



Queen's College, London

Established 1848

Teacher of Mathematics (part-time 0.5 FTE)

The Mathematics Department

The Mathematics department currently comprises five well-qualified mathematicians and prides itself in helping every pupil to achieve their potential. The Maths staff share an office and the approach of the department is collaborative. All members of the department are expected to teach throughout the College, including at A-level.

Each year group is set according to ability with all sets following the same course and sitting the same assessment tests; lower sets benefit from a slightly slower pace of working and usually smaller groups. There are normally four sets in each year group.

Consistently achieving very good results, we follow the Edexcel IGCSE Mathematics specification, and most pupils are entered at higher level with some also opting to take the AQA Level 2 Further Maths qualification. A significant number of our pupils progress into the Sixth Form to study A-level Mathematics (also Edexcel) with several opting to study Further Mathematics.

The department organises various trips to lectures and conferences in central London including the Maths Inspiration Lectures. Pupils are also offered the opportunity to participate in the UKMT Maths Challenges. Students routinely gain certificates in these challenges and a select few do well enough to qualify for the follow-up rounds.

The Role

We are seeking to appoint a well-qualified and inspirational classroom practitioner as teacher of Mathematics in a supportive and thriving department. The successful candidate will work closely with the department and the Head of Mathematics to develop the teaching of Mathematics at Queen's College.

Key Responsibilities

Reporting to: Head of Mathematics

Teachers will:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set targets that extend and challenge pupils of all backgrounds, abilities and cultures
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Promote a love of learning and intellectual curiosity

Promote excellent progress and outcomes

- Be accountable for pupils' attainment, progress and outcomes
- Plan and prepare schemes of work and lessons to build on pupils' capabilities and prior knowledge
- Encourage pupils to reflect on the progress they have made and identify the next steps in their learning
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and studies

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, in accordance with policies and procedures
- Analyse formative and summative assessment to track and secure pupils' progress and set appropriate targets on a regular basis
- Use and record relevant data to monitor progress, set targets and plan subsequent lessons
- Prepare relevant classes for public examinations at GCSE and A-level
- Give pupils regular feedback orally and through accurate and diagnostic marking in accordance with policies and procedures and encourage pupils to respond to feedback
- Integrate Assessment for Learning (AfL) strategies into lessons

Adapt teaching to respond to the strengths and needs of all pupils

- Deliver high-quality teaching using excellent subject knowledge and professional judgement
- Know when and how to differentiate appropriately, using approaches which enable effective teaching and learning
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development

- Have a clear understanding of the needs of all pupils, including those with special educational needs; those who are gifted and talented; those with English as an additional language; those with disabilities; and be able to use and evaluate effective and appropriate distinctive teaching approaches to engage and support them in accordance with school policies
- Use IT and educational technology discerningly to enhance teaching and learning

Manage behaviour effectively to ensure a positive and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting polite and courteous behaviour both in classrooms and around the school
- Have very high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and sanctions consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

Fulfil wider professional responsibilities

- Support the leadership, development and progress of the department
- Write subject reports, prepare grades, and participate in monitoring pupil progress using the Progress Tracker
- Take responsibility for the regular updating of notice boards
- Support pupil recruitment events, including those taking place after the teaching day has ended
- As directed, be a form tutor, carrying out roles including registration, pastoral and academic monitoring of pupils, writing tutor reports, proofreading subject reports, target setting with pupils
- As directed, teach PSHE
- For the teaching of PSHE, be aware of the statutory regulations, guidelines and College Polices associated with teaching the Relationship and Sex Education curriculum
- For PSHE, be aware of how the sensitive nature of some of the topics discussed may affect pupils and approach these topics in a sensitive and balanced manner
- Contribute to the Queen's extra-curricular programme
- Take part in trips and visits
- Make a positive contribution to the wider life and ethos of the school e.g. house activities, assemblies, duties, parents' evenings, and similar related activities, Sports Day
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Provide cover for lessons, as reasonably required
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and by participating in the staff appraisal process
- Attend INSET, departmental and staff meetings and events, as required
- Communicate promptly and effectively with parents about pupils' achievements, behaviour and well-being, in accordance with policies and procedures

- Promote environmental awareness within the school

Other Duties

- Undertake additional duties that are commensurate with the role, as reasonably required

All staff are expected to:

- Be aware of and committed to the ethos and values of Queen's
- Take an active role in the development and implementation of school policies and in the whole life of the school
- Ensure that there are equal opportunities for all
- Adhere to school policies and procedures
- Be fully committed to safeguarding and promoting the welfare of children

Person Specification

The person appointed is highly likely to have the following qualifications and attributes:

- Honours degree in Mathematics or a closely related discipline
- Recognised teaching qualification
- Qualified to work and teach in the UK
- Highly successful recent experience of teaching Mathematics, or recent success as a trainee teacher
- Experience of teaching Maths across each key stage from 11-18
- Excellent organisational and administrative skills and the willingness to work with different teams
- Understanding of Safeguarding and Child Protection protocols
- Pastoral interests – all teachers at Queen’s College are required to act as a Form Tutor, contributing to the work of pastoral teams
- A willingness to contribute to the co-curricular life of the College – all full-time staff are required to run a weekly club during lunchtime or after school.
- Demonstrable commitment to continuing professional development (CPD)
- Strong ICT skills and a willingness to enhance the teaching of Maths through the use of relevant Ed Tech.
- Outstanding planning and organisational skills, as a leading classroom practitioner
- Approachable and empathetic to the needs of others
- Enthusiasm and an ability to use own initiative
- Ability to prioritise and work flexibly as workloads require, and a willingness to take ownership of tasks
- Attention to detail and ability to actively question and clarify information
- A role model who demonstrates professionalism at all times
- A sense of humour and a positive ‘can do’ attitude

This is an exciting opportunity for the right candidate to join Queen’s College at a time of growth and development. This role is suitable for ECTs.

Terms and Conditions

- Permanent position
- Part-time (0.5 FTE), term time only
- Start date: September 2026
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Free lunch in the Dining Hall during term time
- Healthcare insurance (taxable benefit)
- Defined Contribution pension scheme (up to 22% employer contribution)
- Wellness Allowance
- Cycle to Work Scheme
- Employee Assistance Programme

Queen's College, London is committed to safeguarding and promoting the welfare of children; applicants must be willing to undergo the requisite pre-employment procedures, including checks with past employers and the Disclosure and Barring Service.

During the shortlisting process, Queen's College, London will consider carrying out an online search on shortlisted candidates as part of its due diligence.

This post is 'exempt' from the Rehabilitation of Offenders Act 1974; all shortlisted applicants will be required to declare:

- *All unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974*
- *All spent adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020*

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further guidance on disclosure can be found [HERE](#).

Queen's College, London recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome applications from people of all backgrounds.