledge, skills and confidence needed for further study, future careers and informed participation in everyday life. We aspire for every student to leave KS4 as a capable problem solver who is prepared to succeed in the next stage of their education and beyond.

Year 10 overview

The principles that underpin our approach to curriculum implementation, and teaching & learning in Year 10: Teach for understanding by developing secure mathematical knowledge rather than focusing solely on exam preparation, enabling students to understand why methods work, make connections between ideas and apply their learning confidently in unfamiliar contexts.
Sequence learning carefully so that new concepts build logically on secure prior knowledge, creating a coherent curriculum that helps students see mathematics as a connected discipline.
Embed retrieval and retention through regular spaced practice, retrieval activities and cumulative review, ensuring key knowledge and skills are remembered and applied over the long term.
Develop fluency before complexity by securing essential number, algebraic and geometric skills, allowing students to work accurately and efficiently before tackling more demanding reasoning and problem-solving.
Provide challenge for all through rich tasks that promote reasoning, justification and mathematical thinking, rather than simply accelerating students through new content.
Make mathematical connections explicit by highlighting relationships between different topics, enabling students to transfer knowledge and apply concepts confidently across a range of mathematical contexts.
Prioritise a strong core curriculum that prevents gaps in understanding through carefully planned teaching, reducing the need for intervention by ensuring all students build secure foundations.
Use carefully designed examples and variation to expose misconceptions, emphasise important mathematical structures and deepen conceptual understanding through purposeful sequencing.
Develop independent mathematical thinking by encouraging students to select appropriate methods, justify their reasoning and solve increasingly unfamiliar and multi-step problems with confidence.
Prepare students beyond GCSE by equipping them with the mathematical knowledge, skills and confidence needed for further study, future careers and everyday life, ensuring learning has lasting value beyond examinations.

Year 11 overview

Consolidate and deepen mathematical understanding by strengthening students' knowledge of the full GCSE curriculum, ensuring they can recall, connect and apply mathematical concepts confidently across a range of topics.
Refine procedural fluency and accuracy through regular deliberate practice, enabling students to perform essential mathematical techniques efficiently and accurately while reducing common errors and misconceptions.
Strengthen mathematical connections by revisiting links between algebra, geometry, number, ratio, probability and statistics, helping students recognise underlying structures and transfer knowledge across different contexts.
Develop confidence in reasoning and problem solving by exposing students to increasingly complex, unfamiliar and multi-step questions that require justification, strategic thinking and the independent selection of appropriate methods.
Embed retrieval and long-term retention through frequent cumulative review, spaced practice and low-stakes assessment, ensuring previously learned content remains secure and readily accessible.

Promote precision in mathematical communication by expecting students to present clear, logical solutions using accurate mathematical notation, vocabulary and well-structured reasoning.
Build resilience and independence by encouraging students to reflect on mistakes, respond effectively to feedback and develop the perseverance needed to tackle challenging mathematical problems with confidence.
Prepare strategically for GCSE assessment by providing regular opportunities to apply knowledge under exam conditions, refine examination techniques and develop confidence in interpreting and responding to a wide variety of question types.
Maintain high expectations for all learners by ensuring every student is challenged through rich mathematical tasks, appropriate scaffolding and opportunities to achieve their full potential regardless of starting point.
Prepare students for the next stage of learning by equipping them with the mathematical knowledge, reasoning skills and confidence required for A Level Mathematics, Core Maths, vocational study, apprenticeships and the effective application of mathematics in everyday life.

Key Stage 5 Curriculum Details

We currently offer students A Levels in Maths and Further Maths.

Our KS5 curriculum aims to develop confident, inquisitive and resilient mathematicians who think critically, reason with precision and appreciate the power and beauty of mathematics. Through a carefully sequenced programme of study, students deepen their conceptual understanding, strengthen procedural fluency and develop the independence required to tackle increasingly sophisticated mathematical ideas and problems.

The curriculum encourages students to make connections across pure mathematics, statistics and mechanics, enabling them to apply mathematical concepts flexibly in both familiar and unfamiliar contexts. Through regular retrieval, purposeful practice and opportunities to justify, model and communicate their thinking, students develop the analytical skills and resilience needed to solve complex problems with confidence.

Beyond success in A Level Mathematics, our vision is to prepare students for higher education, apprenticeships and careers where mathematical thinking is valued. We aim to foster intellectual curiosity, logical reasoning and a lifelong appreciation of mathematics, equipping students with the confidence to apply their knowledge in academic study, the workplace and the wider world.

Year 12 overview

Build secure foundations for A Level success by strengthening and extending GCSE knowledge, ensuring students develop the algebraic fluency, mathematical habits and confidence needed to access advanced concepts throughout the course.
Prioritise conceptual understanding alongside procedural fluency so that students understand the mathematics underpinning methods and formulae, enabling them to apply techniques accurately and confidently in unfamiliar situations.
Sequence learning to reveal mathematical connections by carefully ordering content to build logically on prior knowledge while making explicit links across Pure Mathematics, Statistics and Mechanics.
Develop fluency through deliberate practice by providing regular, purposeful opportunities to refine algebraic manipulation, mathematical notation and core techniques, allowing students to focus on higher-order reasoning and problem solving.
Embed retrieval to strengthen long-term learning through frequent cumulative review and retrieval practice, ensuring previously taught knowledge is retained, connected and readily applied throughout the course.

Promote mathematical reasoning and communication by encouraging students to justify methods, explain their thinking and communicate ideas using precise mathematical language and notation.
Encourage resilience in problem solving by exposing students to increasingly challenging questions that require perseverance, strategic thinking and the independent selection of appropriate mathematical methods.
Develop mathematical independence by fostering effective study habits, independent practice, reflection and the purposeful use of feedback so students take increasing ownership of their learning.
Apply mathematics in meaningful contexts by using statistics and mechanics to model real-world situations, helping students appreciate the relevance, utility and power of mathematics beyond the classroom.
Prepare students for Year 13 and beyond by equipping them with the depth of understanding, analytical skills and confidence needed for success in further study, higher education and careers that value mathematical thinking.

Year 13 overview

Consolidate and extend mathematical understanding by deepening knowledge from Year 12 and integrating new concepts into a coherent body of mathematical understanding, enabling students to approach advanced topics with confidence and precision.
Refine conceptual understanding and procedural fluency by ensuring students can move fluently between mathematical representations, justify methods and apply sophisticated techniques accurately in a wide range of contexts.
Strengthen connections across the curriculum by drawing together ideas from Pure Mathematics, Statistics and Mechanics, enabling students to recognise underlying mathematical structures and apply knowledge flexibly to unfamiliar problems.
Master advanced problem solving by engaging with increasingly complex, multi-step questions that require strategic thinking, mathematical creativity and the confident selection of efficient solution methods.
Embed retrieval and synthesis through regular cumulative review, ensuring students retain, connect and integrate knowledge from across the entire A Level course in preparation for assessment and future study.
Develop precise mathematical communication by expecting students to construct clear, logical arguments, justify their reasoning rigorously and use accurate mathematical language and notation at all times.
Foster independence and intellectual resilience by encouraging students to evaluate their own understanding, respond purposefully to feedback and persevere when tackling challenging and unfamiliar mathematical problems.
Apply mathematics with confidence by using mathematical models to interpret and solve problems in pure and applied contexts, appreciating the power and limitations of mathematics in real-world situations.
Prepare for successful transition beyond school by developing the analytical thinking, independence and study skills required for higher education, apprenticeships and careers involving mathematics, science, engineering, economics and related disciplines.
Inspire a lifelong appreciation of mathematics by nurturing curiosity, logical reasoning and confidence, enabling students to value mathematics as a powerful tool for understanding, analysing and engaging with the world around them.