

# Your Journey with UKAT

Unique People, Shared Vision

## Deputy Subject Leader for Maths



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# WELCOME TO UKAT



The University of Kent Academies Trust (UKAT) is an established multi academy trust (MAT) that has two secondary academies, Chatham Grammar and Brompton Academy. Chatham Grammar is a selective year 11 – 19 girls academy and Brompton Academy is a year 11 - 19 mixed comprehensive. In addition to the two secondary schools, UKAT offers a unique educational provision called the UKAT Sixth Form which is shared across the two academies.

The Trust works creatively and collaboratively across all learning platforms, driving a distinct culture and ethos that encourages growth and performance in a dynamic and equitable way for all students and the wider community.

UKAT offers all students a unique educational experience where students feel inspired, enthused, encouraged, supported and nurtured to reach above and beyond their learning milestones.

We are ambitious and courageous, as we want young people to aspire to reach their goals and aspirations beyond any limitations they might perceive to exist

# WHO ARE WE

## UKAT's journey so far

2017	UKAT established, building on the strong foundations of our partnership with the University of Kent
2018-2023	Growth across our schools, embedding high standards and inclusive practice
February 2024	Allan Osborne joins UKAT as Chief Executive Officer, bringing renewed vision and leadership
November 2024	All UKAT academies are graded as Good schools by Ofsted, recognising high quality of education.
September 2025	UKAT 30, our refreshed Vision and Values framework is launched, setting the course for the next decade.
Future	Continued growth and innovation, strengthening our inclusive, high-quality education offer across all schools.

## UKAT's values & Mission



**UKAT enriches its communities through an empowering, inclusive, and inspirational educational vision.**

# WHY JOIN UKAT?



**Emma Mundy**  
Deputy Subject Leader

I enjoy the fact that the trust is relatively small in number of schools, and I enjoy that the working relationship with Brompton Academy is mutually beneficial. I also like the link to the University of Kent, with it being able to provide opportunities for students in gaining higher education experience.

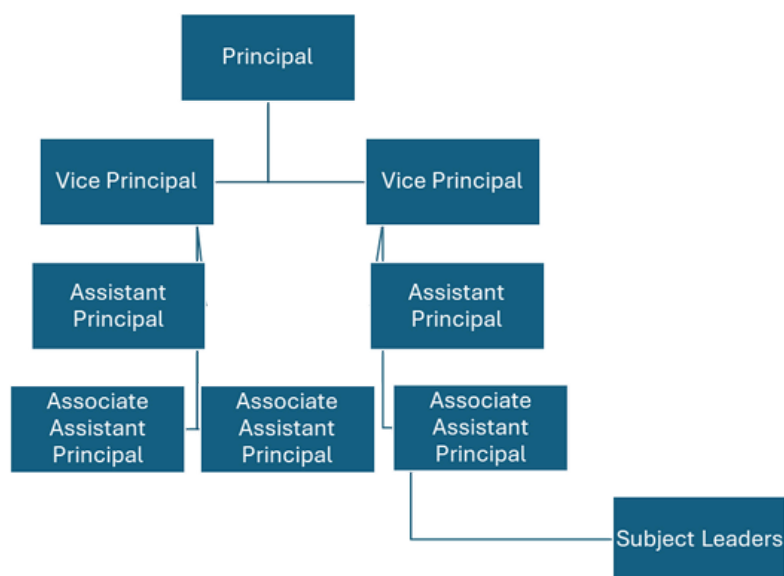
I appreciate the challenges that come with my role at UKAT, as they push me to grow professionally and develop new skills. I enjoy problem-solving and finding effective solutions, which keeps my work engaging and rewarding.



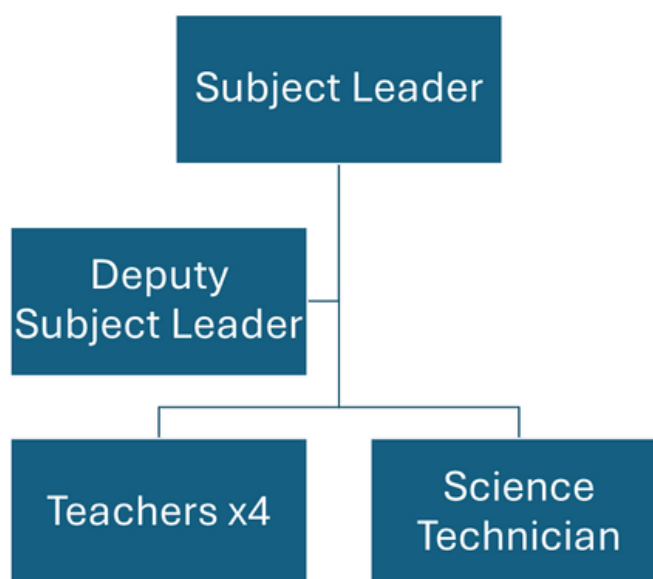
**Penny Walshe**  
HR Manager

# LIFE AT UKAT

## Chatham Grammar Strategic Leadership Team



## Chatham Grammar Science Department Structure





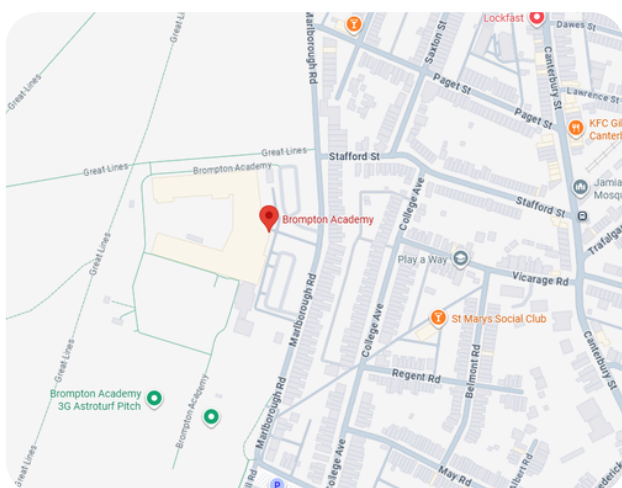
# OUR COMMUNITY



## Brompton Academy

At Brompton Academy, we are proud to be a highly oversubscribed secondary school at the heart of the Medway community, dedicated to “Transforming Lives Through Learning.” Guided by our REACH values — Resilience, Equality, Aspiration, Community and Happiness.

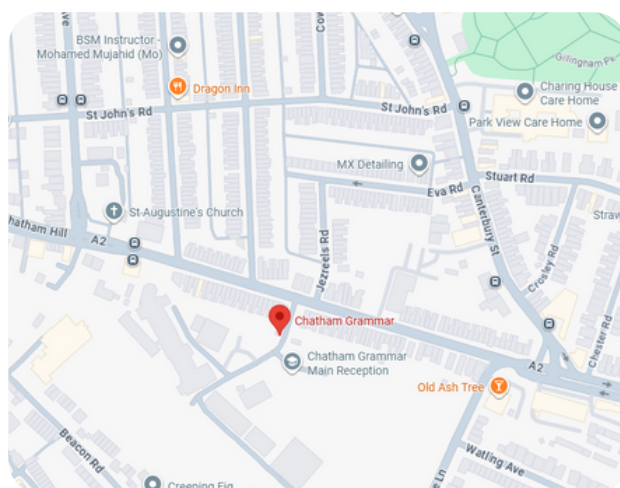
We foster a caring, supportive, and aspirational environment where students are encouraged to excel both academically and personally. With high expectations, a broad and balanced knowledge-rich curriculum, innovative use of technology, and an extensive careers and extra-curricular programme, we equip our students with the skills, confidence, and sense of belonging they need to thrive in today's world and succeed in tomorrow's.



## Chatham Grammar

Chatham Grammar (CG) is a selective 11–19 girls' academy, with a mixed sixth form, sponsored by the University of Kent. From September 2026, CG will begin its transition to a fully co-educational academy by welcoming boys into Year 7.

Driven by Ambition, CG is committed to inspiring every student to achieve their potential. As part of UKAT, students benefit from unique opportunities with the University, including mentoring from student ambassadors, visits to campus, curriculum programmes, international links, and a wide range of enrichment experiences that support both academic and personal development.



# YOUR ROLE IN OUR JOURNEY

Dear Candidate,

Welcome to Chatham Grammar a school driven by ambition, founded on excellence, and committed to nurturing the talents and aspirations of every young person. A school that champions high academic standards, personal development, and a supportive community environment. With a rich heritage and a forward-thinking ethos, Chatham Grammar is a place where young minds are inspired to achieve their full potential.

Thank you for your interest in the Maths Deputy Subject Leader role. We are seeking to appoint an experienced maths teacher who is ready for the next stage of their career. This is a hugely exciting time to join Chatham Grammar as we are currently an all-girls grammar school with a mixed sixth form, which will be moving to co-ed in September 2026.

Students are proud to be part of Chatham Grammar and value the opportunities we offer, both academically and outside of the classroom.

We are looking for someone who is an excellent classroom practitioner, has a deep understanding of the curriculum and the opportunities it can provide students, and is committed to educational excellence for staff and students.

You will be part of an energetic, impactful, and collegiate Middle Leadership Team that has been instrumental in the ambitious journey of the academy and are central to achieving educational excellence for all.

The role offers the chance to make a real difference to students' lives in a supportive and forward-thinking school. If you are excited by the opportunity to grow as a leader and to contribute to the continued success of Chatham Grammar, we would be delighted to hear from you.





Yours Faithfully,

Wendy Walters  
Principal

# REWARDS AND BENEFITS

At UKAT, we believe our people are our greatest strength. That's why we are committed to recognising, rewarding, and supporting every new colleagues both in their professional journey and personal wellbeing.

When you join UKAT, you can expect

 Financial Wellbeing	 Health & Wellbeing Support	 Career Development & Progression	 Lifestyle & Work Environment
Generous Employer Pension Contributions	Benenden Health Care	Directed time for CPD	Modern & Well Equipped Buildings
Competitive Salaries	Free counselling & wellbeing support	Dedicated staff development days	Relocation package
Free Retirement Planning	Specsavers Eye Care	Funding available for individual training plans	Apple Technology & Equipment
Interest free staff loan scheme	Cycle to work scheme	Leadership development programmes	Free Parking
Interest free travel loans	On-site gym access	Apprenticeships at every level	On-Site Electric Car charging
Discounted bus travel in Medway area	Physical Health Wellbeing guidance	Coaching & Mentoring	Discounted rates for on-site charging
Employee referral scheme	Employee Thrive Day	Individual Career Growth Plans	Excellent public transport links



# JOB DESCRIPTION

## Deputy Subject Leader for Maths

Salary Grade: UKAT Teachers + TRP 2d

Contract: Full time, Permanent - Start Date Sept 2026

Responsible to: Vice Principal

### Purpose of the Role

Subject to any overriding requirements and the professional duties specified in the Academy contract, the Deputy Subject Leader of Maths will proactively support the leadership and management of the Maths department, ensuring all Academy targets are met and exceeded in relation to student attainment and achievement. The role includes ensuring departmental priorities in relation to staff, students, curriculum, assessment, monitoring, and evaluation are fully met.

### Key Responsibilities

#### Leadership and Management

- Support the Subject Leader in the strategic leadership and operational management of the Maths department.
- Contribute to setting and achieving Academy and departmental targets for student performance and departmental effectiveness.
- Promote high standards in teaching, learning, and assessment across the department.
- Monitor and evaluate teaching and learning outcomes to ensure continual improvement.

#### Curriculum and Pedagogy

- Develop and implement innovative pedagogical practices across the Maths curriculum.
- Foster students' independent learning skills through the effective use of technology and real-world applications.
- Ensure curriculum provision is responsive to examination and statutory requirements.

#### Partnerships and Collaboration

- Work collaboratively with the University sponsor to develop curricular links that enhance student learning outcomes.
- Support and maintain active partnerships with external organisations and stakeholders to enrich departmental provision.

#### Professional Standards

- Set high expectations for professional conduct and standards of work within the department.
- Act as a role model in promoting effective teaching strategies and student engagement.
- Contribute actively to whole-academy improvement initiatives and strategic planning.

#### Innovation and Development

- Act as an innovator and contributor to new educational theory and practice.
- Respond proactively to developments in education and apply relevant approaches within the department.
- Participate in professional development activities and encourage staff development within the department.

#### Person Specification

- Strong leadership and management skills, with experience in curriculum planning and staff development.
- Proven ability to raise student attainment and achievement.
- Knowledge of current educational theory, pedagogy, and assessment practices.
- Ability to innovate and implement effective teaching strategies.
- Excellent interpersonal, communication, and collaboration skills.

# JOB DESCRIPTION

## Key Responsibilities

### Teaching and Learning Aspects

- To be responsible for designing, developing and implementing an exciting, coherent, relevant and skills based curriculum at all phases of learning, incorporating ideas and activities from partnership working with the University sponsor.
- To develop new pedagogical approaches throughout the Scheme of Work to promote and embed independent learning skills.
- To ensure the development and embedding of the academy specialisms through departmental curricular and learning plans.
- To actively contribute to the widening participation programme of activities for the wider academy community.
- To be responsible for the development of differentiated and skills based Schemes of Work.
- To ensure the development and delivery of quality Assessment for Learning activities to engage and motivate students and in so doing raising attainment and achievement and allow full access for all learners.
- To seek out, incorporate and use new technologies through the learning and teaching activities.
- To ensure departmental team and line manager is kept abreast of new curriculum initiatives as it relates to the subject area, including new learning theory as it impacts on teaching styles within the Department.
- To develop beacons of good practice within departmental area, develop ideas and carry out action research for dissemination across academies and schools nationally and internationally.
- To introduce new courses where appropriate, initiate and manage change.
- To ensure training is in place to allow departmental members to fully understand requirements of all courses at all key stages particularly in relation to public examination courses.
- To participate actively in whole school activities and priorities e.g. Options programme, Primary Transitions work, Community programmes, examination preparations.
- To organise students into appropriate teaching groups and monitor student's ongoing progress and change groupings accordingly using school required systems.
- To participate and contribute to the development of the REACH ethos.
- To organise departmental meetings, provide and publish action points on departmental meetings
- To ensure the active contribution of the department in providing for extended activities for students.

# JOB DESCRIPTION

## Quality Assurance

- To be responsible for, and regularly review and upkeep the Departmental Quality Improvement Strategy (QIS).
- To participate in subject reviews and other quality assurance activities across the academy.
- To carry out work scrutinies, moderation and other QA activities to ensure secure and well evidenced student progression and quality teaching and learning delivery.
- To ensure all student progress data meets all reporting deadlines and ensure progress reports by class, by teacher and by department are fully analysed and tracked against targets, to ensure underachievement, by teachers and students is tackled quickly and effectively.
- To analyse the data, against national and local benchmarks, to report upon patterns and trends and use this information to enhance development work.
- To ensure that up to date requirements of examination and assessment bodies and courses are known, observed and fully implemented by all members of the department, including all activities relating to internal and external verification and moderation.
- To ensure departmental conformance and compliance with all academy policies
- To be responsible for ensuring all record keeping and marking within the department is informative, kept up to date, passed on and is feedback to relevant parties.
- To ensure the department has the appropriate documentation in place, in relation to curriculum delivery, and in preparation for Ofsted requirements: e.g. QIS, schemes of work and Learning plans, assessments, examination analysis, department handbook, evaluation and review reports and homework schemes.
- In conjunction with the SLT to participate in whole academy reviews and the monitoring and development of policies within the academy.
- To ensure quality completion of all annual subject specific reports on all students.

## Staffing

- To lead, manage, support and deploy departmental team members for effective teaching and learning delivery.
- To support the personal and professional development of departmental team members and monitor individual staff workloads to ensure work/life balance.
- To challenge and motivate departmental members for improvement and deal swiftly, within personnel and school procedures, with issues of capability and conduct, referring on concerns to the Vice Principal.
- To ensure that each member of the curriculum area maintains a CPD file and regularly updates their skills.
- To ensure that all members of the team have current health and safety training and hold relevant competence certificates where applicable.
- To ensure that as new technologies develop, appropriate training is sought for the curriculum area.
- To have responsibility for ongoing induction, mentoring, coaching and support of all departmental staff including NQTs, GTPs, RTPs and OTT, and provide reports where required.
- To participate in personnel procedures in relation to capability to monitor and report staff progress in relation to targets set through the capability process.
- To contribute to the staff appointments process.
- To be responsible for the Career Growth Plans of a cohort of staff in line with school policy and statutory policies

# JOB DESCRIPTION

## **Behavioural for Learning**

- To be responsible for the overall welfare, good order and discipline of the student body within the department.
- To lead the departmental team in motivating students and promoting a 'can do' culture at all times.
- To be responsible for promoting a positive ethos within the Academy by the use of the Academy reward system.
- To build strong supportive relationships with the team and support them in their role in relation to attendance, punctuality, behaviour, uniform, behaviour, communications with parents/carers, rewards, detentions and report cards.
- To supply, when requested academic and social information, with regard to individual students.
- To develop excellent relationships with parents/carers and other stakeholders upholding and promoting excellent customer service policy.

## **Resources**

- To manage and monitor the departmental budget, ensuring value for money, and seek efficiency targets linked to effectiveness.
- To bid for external sources of funding.
- To ensure that all registers and stock books (asset registers) are kept up to date and signed at designated times.
- To seek to ensure the effective use of the departments equipment, proper maintenance of the materials and fabric of the department and the observance of relevant Health and Safety regulations.

## **General Aspects:**

- To promote the REACH ethos of the Academy.
- Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views, bullying or harassment.
- To assist with the annual curriculum audit, advise on future planning and curriculum design and participate in the development of the QIS.
- To positively promote the academy at all times and in all contexts: delivering presentations to a range of stakeholders as and when required, and lead academy tours.
- To present information to the Local Governing Board, when requested.
- To work flexible work patterns within agreed contractual arrangements
- To supervise break, lunchtimes and pre and after academy duties as required as part of agreed contractual duties.
- To participate in whole staff Career Growth Plans.
- To adhere to professional and staff codes of conduct at all times.
- As an employee to comply with the duty, under the Health & Safety at Work Act of 1974 and other relevant legislation, to take reasonable care when carrying out work duties and other activities, to avoid injury to oneself or to others, and to co-operate with the employer and others in meeting statutory requirements.
- To ensure complete commitment and compliance with safeguarding policies and procedures and promote the welfare of children and young people.
- To carry out any other duty as may reasonably be requested by the Principal or line manager.

# JOB DESCRIPTION

- A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties.
- Guaranteed planning and preparation time
- A teacher will be given reasonable periods of time ("PPA time") to enable the teacher to carry out duties usually not less than 10% of the teacher's timetabled teaching time.

## Professional Standards

- To establish fair, respectful, trusting, supportive and constructive relationships with students and Academy staff and stakeholders.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Maintain an up to date knowledge and understanding of the professional duties of teachers .
- Contribute to the development, implementation and evaluation of the policies and practice of the Academy, including those designed to promote equality of opportunity.
- Communicate effectively with students, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Encourage parents and carers to participate in discussions about the progress, development and well-being of their children.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
- Work purposefully, collaboratively and co-operatively with all stakeholders.
- Have a creative and constructively critical approach towards innovation; adapting and adopting ideas where benefits and improvements can be made.
- Developing projects with the sponsor.
- Act upon advice and feedback and be open to coaching and mentoring.
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Ensure full use of new learning technologies to engage learners - designing and uploading lessons including using video formats, wikis and forums.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public
- Examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment .
- Know how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Ensure secure knowledge and understanding of the subjects/curriculum areas and related pedagogy including: the contribution that the subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.



# WHAT ARE WE LOOKING FOR?

## Subject Leader / Director of Subject – Person Specification

Please note it is not essential for candidates to have all the experience, skills and qualifications listed in this person specification, this should not prevent prospective candidates from applying for the post. However, candidates will be able to demonstrate their abilities against the Person Specification through the application, assessment, interview, and reference process

Attribute	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>Degree</li> <li>Qualified Teacher Status.</li> <li>Ongoing relevant CPD</li> </ul>	<ul style="list-style-type: none"> <li>Masters level or PHD</li> <li>Specialist Schools and Academies Trust courses</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Evidence of successful and excellent classroom practice.</li> <li>Evidence of a commitment to the pro active promotion of the equalities and diversity agenda.</li> <li>Evidence of securing regularly excellent student attainment and achievement outcomes</li> <li>Evidence of successful innovation in teaching and learning, including the use of ICT for learning</li> <li>Evidence of proven ability to motivate and develop staff.</li> <li>Evidence of excellent student behaviour and management</li> <li>Experience of being a well organised, efficient and effective administrator</li> <li>Excellent ICT skills and ability to use a range of software packages to support learning.</li> <li>Demonstrable evidence of using a range of target setting and benchmarking data to raise attainment in area of work.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of budget management</li> <li>Innovative classroom practice using ICT learning tools including ipads and other handheld technologies and games</li> <li>Experience of line management responsibility</li> </ul>
Knowledge & skills	<ul style="list-style-type: none"> <li>Strategic understanding of the current and future education scene</li> <li>Ability to accept and give constructive criticism</li> <li>Ability to inspire confidence, engender trust and gain consensus with colleagues and wider community.</li> <li>Excellent written and presentational skills.</li> <li>Excellent interpersonal skills and sensitivity to cross cultural issues.</li> <li>Collaborative approach to decision making.</li> <li>Ability to reflect, analyse and action both independently and collaboratively.</li> <li>Ability to work co-operatively with others persuading, negotiating, and influencing in a variety of circumstances.</li> <li>Ability to think and work creatively and flexibly whilst working with close attention to detail and under pressure to meet deadlines.</li> <li>High expectation of oneself and others</li> <li>Personal integrity, commitment to fairness and equity.</li> <li>Ability to take, implement and follow through unpopular decisions.</li> <li>Commitment to the Academy's specialisms</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and practical application of leadership, management and educational theory and philosophy.</li> </ul>

# HOW TO APPLY



At UKAT, we are committed to a fair and transparent recruitment process.

If you are interested in joining our team, please follow the steps below to apply.

## APPLICATION PROCESS

- All applicants must complete an official UKAT application form – we are unable to accept CVs as part of our recruitment process.
- Applications should be submitted via the UKAT My New Term Portal. Please visit the portal at <https://mynewterm.com/trust/The-University-of-Kent-Academies-Trust/136107>
- Ensure you carefully read the job description and person specification before completing your application.

## ADDITIONAL OPPORTUNITIES

We understand that choosing the right role is an important decision. That's why we offer additional ways to get to know us:

- Experience Days – Spend time in our schools to see what it's like to work at UKAT.
- Join Our Unique Futures Network– If you're interested in working with us but can't see a suitable vacancy right now, you can register your interest for future opportunities via the Talent Pool in My New Term.

For further details or to ask any questions, please contact [recruitment@ukat.org](mailto:recruitment@ukat.org) – we look forward to hearing from you!

