



## **INFORMATION FOR APPLICANTS**

### **HEAD OF MATHS**

**MPS/UPS + TLR2d  
(Equivalent to £8,439 per annum)**



Dear Candidate



Welcome to All Saints Academy Dunstable.

As I enter into my tenth year as Principal I feel extremely proud to have worked with the local community in transforming this Academy. When I joined in 2015 the Academy was in a category of Serious Weaknesses, and although the improvement journey has not always been smooth, our most recent Ofsted in November 2024 has judged that Personal Development is **Outstanding**, and Behaviour, Sixth Form and Leadership are all **Good**. Historically exam results have been below national average however the recent upward trajectory fills us with confidence that the Quality of Education will soon also reach a good standard.

The following extract from our recent Ofsted report demonstrates how the Academy's strong Christian ethos is driving improvements:

*"Pupils enjoy attending All Saints Academy Dunstable. It provides an exceptional range of opportunities that raise pupils' aspirations, develop their character, and broaden their interests.*

*The school's ethos is at the heart of its exemplary approach to developing pupils' personal qualities and their sense of right and wrong. Pupils fully understand the importance of diversity and respect for all. They embody this in how they treat each other around school. Pupils look out for and help one another. This is because the school is exceptionally inclusive in its culture and approach to teaching difference. It ensures, for instance, that all pupils, including those who are disadvantaged, participate in the rich 'electives' offer, trips and visits."*

In December 2024 we had a SIAMS inspection which was again very positive about the work of the Academy and the following strengths were noted:

*"The school community greatly value the school's vision, with its focus on dignity and aspiration. It is an appropriate Christian response to the complex context of the school. Leaders work tirelessly to ensure that the school vision is made real through their strategic and day-to-day decisions. As a result, both adults and students flourish. The meticulous mapping of collective worship alongside the curriculum ensures that students' spiritual and character development are given priority. This enables them to develop as reflective and well-considered young people.*

*All Saints Academy is a community where adults and students treat each other with dignity and kindness. This means that students, particularly those who are vulnerable, have a fulfilling time at the school. Students know that their voices are heard by adults at the school. As a result, they grow into a quiet assurance, which enables them to discuss issues with dignity and good humour.”*

We now need to ensure that all areas of Academy life become Outstanding. We are highly ambitious for everyone and fundamentally believe students should not have ceilings placed on their ability. We welcome teachers and associate staff who believe in having the highest academic expectations for all our students.

If you feel you want to be part of our journey to be an outstanding academy and have a genuine desire to make a difference to children’s outcomes, then please apply for this post. We firmly believe that visiting a school is key to deciding whether you should apply for the role, so please wherever possible contact the school to make an appointment to look around.

I look forward to meeting you.

Yours sincerely

Liz Furber  
**Executive Principal**

## INFORMATION ABOUT THIS VACANCY

At All Saints Academy our vision is “Living Well Together with **Dignity, Faith and Hope**”. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures. Our vision translates into our everyday practice and our values are particularly relevant in ensuring all in our community are encouraged to strive for excellence.

We are seeking an experienced leader who can develop and embed a coherent, ambitious curriculum, ensuring that students not only achieve strong outcomes but also develop a genuine love of Maths. You will be an outstanding classroom practitioner and a leader who understands the power of great teaching, consistency and culture. You will have the ability to inspire and support staff, build trust and create a department where expectations are clear, practice is strong and professional learning is purposeful.

All Saints Academy is a fantastic school in which to work, with exemplary relationships at all levels. All staff and students are valued highly. We have a first class commitment to developing individuals and working with others to reach their full potential.

## ACADEMY FACILITIES









We are proud of our building and facilities. Our classrooms are bright, our corridors wide and spacious, and our learning environment is calm. You will see an abundance of colour, high ceilings and lots of natural light. All classrooms are equipped with an Interactive Whiteboard.

Across the Academy as a whole, the accommodation includes:

- Five Science labs
- Six Maths classrooms
- Five English classrooms and a Lecture Theatre
- Four Humanities classrooms
- Further rooms for the teaching of Business Studies and ICT
- A Modern Library with 30 computers
- A Modern Hall with tiered seating
- Specialist rooms for each of Art, Dance, Drama, Food, Media and Music and a Recording Studio
- An amazing Sports Hall and a Sports Exercise Room
- 3G All Weather Pitch and Multi Use Games Area
- The Inclusion Bungalow
- Management Suite
- Spacious staff room
- Separate Departmental staff workrooms

## BENEFITS

Benefits of working at the academy include:

 Training & support	 Generous pension schemes (TPS & LGPS)
 Free Car Parking	 Access to Occupational Health Services (where required)
 Free access to the gym	 Staff social committee
 Employee Assistance Programme	 Regular staff well-being initiatives



# JOB DESCRIPTION

## HEAD OF MATHS

The duties outlined in this job description are in addition to those covered by the latest *School Teachers' Pay and Conditions* document. They will be regularly reviewed with you to reflect or anticipate changes in the job, commensurate with salary and area of responsibility.

### Responsible to:

Assistant Principal

### Primary role:

In the first instance, to drive up standards within Maths: outcomes; teaching, learning and assessment; personal development, behaviour and welfare and leadership and management. Responsible for ensuring that each pupil is encouraged to develop his or her potential to the full.

<b>Core Purpose</b>	<ul style="list-style-type: none"> <li>To provide professional leadership, strategic direction and management of Maths within the Curriculum Area in order to secure high quality learning and teaching and improved achievement and attainment</li> <li>Supporting and challenging colleagues through line management, performance management, mentoring and coaching</li> <li>Building effective working relationships with Governors</li> </ul>
<b>Joint Responsibilities</b>	<ul style="list-style-type: none"> <li>Strategic direction and development of the Academy</li> <li>Taking a leading role in developing a learning culture, supporting access and progress of all students</li> <li>Anticipation, planning and making provision for future demands</li> <li>Taking a strategic role in raising achievement using assessment data</li> <li>Human resources and financial management</li> </ul>
<b>Other Responsibilities</b>	<ul style="list-style-type: none"> <li>Monitoring standards of achievement</li> <li>Ensuring the implementation of Academy policies</li> <li>Working closely in a coaching role with staff in terms of planning for and implementing improvement</li> <li>Taking a full active role in the Academy's Performance Management System</li> </ul>
<b>Strategic Direction</b>	<ul style="list-style-type: none"> <li>Securing high quality learning and teaching across the Academy where each individual makes progress</li> <li>Leading on the use of data analysis to improve learning, teaching and interventions</li> <li>Leading on and coordinating transition programmes and links, their organisation, development, delivery and evaluation</li> <li>Leading on the development of programmes for students within and outside the curriculum resulting in enhanced and extended experiences with opportunities, leading to improved achievement and attainment at all levels</li> <li>Leading on guidance and support for students in relation to pathways</li> </ul>

	<ul style="list-style-type: none"> <li>• Leading on research and development for teaching and learning</li> <li>• Monitoring the quality and evaluating the effectiveness of learning and teaching and the developmental approach to an agreed lesson observation cycle.</li> <li>• Developing styles of delivery for learning and teaching</li> <li>• Reporting regularly to the Director of Languages including regular reporting on the quality of teaching and learning in the Academy</li> <li>• Ensuring contributions to the VLE, website and newsletter</li> <li>• To provide strategic direction for the Maths CA, developing strong links leading to improved coherence in learning and teaching</li> <li>• To develop positive approaches to teaching and learning, between staff and students and between staff and parents/carers, so that students have every opportunity to become confident and positive learners, enthusiastic about their own progress and place in society</li> <li>• To lead in the sharing and embedding of good practice with a focus on learning and teaching.</li> <li>• To take a strategic lead in raising achievement and attainment across the CA</li> <li>• To line manage the TLR holders within the CA, leading by example to ensure improvements are made in relation to high expectations and raised aspirations of staff, students and parents/carers</li> <li>• To take the lead within the CA in supporting access and progress of all students using relevant data to inform planning and facilitate the raising of attainment</li> <li>• With the TLR holders, supervise and monitor the performance of all staff and students within the CA taking appropriate and interventional action where necessary</li> <li>• To organise regular meetings to ensure the CA keeps abreast of current educational developments and to monitor standards of achievement</li> <li>• To lead the lesson observation cycle in a developmental approach to improve the quality of learning and teaching within the CA, building on strengths and eradicating weaknesses</li> <li>• To participate in the appointment and induction of new staff within the CA and to encourage and take part in in-service training</li> <li>• To produce an action plan to take the CA forward, linking in with the SIP/ Subject Development Plans and Intervention Programmes</li> <li>• To regularly feed back to the SLT reporting on progress and accountability within the CA</li> <li>• To collaborate outside the immediate Academy environment with other institutions to share and lead in innovative developments</li> <li>• To play a full part in the development of the Academy, particularly in terms of raising achievement</li> <li>• To be creative in ensuring that attainment is good</li> <li>• To work with Sponsors, as appropriate, to promote the Academy's ethos and to raise achievement</li> </ul>
<p><b>Learning and teaching</b></p>	<ul style="list-style-type: none"> <li>• Develop, implement, monitor and review schemes of work regularly to ensure that they are up to date and consistent with the Academy and national strategies</li> <li>• Identifying and adopting the most effective teaching approaches for students at all key stages, specifically including disadvantaged students and students with SEND</li> <li>• Timely and effective interventions to support students at risk of under achievement across all groups and key stages</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop, implement, monitor and review the use of ICT within the CA and ensure that ICT resources are produced, used and developed</li> <li>• Work with the Senior Leadership Team to develop the Academy's VLE</li> <li>• Secure effective teaching in line with Academy policy</li> <li>• Establish Assessment for Learning and use of data within schemes of work</li> <li>• Monitor the academic progress of all students and classes in the CA – including those of high ability and those with SEN or linguistic needs, and liaise with the relevant line manager and person responsible for tracking student progress</li> <li>• Use data appropriately to raise attainment</li> <li>• Advise students on their progress and how to progress further</li> <li>• Identify, along with Achievement Leaders, TLR holders and other teachers, students who are underachieving and where necessary create and implement effective plans to support such students</li> <li>• Use every opportunity to create a positive, memorable learning environment</li> <li>• Create a programme of lesson observation for the purpose of sharing good practice and advising staff on the quality of their teaching</li> <li>• Ensure that appropriate standards of behaviour are established and maintained in lessons and the CA environment, taking appropriate action to achieve the Academy's goals</li> <li>• Ensure that the CA adheres to Academy policies in relation to homework, coursework and marking</li> <li>• Ensure that public exam and coursework arrangements are co-ordinated and that staff and students are supported</li> <li>• Be creative with student groupings, teachers and courses to ensure student outputs are maximised, particularly in Year 11</li> </ul>
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Give clear vision and direction</li> <li>• Set high professional standards and monitor the work of and between the teams within the CA</li> <li>• Ensure that policies for managing students are appropriate, rigorous and adhered to by all</li> <li>• Ensure that there are clear expectations of organisation, leadership and management</li> <li>• Conduct Performance Review for members of the CA in line with Academy policy</li> <li>• Together with TLR holders, be responsible for ensuring all members of the CA receive the support, information and professional development necessary to improve student progress</li> <li>• Establish clear expectations and positive working relationships among the team through mutual support and teamwork</li> <li>• Manage and develop effective working relationships with the Principal, Leadership Team, Achievement Teams and other staff at the Academy</li> <li>• Set agendas for Curriculum Area meetings and ensure minutes are circulated</li> <li>• Provide administrative returns as and when required by senior staff</li> <li>• Contribute to the agenda and minutes of strategic leadership meetings</li> <li>• Delegate tasks and devolve responsibilities as appropriate, evaluating practice and developing a shared sense of accountability</li> <li>• Promote and support Academy events and extracurricular activities among students</li> </ul>

	<ul style="list-style-type: none"> <li>• Play a major and creative part in intervention programmes where appropriate</li> </ul>
<b>Deployment of Staff and Resources</b>	<ul style="list-style-type: none"> <li>• Identify appropriate curriculum, staffing and physical resources including ICT and ensure that they are used effectively, efficiently and safely</li> <li>• Oversee the assessment, recording and reporting procedure for the curriculum</li> <li>• Ensure that appropriate CA records are maintained</li> <li>• Work with the Student Services Team to ensure that Individual Education Plans, behaviour contracts and Personal Support Programmes are implemented to match students' needs</li> <li>• Ensure that the Principal, Leadership Team and Governors are well informed about policies, plans, priorities and developments</li> <li>• Carry out professional development interviews with curriculum members to identify training needs</li> <li>• Ensure that trainee and newly qualified staff are appropriately trained, monitored and supported</li> </ul>

This job description is not exhaustive and the post-holder will be expected to undertake any other duties as reasonably requested by the Senior Leadership Team.

I confirm that I have read and I understand my new job description.

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 paragraphs.

The job description will be reviewed at least once a year and it may be subjected to modification or amendment at any time after consultation with the holder of the post.

.....	.....
<b>Post holder</b>	<b>Date</b>
.....	.....
<b>Line Manager</b>	<b>Date</b>
<b>Position</b> .....	

**Safeguarding**

Because of the nature of this job, it will be necessary for an enhanced criminal record disclosure and prohibition order check to be undertaken. Therefore, it is essential that any pending charges, convictions, bind-overs or cautions are disclosed. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (exemptions) (amendments) order 1986. Therefore, applicants are not allowed to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. And in the event of employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-overs or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Teachers and Associate Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

# PERSON SPECIFICATION

## HEAD OF MATHS

	<b>Essential</b>	<b>Desirable</b>
Qualifications	<ul style="list-style-type: none"> <li>• Degree or equivalent level in relevant subject</li> <li>• Recognised teaching qualification &amp; QTS – where overseas trained appropriate NARIC certificates equivalent to UK qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development</li> <li>• Willingness &amp; desire to undertake further professional development &amp; training</li> <li>• The ability to teach a second subject</li> </ul>
Teaching Experience	<ul style="list-style-type: none"> <li>• Evidence of successful teaching experience across the whole age &amp; ability range in the secondary sector</li> <li>• Teaching Experience in key stages 3 &amp; 4 (or equivalent)</li> <li>• Established as an effective teacher across the age and ability range</li> <li>• Evidence of consistently good teaching and learning</li> <li>• The ability to use ICT effectively to engage students</li> <li>• Good understanding of curriculum issues, policies &amp; practice</li> <li>• Involvement in leading curriculum development, planning &amp; evaluation</li> <li>• Able to engage with and command respect in working with colleagues at all levels</li> <li>• Clear understanding of the 14-19 agenda</li> <li>• An understanding of how to use assessment to inform planning for good teaching &amp; learning</li> <li>• The ability to differentiate materials to meet the needs of learners</li> <li>• Evidence of pastoral experience</li> <li>• An interest in the wider curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Successful teaching experience in an urban school</li> <li>• Experience of working with students with SEND and/or SEMH</li> <li>• Teaching experience in Key Stage 5 (or equivalent)</li> <li>• Evidence of outstanding teaching &amp; learning</li> <li>• Successful experience of role in wider school community (eg assemblies, presenting to parents)</li> <li>• Experience of being a form tutor</li> <li>• The ability to offer an extra-curricular activity</li> <li>• Willingness to work with parents &amp; the wider community</li> </ul>
Personal and Classroom Management	<ul style="list-style-type: none"> <li>• Ability to communicate effectively with a range of stakeholders</li> <li>• Ability to work to agreed deadlines</li> <li>• Ability to prioritise</li> <li>• Ability to demonstrate a range of teaching styles and to plan for individual needs</li> <li>• Ability to use ICT to promote learning and administration</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work with less experienced colleagues</li> </ul>

<p>Knowledge, Skills and Aptitudes</p>	<ul style="list-style-type: none"> <li>• Secure knowledge of the KS4 curriculum</li> <li>• Have a working knowledge of models &amp; theories of learning &amp; how these can be applied in the Academy's learning areas</li> <li>• An understanding of how student performance data can be managed to bring about improvement in standards</li> <li>• The ability to monitor &amp; evaluate performance with a view to identifying the need for change &amp; the ability to plan strategically &amp; analytically to bring it about</li> <li>• The ability to work closely with fellow professionals in bringing about improvement</li> <li>• Up-to-date knowledge of relevant legislation &amp; guidance in relation to working with, and the protection of, children &amp; young people</li> <li>• Excellent time management skills and the ability to meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of recent government initiatives in relation to education and potential impact on schools</li> <li>• Proven record as a teacher whose students reach high standards of learning and achievement</li> </ul>
<p>Personal Qualities</p>	<ul style="list-style-type: none"> <li>• A strong commitment to comprehensive education</li> <li>• Excellent communication skills</li> <li>• The proven ability to work in teams &amp; partnerships with staff &amp; students alike</li> <li>• The ability to operate effectively both as a team leader &amp; team member</li> <li>• Have high expectations of themselves &amp; others within the Academy Community</li> <li>• The ability to inspire the trust &amp; confidence of staff, students &amp; parents</li> <li>• Be pro-active to innovate</li> <li>• A willingness to learn &amp; develop new skills</li> <li>• A desire to make a difference to young people</li> <li>• A proven commitment to develop own professional learning</li> <li>• Displays commitment to the protection &amp; safeguarding of children &amp; young people</li> <li>• An excellent attendance record</li> <li>• Vision, energy &amp; resilience, &amp; a sense of humour</li> <li>• The ability to remain calm under pressure</li> <li>• The ability to prioritise</li> <li>• The ambition to continue to progress your career</li> </ul>	
<p>Leadership Qualities</p>	<ul style="list-style-type: none"> <li>• Evidence of good classroom management skills</li> <li>• Confident and emotional resilience to deal with challenging behaviour</li> <li>• Experience of working with middle management &amp; senior leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of middle management</li> <li>• Successful &amp; significant experience of leading a team of teachers and/or other staff</li> </ul>
<p>Other</p>	<ul style="list-style-type: none"> <li>• Understanding of appropriate and inappropriate physical intervention with students</li> </ul>	

	<ul style="list-style-type: none"> <li>• Commitment to the Academy's values and ethos</li> <li>• Commitment to inclusion</li> <li>• DBS check and if required a Certificate of Good Conduct</li> </ul>	
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## TIMELINE FOR RECRUITMENT PROCESS

**Closing date for applications** 14<sup>th</sup> May 2026 at 9.00am

**Interviews** w/c 18<sup>th</sup> May 2026

**Start Date** September 2026

## HOW TO APPLY

Please apply by completing the online application form via MyNewTerm. Please note we do not accept CVs or applications submitted through email. Applications will be shortlisted throughout the process and we may interview and close the advert early if we are in a position to recruit a suitable candidate. We therefore encourage interested candidates to apply early.

## REFERENCES & PRE-EMPLOYMENT CHECKS

We will seek references for candidates after the shortlisting process which may include approaching previous employers for information to verify particular experience or qualifications.

The first referee should normally be your present or most recent employer. If you are currently working in education this should be your Headteacher or equivalent person. Please ensure your referees are aware of your application as references will be obtained prior to interview where applicable.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- 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
- Attitudes to use of authority and maintaining discipline

In accordance with our statutory obligations under Keeping Children Safe in Education, we are required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we may want

to explore further with you. Further information on online searches can be found in paragraph 225 of Keeping Children Safe in Education.

### **CONDITIONAL OFFER – PRE-EMPLOYMENT CHECKS**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least 2 satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS with Children's Barred List Disclosure
- Section 128 check (where required)
- Prohibition Check
- Verification of professional status such as QTS Status, NPQH
- Completion of Employee Health Declaration
- Satisfactory completion of the 6-month probationary period
- Where the successful candidate has worked or been resident overseas in the previous 10 years, such checks and confirmations as may be required in accordance with statutory guidance