



Appointment of
Teacher of Maths

For September 2026

INFORMATION FOR POTENTIAL APPLICANTS

Letter from Chair of Governors

Dear potential applicant

Thank you for your interest in the Maths Teacher position at Kingsmeadow Community School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward to achieve its ambition of becoming an outstanding school and provide a 'World Class' education for its students. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and has an excellent track record in narrowing the achievement gap between PP and other students.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.

Yours sincerely,

Sarah Diggle
Chair of Governors

Dear Candidate

Teachers of Maths

At the heart of Kingsmeadow lies a highly aspirational academic curriculum of which we are fiercely proud. This academic curriculum is supported by a generous and well-planned Character Curriculum which runs through years 7 to 13. Our status as the last maintained secondary school in Gateshead means that we are not bound by the rules of a larger trust or academy chain. Every decision we make is closely tailored to the needs of our students, their families and the local community.

Staff at Kingsmeadow Community School have unerringly high expectations for all. Through developing their understanding of learning, and working in partnership with home, we seek to instil these high expectations into our students. Using our core values of Integrity, Resilience and Respect, we equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future.

The successful candidate will join an experienced maths department which is still in the process of developing the mastery curriculum at KS3, and then in future follow on into KS4. With more of our students choosing to study maths further in our sixth form it would be advantageous for the successful candidate to have the ability to teach KS5 maths courses.

The successful candidates will:

- Enjoy being a collegiate and positive member of a professional team
- Understand the need to relentlessly improve academic standards for all students in order to open up doors of opportunity for their future
- Firmly believe in developing the character of students
- Contribute to the community ethos of Kingsmeadow Community School, building positive and respectful relationships with students, parents, staff and all stakeholders
- Have high expectations of students, and of self as a positive role model

If you require any further information prior to making an application, please contact the Office Manager; Michelle Lane at mlane@kingsmeadow.org.uk or on 0191 4606004 ext 222. School visits are encouraged.

I look forward to receiving your application. Further information about our school can be found on our website.

Yours faithfully

Mark Barrett
Head Teacher

THE POST:

- **Teacher of Maths. (MPS/UPS). Full time Permanent.**

PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete an application form through MyNewTerm. Please ensure that you refer to the person specification when completing your personal statement.

The link to the application form and relevant documents can be found on the school's website under Staff Vacancies. We will only accept applications via MyNewTerm. CV's or other application formats will not be accepted.

Applications should be completed and submitted by noon on Wednesday 4th March 2026.

Interviews will take place on Monday 9 March 2026. If you have not heard from us by this time you must assume that your application has been unsuccessful on this occasion, in which case the Governors and I would like to thank you for your time and your interest in the school. We do not offer feedback on unsuccessful applications.



ABOUT KINGSMEADOW SCHOOL

Any welcome that I give here in writing cannot do justice to the welcoming atmosphere that is felt on entering Kingsmeadow Community School. We are a community school in every sense of the word. At Kingsmeadow you will find an ambitious, dedicated and caring staff body working with students who have a real desire to work hard and succeed.

At the heart of Kingsmeadow School lies a highly aspirational, academic curriculum of which we are fiercely proud. All students have the opportunity to access the EBACC and around 90% do so. Our sixth form offer is made up of exclusively level 3 courses. We do not limit our expectations of our students and, in doing so, we find that they strive to step up and meet those expectations. Aspiration is the key to success.

The students who attend Kingsmeadow School come from an increasingly diverse community. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future. Our strong academic curriculum is supported by a generous Character Curriculum which runs through years 7 to 13. This is delivered through our daily Thrive sessions, which account for two hours of curriculum time per week. These sessions incorporate much of the PSHE, RSE, SMSC and British Values education, as well as our own Character Curriculum. This was all highly commended in our September 2021 Ofsted visit and has moved from strength to strength since then.

As a Google Reference school we use the Google suite across the school. Teachers and students are well versed in using Google Classroom for classwork and homework. Students have good access to technology, with over 400 Chromebooks plus desktops available in school.

Kingsmeadow Community School has undergone significant improvement over the past year, and will continue to do so into the future. A new pastoral structure offers unparalleled support to our students and creates an atmosphere within school where teachers are not distracted by poor behaviours, but are allowed to teach. Academically, we have classroom expectations which ensure consistency of practice without stifling the creativity of great teachers. This can be seen through our 2024-25 results, which were among the highest that the school has ever seen. Moving forward, we have four whole-school priority areas which we are addressing this year: literacy and oracy; maximising the impact of time spent in the classroom; embedding inclusive practice; praise Culture (students and staff)

I am looking to appoint the right person who can work with me and the senior leadership team in continuing to deliver the improvements that the students and community of Kingsmeadow Community School deserves.

Mark Barrett
Head Teacher

DEPARTMENT INFORMATION

Here at Kingsmeadow we aim to ensure that students are confident, enthusiastic mathematicians equipped with the skills to enjoy the challenges and beauty of mathematics.

The maths department consists of eight full time specialists. All maths classrooms are furnished to a high specification equipped with interactive whiteboards and access to two banks of Chromebooks, contributing on a day to day basis to the digital awareness, experience and skills of our students.

The Mathematics department work together as a supportive team, using a variety of approaches to ensure that the subject is taught in a lively and interesting way. Students are placed in classes according to ability across all year groups. At KS3 students follow a mastery curriculum ensuring all students “master” the basic mathematical skills to tackle the ever-demanding GCSE curriculum. At KS4 students follow the Edexcel Linear Mathematics Syllabus. We also have an increasing number of students who stay with us in KS5 to follow A level maths, Further maths and Core maths.

You will be joining the maths team at a really exciting and challenging time with the progress of every student being at the heart of what we do.

Mrs Caroline Fenwick

Head of Maths

LEADERSHIP STRUCTURE

Headteacher

Mr M. Barrett

Deputy Headteachers

Mrs A Douglas - Teaching & Learning

Mr S Ferguson - Inclusion

Business Manager

Miss C. Bulman

Assistant Headteachers

Mr G. Dunlop - Basket 3 Support and Careers

Mrs M. Langley - Personal Development, Communications and Wellbeing

Mrs A Lowery - Safeguarding and Behaviour

Mr A. Milton - EBacc Support and Sixth Form

Job Profile		
Job Title	Reports to	Department
Teacher of Maths	Head of Department	Maths
Salary Grade	Hours	Line Management Responsibilities
MPS/UPS	Full Time	No
Summary of Role		
Key Responsibilities		
1. Set high expectations which inspire, motivate and challenge students.		
<ul style="list-style-type: none"> Establish a safe and stimulating environment for students, rooted in mutual respect Set goals that stretch and challenge students of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of students. 		
2. Promote good progress and outcomes by students		
<ul style="list-style-type: none"> Be accountable for students' attainment, progress and outcomes Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these Guide students to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how students learn and how this impacts on teaching Encourage students to take a responsible and conscientious attitude to their own work and study 		
3. Demonstrate good subject and curriculum knowledge		
<ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject. 		

- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

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

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy Associate Staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

In addition Post threshold teachers

1. Set high expectations which inspire, motivate and challenge students

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

2. Promote good progress and outcomes by students

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3. Demonstrate good subject and curriculum knowledge

- Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

4. Plan and teach well-structured lessons

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

5. Make accurate and productive use of assessment

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

6. Fulfil wider professional responsibilities

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

TEACHER OF MATHS

AF – Application Form

SP – Selection Process

Ref – Reference

Specification	Essential/Desirable	Method of Assessment
QUALIFICATIONS & TRAINING		
• Degree or equivalent	Essential	AF
• Qualified Teacher Status	Essential	AF
• Evidence of continuing professional development	Desirable	AF
PROFESSIONAL EXPERIENCE		
• Outstanding Teacher	Desirable	AF, SP & Ref
SKILLS, KNOWLEDGE & ATTRIBUTES		
• Well organised	Essential	AF, SP & Ref
• Ability to meet deadlines	Essential	AF & SP
• Excellent classroom practitioner	Essential	AF, SP & Ref
• A commitment to teaching students of all abilities	Essential	AF & SP
• Specialist knowledge of, and ability to teach, the Maths curriculum at KS3, KS4 and KS5	Essential	AF & SP
• Ability to use IT effectively to enhance teaching, learning and planning	Essential	AF & SP
• Knowledge of the Google suite of apps	Desirable	AF & SP
PERSONAL QUALITIES		
• Enthusiasm, drive and love for the job	Essential	SP & Ref

• Clear vision and innovative approach	Essential	SP & Ref
• Passion for ensuring all aspects of school life demonstrate integrity and respect	Essential	SP & Ref
• Excellent communication skills	Essential	SP & Ref
• Ability to organise, plan and prioritise time effectively	Essential	SP & Ref
• Ability to act decisively	Essential	SP & Ref
• Excellent attendance and punctuality	Essential	Ref