



Hardenhuish School
A High Performing Academy

Candidate Information



Teacher of Mathematics

Closing Date: 8.30am Thursday 4th June 2026



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A High Performing Academy

May 2026

Dear Applicant

Thank you for your interest in Hardenhuish School and our vacancy for Teacher of Mathematics, starting in September 2026 on a permanent contract.

We wish to appoint an enthusiastic and highly motivated Teacher of Maths to join our vibrant team of talented colleagues. This vacancy would suit a committed subject specialist who is dedicated to the development and promotion of outstanding teaching and learning in mathematics for all pupils at Hardenhuish. Applications are welcome from both experienced teachers and Early Career Teachers (ECTs), and we can accommodate full- or part-time working.

The ability to teach A-level Economics or another subject would be an advantage but is not essential.

After reading the supporting job description, I hope you pursue an application for this exciting and rewarding role. Please send your completed application and equal opportunities forms to our Recruitment Manager, Becky Dunn at hr@hardenhuish.wilts.sch.uk.

Hardenhuish School is committed to safeguarding and protecting the welfare of children and young people and, as such, has robust safeguarding policies and procedures. We expect all staff and volunteers to share this commitment and our application pack includes the School's Safeguarding Child Protection Policy with Handbook.

Please note, shortlisted applicants will be expected to respond appropriately to safeguarding questions at interview and the successful candidate will be required to complete an enhanced DBS disclosure.

The closing date for this post is **8.30am on Thursday 4th June 2026**. If you wish to discuss this vacancy or the interview process please contact Becky Dunn, Recruitment Manager via her email address rad@hardenhuish.wilts.sch.uk. Unfortunately, due to the high volume of applications we receive, we are unable to provide feedback to applicants who are not shortlisted for interview.

Thank you again for your interest in Hardenhuish School. I hope you will consider submitting an application.

Yours sincerely

Lisa Percy

Lisa Percy
Headteacher



Hardenhuish School is an 11-18 co-educational comprehensive school set in the magnificent parkland of the former Hardenhuish Manor and Chippenham Grammar School. We enjoy an outstanding reputation locally and nationally. At Hardenhuish we put children at the centre of all we do: we believe in a three-way partnership with the school, home and the individual, ensuring that each and every young person is ‘inspired to learn and supported to succeed’.



Mathematics Departmental Profile

The Maths team comprises of 11 teachers: 8 full-time and 3 part-time. The Curriculum leaders (job share between Rachael and Patrick Cobb) are supported by the Second in Mathematics, who also has responsibility for Key Stage 4. In addition, there are two Lead Teachers who oversee Key Stage 3 and Key Stage 5.

The team is a cohesive group of young and experienced, vibrant subject specialists, who are progressive in their pedagogy and embracing new technologies. In addition to being outward facing, the team has a collaborative approach to lesson planning and teaching and learning resources. The department is often involved in piloting new initiatives and cross curricular projects, which continue to enhance the reputation of Mathematics as a high-profile flagship department.

The department regularly host PGCE students and the team has a track record of developing both new and experienced colleagues, many of whom progress to promoted posts within and beyond the department.

The Facilities

The Mathematics Centre consists of 8 classrooms, an ICT suite and a faculty resource room enabling staff to work together and support each other in a friendly working atmosphere. Each teacher is provided with a laptop, and all classrooms are equipped with a digital projector. We have a shared departmental OneNote which holds supporting resources for our detailed scheme of work. We stock a wide range of textbooks and other material resources and classrooms benefit from vibrant displays. Our sixth form lessons are taught in 2 dedicated classrooms in the purpose built Sixth Form Centre, each classroom has a digital projector.

Teaching, Learning and the Curriculum

Key Stage 3

At KS3 the faculty has a policy of setting pupils according to attainment during the first term in Year 7. Team planning is strongly encouraged to ensure the delivery of effective lessons. Regular assessment occurs to enable the team and the pupils to see if they are on track for achieving their target grade by the end of the given year.

Key Stage 4

For KS4 classes, we have 4 x 50 minutes lessons of Mathematics each week. The pupils are currently following a GCSE Mathematics (Pearson Edexcel) course in Year 11 and a second qualification, which is taken at the end of Year 10 in GCSE Statistics (Pearson Edexcel). In addition, the high attaining students have the opportunity to study the AQA level 2 Further Maths qualification in after school lessons.

Key Stage 5

At KS5, the numbers of students participating in A-Level Mathematics and A-Level Further Mathematics level courses have continued to increase. We are one of the leading departments in the sixth form regarding the number of students participating in our subject. The multiple classes lead to good opportunities for staff to be involved in A-level Mathematics teaching, should they wish. We follow the Pearson Edexcel specification. We also have an increasing cohort of students who are following a one-year OCR Core Mathematics course in Year 12.

Progress and Achievements

Key Stage 4

We are extremely proud of our results; in 2025, 75% of our cohort achieved at Grades 4-9 in Maths, with 20% at Grades 7-9. However, we are fully focused on continuous improvement and are committed to aspiring towards even greater heights through our strong departmental focus on teaching and learning.

Key Stage 5

At Key stage 5 in 2025, 42% of our cohort achieved A/A*, 69% A*-B and 100% A*-E in A Level Maths. In A Level Further Maths, 64% achieved A/A*, 82% A*-B and 100% A*-D.

Extra-curricular

Hardenhuish School has strong links with the Advanced Mathematics Support Programme (AMSP). One of the Southwest Area Coordinators for the AMSP is based at Hardenhuish School and enrichment events for students and professional development events for teachers are often held here.

To further enrich the mathematics curriculum in the classroom we have a KS3 Mathematics club, a chess club, a KS3 Support Club, a KS4 Support club and a KS5 Support club. We also have an increasing number of students participating in the UK Mathematics Challenge at Junior, Intermediate and Senior Level.



The Vacancy

We wish to appoint an enthusiastic and highly motivated Teacher of Maths to join our vibrant team of talented colleagues. This vacancy would suit a committed subject specialist who is dedicated to the development and promotion of outstanding teaching and learning in mathematics for all pupils at Hardenhuish. Applications are welcome from experienced teachers or Early Career Teachers (ECTs) who wish to work on a full- or part-time basis. The ability to teach A-level Economics or another subject would be an advantage but is not essential.

Applications Procedure

If you believe that you have the skills, experience and qualities to contribute to this thriving department, we would be pleased to receive your application. Please complete the application form and submit a supporting letter (maximum two sides of A4). Your statement should address the following:

1. Your relevant experience and achievements
2. What you can offer to the school
3. How you would promote the progress and engagement of all pupils in mathematics
4. Your preference for full- or part-time working

The closing date for this post is 8.30am on 4th June 2026. Should you wish to discuss this vacancy or the interview process, please contact Becky Dunn, Recruitment Manager, via email at rad@hardenhuish.wilts.sch.uk.



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Job Description

Introduction	
Name of post holder	
Post title	Teacher of Maths
Start date	1st September 2026
Working time	195 days per year, full or part-time
DBS disclosure	Enhanced level
<p>Safeguarding children, young people and vulnerable adults Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all members of the Leadership Team to promote this commitment.</p>	
Post Purpose	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area.</p> <p>To monitor and support the overall progress and development of pupils as a teacher.</p> <p>To facilitate and encourage the learning experience which provides pupils with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of pupil attainment, including closing the gap for SPIGS.</p> <p>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</p>
Why this post is important	<p>You have a key role in the development of the young people in this school. By implementing, delivering and monitoring a broad and balanced curriculum which meets the needs of individual students, you help those students to reach their full potential as learners. By providing those young people with opportunities for personal, spiritual and academic growth you contribute to the development of students who can make a valuable contribution to the wider community.</p>
Line Manager	Curriculum Leader or Second in Curriculum Area.
Liaising with	The Leadership Team, teaching/support staff, external agencies, parents.
Responsible for	The provision of the full learning experience and support for pupils.

Operational/Strategic Planning

Your responsibilities include...	Where practice is excellent you might...
Planning and preparing courses and lessons. (4)	Share generic lesson planning strategies with colleagues in your area and other curriculum areas.
Assisting in the development of appropriate syllabuses/specifications, resources, schemes of work, and teaching strategies within the curriculum area. (2, 4, 5)	Take responsibility for developing a fully resourced, differentiated scheme of work which can be used by the other members of your team. Plan for the effective use of support staff including Teaching Assistants (TAs).
Contributing to the curriculum area's development plan and its implementation. (8)	Attend exam board INSET and develop curriculum provision for your subject based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of your Curriculum LTSEF. Participate in cross curricular area working party to develop practice. Develop a process to elicit feedback from pupils/students and implement changes to the curriculum based on the results.
Contributing to the whole school's planning activities. (8)	Lead training in meetings or with colleagues in other curriculum areas, explaining how you make use of data to inform your planning.
Taking responsibility for the identification of Special Interest Group (SPIG) pupils/students and monitor their progress. (5)	Support learners identified as being in SPIGs, e.g. share materials which focus on challenging Able, Gifted and Talented pupils/students by developing higher order thinking skills and which support pupils/students with Special Educational Needs by 'scaffolding' their learning in order to raise achievement. Create and share specific opportunities for pupils/students to understand and develop multiple intelligences. Create and resource a strategy for a Key Stage which develops the pupils'/students' 'learning to learn' skills in your curriculum area.

Assessment

Your responsibilities include...	Where practice is excellent you might...
Assessing pupils'/students' work as required by internal procedures and external bodies. Providing written and verbal feedback to pupils/students which offers clear paths for improvement and provides high expectations and a sense of self-worth for those you teach. (6)	Develop a system of Assessment for Learning for your subject and share it with your colleagues. Contribute to the development of assessment across the school by presenting your ideas to colleagues via TeachMeets.
Developing pupils'/students' ability to self and peer assess. (6)	Develop systems which empower pupils/students to assess their own work and set themselves meaningful learning targets.

Assessment cont.

Your responsibilities include...	Where practice is excellent you might...
Recording and reporting on the attendance, progress, development and attainment of pupils/students and keeping clear accessible records in line with school practice. (6)	Create a resource which can be used by colleagues in your curriculum area to improve the quality of their record keeping.
Providing high quality written and verbal assessments, references and reports relating to individuals and groups of pupils/students. (6)	Lead training at curriculum area and school level to improve the quality of reporting. Create a comment bank of key phrases and terminology for your curriculum area for use by new and non-specialist teaching staff.

Teaching

Your responsibilities include...	Where practice is excellent you might...
Teaching pupils/students according to their educational needs, including the marking and setting of pupil/student work. (5)	Support colleagues in differentiating materials.
Assessing the progress, development and attainment of pupils/students and keeping records. (6)	Lead colleagues in the development of tracking learner progress.
Providing, or contributing to, oral and written assessments, progress checks, reports and references relating to individual and groups of pupils/students. (6)	Support new colleagues at parents' evenings and/or lead training on writing and completing reports.
Undertaking a designated programme of teaching. (1, 4, 5)	Observe others and contribute to the coaching of colleagues in improving their teaching.
Ensuring high quality learning experience for pupils/students, which meet internal and external quality standards. (1, 2, 3, 4, 5)	Take responsibility for one of these strands within your subject area and develop a range of resources and model lesson plans which embed these initiatives and the school's ethos.
Preparing and up-dating subject materials. (3, 4, 5)	Update and revise materials to ensure relevance to young people.
Using a variety of delivery methods, which will stimulate learning. (1)	Develop a bank of model lesson plans which demonstrate how the school's values can be integrated into your subject area.
Maintaining discipline in accordance with the school policy and encouraging punctuality, behaviour, standards of work and homework. (1, 7)	Offer to support new or inexperienced staff with classroom management either by acting as receiving teacher or peer observing them with a focus on discipline. Review the quality of homework within your curriculum area and work with your team to improve it.
Undertaking assessment of pupils/students as requested by external examination bodies and school procedures. (6)	Lead colleagues in their understanding of external examinations and ensure that experience and good practice are shared.
Marking, grading and giving written/verbal and diagnostic feedback as required in accordance with school practice. (6)	Collate and manage the collection of data within the curriculum area to monitor progress.

Tutor	
Your responsibilities include...	Where practice is excellent you might...
Tutoring, getting to know your tutees with a holistic overview. (8)	Know your tutees really well, by being friendly and professional. Support new colleagues in developing their style of tutoring.
Promoting the progress and well-being of individual pupils/students and the tutor group. (6, 8)	Lead assembly and contribute to the writing of tutor period activities.
Liaising with the Learning Manager, Pastoral Team and other colleagues over issues with individuals and within the wider tutor group. (8)	Contribute to Team Around the Child/Common Assessment Framework/Personal Education Plan meetings of pupils/students in tutor group.
Registering pupils/students and encouraging their attendance and participation in school life. (7, 8)	Support Attendance Officer in monitoring attendance of tutor group.
Communicating with parents after liaising with the appropriate staff. (8)	Support new colleagues by encouraging contact with parents. Contribute to Parent Forums.
Preparing for and meeting with parents and tutees on Personalising Learning Day (PLD). (8)	Act as the lynch pin in three way communication between parents, pupils and the school.
Writing the annual report for tutees. (8)	Collect relevant personal information about tutees in a systematic way to write individual, informed reports of high quality to facilitate pupils'/students' improvement.
Development	
Your responsibilities include...	Where practice is excellent you might...
Taking responsibility for your professional development by engaging actively in the appraisal process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit pupils/students and meet your own professional development needs. (8)	Set yourself challenging targets with ambitious outcomes which impact on the pupils/students you teach and, on the pupils, /students taught by other members of your curriculum team. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit.
Assisting in the process of curriculum development to ensure continued relevance of provision to meet pupils'/students' needs and syllabus requirements. (5) Taking an active role in the shaping, implementation and review of the curriculum area LTSEF. (5, 8)	Assist your Curriculum Leader or Second in the process of curriculum area monitoring to gauge pupil/student views on your subject. Offer to take responsibility for the implementation, review and refining of one aspect of the Curriculum LTSEF.

Making a contribution to whole school INSET and planning activities. Contributing to cross-curricular and school wide developments and initiatives. (8)	<p>Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt.</p> <p>Lead on a Successful Lives Day activity. Lead an Activities Day experience.</p> <p>Identify a gap in the provision of extra-curricular activities and organise an activity to fill the opening.</p>
Communication	
Your responsibilities include...	Where practice is excellent you might...
Communicating effectively with parents. (8)	Compile individual pupil/student action plans for parents/carers at PCEs/PSCEs.
Following agreed policies for communications in the school. (8)	Contribute to the evaluation and development of communication systems within the school.
Playing a full part in Open Evenings, Parents' Evenings and Tutor Check in's. (8)	Model expectations to newer members of staff.
Other Specific Duties	
Your responsibilities include...	Where practice is excellent you might...
Promoting school policies. (1-8)	Support new colleagues in developing their understanding of school policies.
Complying with the school's Health and Safety policy. (1, 7, 8)	Take responsibility for one aspect of Health and Safety: for example, the risk assessment and attendant paperwork for a field trip in your subject area.
Undertaking any other duty as specified by School Teachers' Pay and Conditions Document not mentioned in the above. (1-8)	
Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. (1-8)	
Improving Standards	
Your responsibilities include...	Where practice is excellent you might...
Evaluating your teaching to ensure that you meet the agreed Teachers' Standards in respect of preparation, delivery and assessment. Modifying and improving your practice where appropriate. (1-8)	Peer coach a colleague in your department, focussing on developing standards. Work with your Curriculum Leader or Second develop clear curriculum area criteria for preparation, delivery and assessment.
Contributing to the process of monitoring and evaluating your curriculum area in line with agreed standards and performance criteria, including methods of teaching and schemes of work. (1 – 8)	Develop model lesson plans, resources and schemes of work to exemplify the agreed standards within your curriculum area and share them with colleagues.

Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. (1- 8)

Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school.

What sort of support can you expect?

There is a supportive induction process for new staff, and the Curriculum Leader or Second in your Curriculum Area will give you clear guidance on the standards of planning, assessment and delivery within the department. There is a comprehensive programme of CPD, including opportunities for self-directed development. They should also be able to suggest colleagues to peer coach in your department and a possible focus for model lesson plans. Your LT line manager will be able to suggest ways that you can become involved in participating in improving standards at a whole school level.

Management of Resources ... You will be expected to

Contribute to the process of ordering and allocating materials and equipment.

Assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of resources to the benefit of the pupils/students and department.

Safeguarding children, young people and vulnerable adults

Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Curriculum Leader or LT.

Signatures

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed.....
(Teacher)

Dated

Signed.....
(Headteacher)

Dated