



Vyners School

Teacher of Maths

September 2026

February 2026



Dear Applicant

Thank you for your interest in the post of teacher of mathematics at Vyners School, an exciting, dynamic and fulfilling place to work. The school is seeking to appoint a teacher with a passion for the subject, a love of the learning process and a desire to make a real difference to the lives of the young people at Vyners. The school wants a teacher with energy, enthusiasm and character to enthuse students and work within an exciting department. A TLR will be available for the right candidate and we offer three weeks' work in July as an induction for ECTs.

This recruitment pack, which includes a job description and person specification, will give you an idea of the vacancy. The school wishes to appoint someone who is looking to make a valuable contribution to the mathematics department and the wider school. The ability to teach GCSE is essential and A-Level is desirable. The most important thing, however, is that the best candidate is appointed.

The school has a very strong team of staff and I am excited at the prospect of strengthening it further through this appointment. Our aim is simple: *'we want to be a great school in every sense of the word and we want to be confident that, hand on heart, our students have access to the best education possible.'*

Before you apply for this post please read the guidance carefully. You will find information on how to apply, together with the key dates in the selection process. Please ensure you respond in accordance with the instructions since the process has been designed to collate and assess the information in such a manner as to make a review of candidates' submissions fair and manageable. Your supporting letter should not exceed two sides of A4 paper and should focus on your own educational philosophy, the skills you have developed, your experience as a teacher and what you can offer to Vyners to support us on our continuing journey as an outstanding school.

The current closing date for this appointment is Monday 16 March 2026. We believe Vyners is a great place to work. Please come and visit us at any time and see for yourself. I hope you will decide to apply for a job here and, together with the Governors, staff and students at Vyners School, I look forward to hearing from you soon.

Yours faithfully

Gary Mullings
Headteacher

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About Vyners school

Vyners is a well-established and heavily over-subscribed school with a reputation for high standards of behaviour and attainment. Our core values of Community, Aspiration, Respect and Endeavour underpin everything we do, as does our absolute commitment to ensuring our students have access to the best education possible.

The school was built in 1959 as a four form entry mixed grammar school. In 1977 it became comprehensive and expanded to five forms of entry and in 1996 expanded again to take six forms of entry. In 1991 the school became grant maintained and in 1999 a Foundation School. Specialist College Status in **Mathematics and Computing** was obtained from September 2003. The school converted to academy status on 1 November 2011. Since 2018 the school has been part of the **Vanguard Learning Trust** which also includes one other secondary school and three local primary schools. The school has eight forms of entry; the current school roll is **1540 with 329 in the Sixth Form**.

The school has some impressive facilities; a large sports hall, extensive ICT facilities and specialist teaching areas. Classrooms are equipped with interactive whiteboard technology and the school network is constantly upgraded. Over £1,000,000 has been invested improving the learning environment over the past few years and we have exciting plans for the future, which include extending a provision for students in the sixth form.

Vyners was inspected in May 2019 under the full inspection framework and was designated an **Outstanding** school. The school was re-inspected in March 2025 under the ungraded inspection framework, during which inspectors judged that *'the school had taken effective action to maintain the standards identified in the previous inspection'*. The school continues to achieve excellent examination results. In 2025 our headline 'figure' at GCSE level for English and Maths was 81%. The school is also very proud of the A-level results with over a quarter of all grades achieved at A* - A and 57% A* - B grades. We firmly believe that we can build on this success again this year.

Location

The school is situated close to the 'village' of Ickenham in a very pleasant residential area on the edge of the green belt. Although only approximately thirty minutes from the centre of London by underground, access to the countryside is equally quick via the M40, M25 or M4. The school itself is well situated on a residential road, surrounded by many mature trees, which provides a pleasant atmosphere for both work and leisure.

Teaching and learning

The current aspirations for the school are challenging and motivating as it remains 'Outstanding' in each category. The curriculum continues to develop to meet the needs of the learners and to improve the skills of our staff to deliver this curriculum. To support this work, the whole school community is committed to developing teaching strategies and understanding better how students learn. Effective learning cannot be left to chance; how students learn needs to be refined and approaches changed in order to make real and lasting improvements. Recognising the need to prepare students for the future, extensive use is made of new technologies to develop more independent learners. Google classroom is embedded in the school as a tool to support learning. The key focus is exceptional teaching, which promotes engagement with the processes of explanation, practising and testing to enhance learning.

Developing and training middle leaders in the effective use of data and helping them to develop a range of different teaching strategies within their teams have been priorities. Each year we deliver significant staff development, including our annual two day staff conference in November, which has a focus on developing specific aspects of teaching and learning.

The staff

Staff morale at Vyners is high, supported by a positive working environment and evidenced through staff surveys. The school puts a great deal of time and resources into training and developing its staff. Appraisal is focused on school improvement, professional development and well-being. Staff meetings encourage high levels of discussion and feedback and some staff are involved in our Teaching and Learning bursaries to develop and recommend major changes to whole school policy. Professional development is run every Tuesday after school, and a 'Teaching and Learning Community' meets on Wednesday mornings to develop knowledge and understanding of pedagogy and share good practice. Many staff give freely of their time to run numerous lunchtime and after school activities.

The students

Central to everything which happens at Vyners are the students. Staff seek to ensure that every young person feels valued and listened to. Relationships between staff and students at Vyners are excellent; students appreciate the fact that they are encouraged to express and discuss their views. The student council plays an important role in the development of policy at Vyners. Students take part in the development of the school vision and values and all applicants for teaching posts are interviewed by a student panel.

About Vanguard Learning Trust

Vanguard Learning Trust is a cross-phase Trust in the London Borough of Hillingdon. Vanguard Learning Trust was established in February 2015 when Ryefield Primary School and Vyners School formed the multi-academy trust. In September 2018, Ruislip High School joined the Trust followed by Hermitage Primary School and Field End Junior School in September 2021.

School information about the other schools in Vanguard Learning Trust

Field End Junior School

Field End Junior School is truly a community school and has been part of the Ruislip landscape for over 70 years. It is a four-form entry junior school, sharing the same site as the infant school. It is a genuinely happy and exciting place to be; the school's community plays an important role in shaping young people into the adults they become when they go out into the world. Staff strive to do all they can to help each child reach their potential. Staff believe that school days should be filled, not only with learning but with fun, friendship and memories to last a lifetime.

Ruislip High School

Ruislip High School opened its doors to its first cohort of Year 7 in September 2006. It is a mixed, comprehensive secondary school situated in South Ruislip. Ruislip High School has evolved into a school of choice in the local area with circa 1100 pupils. The school has been designated outstanding in its Ofsted inspections in 2007, 2011 and most recently December 2023. Ruislip High School's logo symbolises the school's motto -from grass roots, to reaching for the sky- which represents high aspirations and pupils' journey as they progress through the school.

Ryefield Primary School

Ryefield was established in 1960 and as a school community it strives for excellence. Ryefield is an excellent school where its children love learning and achieve the highest standards possible in a thriving multicultural learning environment. Above all Ryefield strives to touch the lives of all its children to ensure they grow up to be reflective, self-aware, and resourceful; they are at peace with themselves; empathetic towards others and confident young people.

Hermitage Primary School

Hermitage Primary School is located near Uxbridge town centre with excellent premises including breakout areas, use of the MUGA, a large multi-purpose field, a well-stocked library and bright and spacious facilities. Students are encouraged to embrace their individuality and find their place in the school, the community and beyond. Hermitage is proud of the excellent standards of behaviour and staff and pupil wellbeing is of paramount importance to the Hermitage family.

About the Maths Department

The Curriculum

Vyners school ensures being at the forefront in educational developments and have well established schemes of learning across all key stages. These are constantly reviewed in light of changing specifications, in particular with the new GCSE.

Vyners school is committed to the current practice of setting students by their mathematical attainment from the moment they arrive at Vyners. The most able students in the sixth form have the opportunity to study the Further Mathematics A-Level whilst the top sets in KS4 have the opportunity to take the AQA Certificate in Further Mathematics. Also offered, is the Entry Level Certificate in Mathematics as a support for some students in year 10 and 11.

The Mathematics teachers demonstrate a high level of commitment to students' progress, evidenced especially by the additional hours invested in top-up teaching and support. The team strives to work together as an enthusiastic and effective team with an appropriate blend of serious endeavour and an all-important sense of humour! The department is constantly looking for ways to further improve the achievement of all students. New and inspirational ideas from all our team members are valued, regardless of how many years they have been teaching and actively encourage the sharing of good practice across all key stages.

2025 saw another set of excellent GCSE results with 86% of students achieving grades 9 – 4 and 36% achieving grade 9-7. In 2025, 48% of our A-level Mathematics students achieved an A* - A grade, with 90% achieving an A* - C grade. The number of students choosing to continue with Mathematics in the sixth form is high with 55 students currently in Y12, 16 of whom are also taking further mathematics.

Currently, the details for courses offered are:

| Course | Board |
|---|---------|
| GCSE Higher/Foundation Mathematics 8300 | AQA |
| Level 2 Certificate in Further Mathematics 8365 | AQA |
| Entry Level Certificate in Mathematics 5930 | AQA |
| A-Level Mathematics 9MA0 | Edexcel |
| A-Level Further Mathematics 9FM0 | Edexcel |
| Level 3 Mathematical Studies 1350 | AQA |

Staffing

The department currently consists of a subject leader, one deputy subject leaders, two assistant subject leaders and nine other specialist teachers, including a lead practitioner. The Mathematics department comprises an excellent team of graduates which includes a number of A Level specialists. Staff are expected to aspire to teach to the highest level they feel confident to manage, so that everyone has realistic opportunities to broaden their career portfolio.

Facilities

The department has a suite of twelve teaching rooms. Every room has an interactive SMART board, and the school has chromebooks available for use. A good range of teaching resources are available including in-house material, practical equipment and ICT based tasks and teaching aids. Whilst certain textbooks are designated to certain groups the philosophy within the department has always been to allow the schemes of work to dictate the resources used rather than the reverse situation.

Other information

The department regularly organises trips, such as to Maths Inspiration and students are encouraged to take part in the annual Year 7 Hillingdon Maths Challenge.

Participation in the UKMT Maths Challenges (including team challenges) at Junior, Intermediate and Senior level.

All students are encouraged to take part in a range of opportunities from the AMSP, such as data science programmes and STEP tuition support.

Job Description

JOB TITLE: Teacher of Mathematics
REPORTS TO: Subject Leader, Mathematics
SALARY: MPS/UPS plus Outer London Allowance
DATE: September 2026

Purpose of the job

- To teach Maths and help with the promotion of the subject throughout the school
- The post-holder will teach Maths at Key Stage 3 and 4, and Key Stage 5 if appropriate
- The post-holder will advise and assist with the development of the Maths curriculum

Duties

In accordance with the Education (School Teachers Pay and Conditions of Employment) Order, the duties as set out in the Conditions of Employment of School Teachers under Section 3.

Key responsibilities

General Teaching

1. To be part of the team of teachers in the Maths faculty
2. To develop innovative, traditional and non-traditional approaches to the Design and Technology curriculum in order to ensure appropriate access and achievement for all students
3. To assist in the development and deployment of resources as appropriate
4. To co-operate with procedures to monitor the quality of teaching and learning outcomes throughout the subject area
5. To have high expectations of all students based on relevant data
6. To teach using a variety of delivery methods which will stimulate learning, meeting the demands of the curriculum and the needs of the students
7. To assess, record and report on the attainment, attendance and progress of students keeping such records as are required
8. To prepare and update subject materials, including schemes of work
9. To maintain discipline in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour and standards of work
10. To assess students' work in line with school policies and procedures referring to student performance targets
11. To ensure that literacy and numeracy and oral communication are reflected in the teaching/learning experience of students

Curriculum Provision and Development

1. To assist in the organisation of student grouping within the subject area
2. To assist the subject leader in the development of appropriate specifications, resources, schemes of work and teaching strategies
3. To contribute to the development and implementation of the subject's strategic development plan
4. To plan and prepare courses and lessons
5. To attend and contribute to subject meetings
6. Develop and oversee extra-curricular activities

Monitoring and Evaluation

1. To use data, both externally and internally produced, to assess student performance and to develop appropriate courses of action
2. To review on a regular basis methods of learning and teaching
3. To produce interim and annual reports for all students taught in line with the school's assessment and reporting policy

Pastoral

1. To be a form tutor to an assigned group of students
2. To liaise with the head of year in implementing the school's pastoral policies
3. To register students and accompany them to assemblies
4. To enable, encourage and support a tutor group's participation in the student council
5. To notify the designated safeguarding lead immediately about any concerns relating to a student
6. To evaluate monitor and report on the progress of each student
7. To communicate with parents/guardians as appropriate
8. To teach the tutors programme appropriate to the year group
9. To attend tutor meetings as arranged by the head of year.

General Responsibilities

1. To participate in the school's staff development (CPD) programme
2. To continue personal development in relevant areas especially subject knowledge and teaching methods
3. To engage actively with the school's performance management and CPD programme
4. To ensure where appropriate, the effective deployment of classroom support
5. To work as a member of a team, positively contributing to effective working relations within the school
6. To communicate, where necessary with parents and external agencies, following school policies
7. To attend open evenings, parents' evenings and other whole-school events
8. To attend Monday afternoon staff briefings
9. To take part in the arrangements for performance management

10. To undertake duties as detailed in the rota, timetables and key dates publication
11. To undertake any other duties as the headteacher or senior leadership team may reasonably require
12. To adhere to the expectations laid out in the Staff Code of Conduct

Health and Safety

1. To be familiar with the school's policies that refer specifically to health and safety regulations and implement it as applicable within the department
2. To ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and updated where necessary.
3. To have regard to health and safety across the school in all aspects of work, in line with the school's policies and keep up to date with all relevant policies and risk assessments

Other duties and responsibilities

Any other duties commensurate with the general level of responsibility of the post that the headteacher may from time to time ask the post-holder to perform.

These duties may be modified by the headteacher, with agreement, to reflect or anticipate changes in the job.

Vyners School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Signed: _____ Post-holder Dated: _____

Signed: _____ Line Manager Dated: _____

The job description is formally reviewed annually and therefore may be revised in line with the level of responsibility.

Person Specification for Teacher

| Qualifications: | Essential | Desirable | A | I | R |
|--|-----------|-----------|---|---|---|
| 1. Qualified teacher status | ✓ | | ✓ | | |
| 2. Degree or equivalent | ✓ | | ✓ | | |
| 3. A higher Degree | | ✓ | ✓ | | |
| 4. Experience in more than one school (or experience of different school contexts whilst training) | | ✓ | ✓ | | |
| 5. Evidence of further professional development in subject area | ✓ | | ✓ | | |
| 6. Evidence of other further professional development | | ✓ | ✓ | | |

| Professional knowledge and understanding, skills and attributes: | Essential | Desirable | A | I | R |
|---|-----------|-----------|---|---|---|
| 7. An understanding of the characteristics of an effective school | | ✓ | ✓ | ✓ | |
| 8. Specific evidence of successful classroom teaching | ✓ | | ✓ | ✓ | ✓ |
| 9. A commitment and thorough understanding of how his/her subject specialism should be taught and an understanding of the National Curriculum - content and assessment | ✓ | | | ✓ | |
| 10. The ability to achieve challenging professional targets/objectives. The ability to develop and implement policy and practice which reflects the school's commitment to high achievement | ✓ | | ✓ | ✓ | ✓ |
| 11. The ability to analyse, understand and interpret data and information | ✓ | | | ✓ | |
| 12. The ability to judge when to make a decision, when to consult and when to defer to a senior member of staff | ✓ | | | ✓ | ✓ |
| 13. The ability to promote the ethos, aims and objectives of the school to the wider community | ✓ | | | ✓ | ✓ |
| 14. The ability to prioritise own time, work under pressure and meet deadlines with a sense of balance and perspective | ✓ | | | ✓ | ✓ |
| 15. The ability to use ICT to enhance and support teaching, learning and management | ✓ | | | ✓ | |
| 16. Evidence of involvement and understanding of pastoral needs of students | ✓ | | ✓ | ✓ | |
| 17. Evidence of working in a range of different school contexts | | ✓ | ✓ | ✓ | |

| Personal skills and attributes: | Essential | Desirable | A | I | R |
|--|-----------|-----------|---|---|---|
| 18. Decision-making skills - the ability to investigate, solve problems and make decisions | ✓ | | | ✓ | |
| 19. Communication skills (both orally and in writing) – the ability to make points clearly and understand the views of others | ✓ | | ✓ | ✓ | |
| 20. Ability to develop new ideas | ✓ | | | ✓ | |
| 21. Personal impact and presence | ✓ | | | ✓ | ✓ |
| 22. Energy, determination and perseverance | ✓ | | | | ✓ |
| 23. Self-confidence, enthusiasm and commitment | ✓ | | | ✓ | |
| 24. Reliability and integrity | ✓ | | | ✓ | ✓ |

Note - The duties required of all teachers under Pay and Conditions legislation are a necessary part of this job description. This job description is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

Bold statements are the main criteria used for shortlisting. Non-bold statements are subsidiary criteria used for further refining the shortlist.

A = Application I = Interview R = Reference

How to apply

Application process

In addition to this candidate pack, the school's website www.vynersschool.org.uk will provide prospective applicants with all relevant information and publications.

In compliance with safer recruitment guidelines, CVs will not be accepted.

All applications should be made via MyNewTerm. (Please follow this link).

**Please direct any queries to Frances Webb, via email to: recruitment@vynersschool.org.uk.
Tel: 01895 200853**

Please be aware that all applications will be considered upon receipt.

The closing date for application is 9.00am on Monday 16 March 2026 and interviews will take place during late March.

Please note, parking is not available on the school site but advice will be given regarding where parking is available locally if you are shortlisted for an interview.

Selection process

Full details will be provided to all candidates selected for the interview process and will consist of a lesson observation and panel interview.