



**HARWICH AND DOVERCOURT  
HIGH SCHOOL**



**CULTURE &  
PROFESSIONAL  
COMMITMENT  
PACK**

Driven by Opportunity

**MATHEMATICS  
AND  
ENTERPRISE  
FACULTY**

# OUR PURPOSE

HDHS is driven by opportunity.

We seek to empower students to take the opportunities offered every day in order to make their adult life the most fulfilling one possible.

Through our Preparedness Agenda, we support young people to:  
**Achieve. Belong. Connect. Develop.**

We are a body of professionals whose actions every day demonstrate compassion, care and high expectations.

HDHS students matter.

Our aim is for each and every one of them to know, understand and believe that.

## THE MATHEMATICS & ENTERPRISE FACULTY

The faculty delivers:

- Mathematics
- Computer Science
- Digital Information Technology
- Business

We are based in a dedicated block of ten large classrooms across two floors, with a shared team room that supports daily collaboration. From parts of the building, you can see the sea.

The faculty is led by Darren Newley, Head of Faculty, supported by subject leaders and an experienced team including a Lead Practitioner and Early Career Teachers.

We are collaborative by design. Planning is shared and refined together.

- At KS3 we use White Rose Maths as a structured foundation.
- At KS4 delivery is more bespoke and responsive.
- A dedicated LSA supports numeracy intervention through structured programmes including Number Stacks and EPS Maths.
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We plan together. We refine together. We improve together.

# TEACHING & LEARNING IN MATHEMATICS

Strong teaching at HDHS is rooted in shared routines.

Our Routines for Successful Lessons

- Purposeful retrieval
- A clear curriculum goal
- Explicit modelling and explanation
- Frequent checks for understanding
- Sustained independent practice
- High expectations for all
- Reading and vocabulary development

What a Typical Lesson Looks Like

- Meet and greet at the door
- Students begin a purposeful Do Now
- Clear modelling
- Mini whiteboards used regularly
- Checks for understanding embedded
- Sustained independent practice

Lessons are structured, calm and purposeful.

## BEHAVIOUR & CLASSROOM CLIMATE

Strong classroom climate matters — particularly in Mathematics.

We operate:

- A clear warning system
- Structured removal when disruption persists
- Centralised detentions led by senior leaders and pastoral teams
- Visible senior leadership presence throughout the day

Staff are supported to remove students where necessary to protect learning.

We believe teachers should be able to teach.

# WORKLOAD & PROFESSIONAL BALANCE

High expectations do not mean unsustainable workload.

## Shared Planning

White Rose at KS3 provides:

- Coherence
- Curriculum security
- Workload safety net

Teachers are not restricted in delivery, but no one is expected to reinvent materials.

We subscribe to high-quality external resources to support planning and provide variety.

## Assessment

In Mathematics:

- Five written feedback points per term
- Two Pupil Progress Assessments

Feedback is meaningful, manageable and motivating.

## Protected Time

- PPA is protected.
- Directed time is carefully monitored within national guidance.
- Professional development time is used deliberately to strengthen teaching.

Systems are designed to support teachers — not exhaust them.



*“We design systems so teachers can focus on teaching.”*

# PROFESSIONAL DEVELOPMENT PATHWAYS

As part of The Sigma Trust, colleagues benefit from structured growth opportunities.

## **Early Career Pathway**

- Experienced ECT mentor
- Professional Tutor
- Structured induction
- Reduced timetable
- Regular coaching
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## **Middle Leadership Development**

- Structured development of leadership capacity
- Opportunities to take incremental responsibility
- Focus on strengthening core faculties
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## **Lead Practitioner Pathway**

- Time devoted to refining classroom practice
- Coaching and modelling across the faculty
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## **NPQ Support**

- Fully funded NPQs
- Multiple qualifications currently being studied across the school

Growth is expected. Growth is supported.

## WHAT WE EXPECT FROM STAFF

In return for our support, we expect:

- Professional conduct
- High expectations of students
- Commitment to continual improvement
- Full engagement with safeguarding

We are a friendly group of professionals striving for the very best in our students.

We are ambitious.

We are structured.

We are committed to this community.

# FIVE REASONS TO JOIN MATHEMATICS & ENTERPRISE AT HDHS

## 1. Clarity of Practice

We are explicit about how we teach. Structured lesson routines, shared curriculum foundations and purposeful assessment cycles ensure consistency and reduce unnecessary workload.

## 2. Strong Behaviour Support

Teachers are supported to teach. We operate centralised detentions, clear removal systems and visible senior leadership presence throughout the school day.

## 3. Collaborative Faculty Culture

Based in a dedicated block of ten classrooms, our team plans together, refines practice together and supports one another. No one works in isolation.

## 4. Structured Professional Development

From ECT mentoring to Lead Practitioner pathways and fully funded NPQs, professional growth is deliberate and supported within the school and across The Sigma Trust.

## 5. Rooted in Community

We are the only secondary school serving the Harwich peninsula. With strong primary links, generational connections and views of the sea from parts of the building, this is a school that matters.

Clarity. Consistency. Collective Responsibility.

*Published February 2026*

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