



Primary, Secondary & Sixth Form

'Washwood Heath Academy is an inclusive and nurturing place of learning... Pupils flourish and achieve strong outcomes' – Ofsted Report, May 2025

Mathematics Teacher



An Introduction to Washwood Heath Academy

Dear Candidate

I am delighted that you are considering applying for the position of teacher of Mathematics at Washwood Heath Academy. Washwood Heath Academy is a successful and popular All-through Academy with learners aged 4 – 18 years. It is a large academy with 1700 learners from a range of socio-economic and cultural backgrounds.



In May 2025, Washwood Heath Academy experienced its second Ofsted inspection as an All-through Academy and remained 'Good' in all categories.

Since I became Headteacher in 2019, we have had a relentless focus on curriculum and teaching and learning. To support this focus, we have a strong CPD programme in place. In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the

Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and work is still very developmental in Primary and Key Stage 5. In addition, we have embedded Direct Instruction into Key Stage 3 and we are keen to introduce it into the Primary phase as a catch-up strategy. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.

To support teaching, we have a whole Academy behaviour policy that teachers consistently use. This means that behaviour in lessons is good and low-level disruption is rare. We want our teachers to focus on their pedagogy and practice, not managing disruptive behaviour. Our behaviour policy also promotes diversity and inclusion, and we are proud to be an Academy that stands against bullying and discrimination. We are part of the Anti-Bullying Alliance and in November 2021 we were awarded the UNICEF Gold Rights Respecting Schools status, which was recently re-accredited in November 2025.



At Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for all of our children and we do this for each other as well. We are a caring and nurturing environment, which aims to develop all of our core HEARTS values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief. We go above and beyond to ensure that everybody within our Academy community feels respected, challenged, supported and safe. We believe in being: **Ready, Respectful and Safe** and we expect all visitors to our Academy to uphold our three rules.

We aim to equip our pupils with the right tools for them to achieve and we aim to provide them with the most effective environment that ignites curiosity and wonder throughout our pupils' journey with us. We have been developing the links between our Primary and Secondary phases, with a particular focus on utilising the expertise of subject specialists in Secondary and the extensive facilities in the Academy. Primary pupils have access to music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space – a real benefit to the all-through Academy.



We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely both emotionally and mentally. Together as one Academy, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly effective staff whose main aim is to ensure a continuing ethos of resilience and respect in learning.

Washwood Heath Academy really is '*a school for everyone*' and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.



Mathematics Faculty

The Mathematics Faculty plays a pivotal role in the success of Washwood Heath Academy, and it is very highly regarded by parents and pupils alike. Results are consistently good at both GCSE and A Level, but staff are not complacent and are consistently striving for further improvement. The Department's clear and aspirational vision underpins all the work that we do.

We want every student to reach a level of numeracy that allows them to follow the career or further education path of their choice when they leave us. We want them to reach a level of numeracy that enables them to realise their full potential and carry out day-to-day numerical tasks with ease.

Key Stage 3 Curriculum - The focus in Years 7-8 is on teaching pupils explicitly the core skills of numeracy, as well as application problem solving skills, through a broad and balanced curriculum which offers continuity and progression to pupils of all abilities.

Key Stage 4 Curriculum - Pupils at Washwood Heath study Edexcel GCSE Mathematics. The curriculum is structured to enable all pupils to aspire to the very best grades possible and to build on the skills learned at Key Stage 3.



Washwood Heath Curriculum

We are extremely proud of the ambitious, broad and balanced curriculum we offer to all of our learners. We are committed to providing children with the best life chances possible, irrespective of their background or starting point. We deliver a powerful knowledge-rich curriculum to our learners with the view to their development as global citizens able to make a positive contribution in the local and wider communities of the future.

You can find out more about Washwood Heath Academy at the website:
<https://washwood.academy/>

Job Description

Post Title	Mathematics Teacher
Purpose	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and knowledge-rich curriculum for students and to support a designated curriculum area as appropriate • To monitor and support the overall progress and development of students as a teacher and Form Tutor • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential • To contribute to raising standards of achievement and maximising student attainment • To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth <p>To be committed to the safeguarding of children</p>
Reporting to	Head of Faculty/Head of Department
Liaising with	Headteacher/Senior Leadership Team, teaching and support staff, Multi Academy colleagues, external agencies and parents.
MAIN (CORE) DUTIES	
Teaching:	<ul style="list-style-type: none"> • To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere. • To use teaching strategies which will stimulate learning appropriate to pupil needs and demands of the syllabus and curriculum. • To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils. • To ensure that ICT, Literacy and Oracy, Numeracy, cross-curricular aspects and school subject specialism(s) are reflected in the teaching/learning experience of pupils. • To undertake a designated programme of teaching • To ensure a high-quality learning experience for pupils which meets internal and external quality standards. • To prepare and update subject materials. • To maintain good order, discipline and respect for others; to promote understanding of the school's rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard health and safety and to develop relationships with and between pupils conducive to optimum learning. • To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written and verbal and diagnostic feedback to pupils of individual work and group work they have undertaken according to the Feedback policy.
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of pupils. • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty and Academy • To contribute to the Faculty/Department Improvement Plan and its implementation. • To contribute to the whole school's planning activities • To contribute to the faculty process of self-review and evaluation and Improvement Plan activities • To contribute to faculty and whole school enrichment opportunities • To contribute to faculty intervention and revision opportunities

Curriculum Provision and Development:	<ul style="list-style-type: none"> To support the Head of Department/ Head of Faculty in the development of the curriculum and ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
Staffing Staff Development: Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> To take part in the school's staff development and professional growth programmes by participating in arrangements for further training and professional development To continue personal development in the relevant areas including subject knowledge and teaching methods To engage actively in the Performance Appraisal Review process To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> To adhere to and to help to implement school quality procedures. To contribute to the process of monitoring and evaluation of the faculty in line with school procedures, including evaluation against quality standards and performance criteria. To implement modifications and improvement where required To review from time-to-time methods of teaching and programmes of work To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
Management Information:	<ul style="list-style-type: none"> To ensure all members of the team adhere to policies relating to teaching & learning. To maintain appropriate records and to provide relevant accurate and up-to-date information for the school's management information system. To complete the relevant documentation to assist in the tracking of pupils. To track the progress of your assigned pupils and use this information to inform your teaching and learning. To adhere to the academy's procedures for recording, monitoring analysing and acting upon a range of data to track pupil overall progress and achievement on a regular basis.
Communication:	<ul style="list-style-type: none"> To communicate effectively with the parents of pupils as appropriate Where appropriate, to communicate and co-operate with persons or bodies outside the school. To follow agreed policies for communications in the school Attend meetings according to the school's Directed Time policy.
Marketing and Liaison:	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with other schools in the Multi Academy Trust To contribute to the development of effective subject links with external agencies/schools.
Management of Resources:	<ul style="list-style-type: none"> To assist the Assistant Headteacher and Head of Faculty to identify resource needs and to contribute to the efficient and effective use of resources.
Pastoral System:	<ul style="list-style-type: none"> To be a Form Tutor to an assigned group of pupils To promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole To liaise with a Head of House and Guidance Manager to ensure the well-being and educational development of your assigned pupils. To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required. To contribute to the preparation of action plans, progress files, individual education plans, and other reports

	<ul style="list-style-type: none"> • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff. • To contribute to PSHE and Citizenship and Enterprise according to school procedures • To apply the behaviour management procedures so that effective learning can take place. • To support with the Whole School Reading and Literacy Programme
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Other Specific Duties:

- to play a full part in the life of the school community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and pupils to follow this example.
- to promote actively the school's policies
- to continue personal, professional development
- to actively engage in the school's self-review and evaluation processes
- to actively engage in the school's Appraisal of Performance processes
- to comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- to attend meetings as determined in the meetings policy and as directed by the Executive Principal
- to undertake any other duty as specified by School Teachers' Pay and Conditions Document, not mentioned in the above
- to comply with the school's procedures concerning safeguarding and to ensure that training is accessed.

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. Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to pupils.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

January 2026



PERSON SPECIFICATION

	Essential	Desirable	Method of Assessment
Knowledge/Qualifications			
Qualified Teacher Status	✓		Application
Degree in Mathematics or closely related subject.	✓		Application
A willingness to undertake further relevant training and to pass those skills on to other members of staff as appropriate	✓		Interview
Sound knowledge of the developments in the current curriculum for the subject	✓		Application/Interview
Good ICT skills	✓		Application/Interview
Experience			
Enthusiasm and passion for teaching	✓		Application/Interview
Excellence as a classroom practitioner	✓		Application/Interview
Imagination and creativity in the classroom	✓		Application/Interview
Experience in writing schemes of learning	✓		Application/Interview
A commitment to the extra-curricular life of the Academy	✓		Application/Interview
A commitment to safeguarding and promoting the welfare of children and young people	✓		Application/Interview
A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning	✓		Application/Interview
A commitment to the Academy's Strategic Purpose, Commitment and Intent	✓		Application/Interview
Personal Skills			
An effective team member	✓		Application/Interview
Ability to work under pressure	✓		Application/Interview
Excellent communication skills	✓		Application/Interview
Able to motivate and inspire students	✓		Application/Interview
An excellent teacher with enthusiasm and a commitment to education and developing young people	✓		Application/Interview
Able to develop good personal relationships with students and adults	✓		Application/Interview
Approachable and willing to help students both in and outside of lessons	✓		Application/Interview
Ability to initiate ideas		✓	
Ability to set own targets and meet own and other people's deadlines	✓		Application/Interview
Equal Opportunities			
Must have an understanding of and commitment to the Trust's equal opportunities policies and procedures	✓		Application/Interview
To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting	✓		Application/Interview





