
FACULTY OF MATHEMATICS

The Team

The Mathematics Faculty is a collaborative and resilient team of eight teachers, including the Head of Faculty, with a wide range of expertise and interests spanning statistics, pure mathematics, artificial intelligence, and coding. The department benefits from a strong balance of genders and a positive, supportive culture that contributes to staff and student wellbeing across the school. Team members are highly motivated, actively involved in co-curricular opportunities, and enjoy working together both professionally and socially. There is a shared commitment to continuous professional learning, with staff keen to develop new skills both collectively and individually.

The Faculty



The Maths Faculty is committed to the success of our students. They aim to achieve this through a careful blend of challenge and support that gives our students the confidence to do well in Mathematics. The faculty team is highly motivated, and teachers are enthusiastic about the subject and keen to take on new ideas that will improve students' learning and enjoyment of the subject.

The team ensure that teaching in Maths is enthusiastic, knowledgeable and focused clearly on developing students' understanding of key concepts and skills. An emphasis on problem solving skills prepares students for Maths beyond the classroom. Through careful and collaborative lesson planning we aim to offer students a variety of learning opportunities designed to develop mathematical independence through rich tasks, mathematical discussion and use of appropriate technology. There is a strong sense of 'team' within the faculty and this helps to ensure best practice is shared between teaching staff: there is a shared IT resource area to support this.

The team are motivated to review and refine their practice through a rigorous and ongoing self-evaluation process, ensuring a proactive approach to sustaining and developing an effective climate for teaching and learning. Raising achievement is central to all we do, with a renewed and clear focus on addressing the disadvantage gap and securing strong outcomes for all learners. Across the school, there is a shared commitment to ensuring pupils know more, understand more, and remember more of what they learn.



The faculty is housed in a specialist suite of 7 classrooms with a faculty office. A suite of laptops is available to use, and priority is given to the Maths faculty.

Alongside the use of technology, there is a real willingness to investigate new models of learning and instil a sense of rigour into our curriculum. A spiral curriculum is used in Maths based on the Edexcel Scheme of Learning.

We aim to offer a range of opportunities, and currently the opportunity to study GCSE Statistics alongside Mathematics after school in Year 10. The most able students are also invited to work towards the FSMQ Additional Mathematics qualification in Year 11: this requires a firm commitment to attend extra lessons after school and is suitable for able mathematicians who intend to further their study of mathematics post 16. This means our most able students leave Deer Park School with 3 Maths qualifications. The number of students going on to study Maths post 16 has shown a steady increase over recent years.

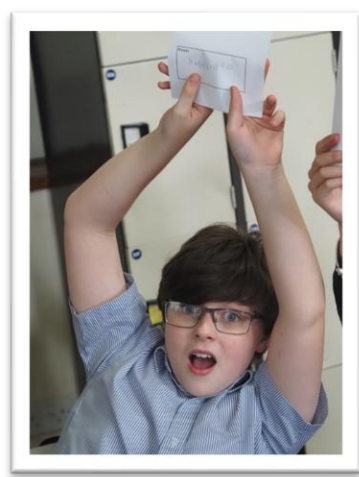
In 2025 our GCSE Maths (Year 11) results in Key Stage 4 were:

Maths Attainment	GCSE	Year 11 Results (%)
9-4		84%
9-5		64%
9-7		27%
9-1		100%

Although our results are good. We are seeking to build on our students' achievement in Mathematics, in both Key Stages, to ensure students make the best possible progress.

Students are currently taught in sets from Year 7 over seven one-hour lessons a fortnight. In Year 7 two Tutor Groups combine to then be set in a higher or lower Maths set. From Year 8 onwards in Key Stage 3, Maths setting on sets 1 to 4 across each of our half year groups. In Key Stage 4, groups are reshaped, so that there is a set one and 2 in each half year group and 2 mixed ability foundation groups in each half also. Currently students in Years 7 and 8 have seven hours per fortnight whilst Year 9 have six hours per fortnight. All students in KS4 have had a minimum of seven hours per fortnight. As a result of a personalised curriculum model in Key Stage 4 there are some students who have some additional time in Maths, to support their learning further and to enable them to achieve the best possible grade that they can in the subject: they receive an additional 2 hours per fortnight in Year 11. Students develop skills in number, algebra, ratio and proportion, statistics, geometry and measure, as well as in using mathematical processes and problem-solving at the appropriate level. Mathematical skills develop in a spiralling nature, and within the course students will be frequently revisiting and extending skills to help them moving forward.

The faculty is well resourced with a comprehensive range of textbooks, worksheets and interactive software to engage our students and help them make good progress. Learners use different subscription sites purchased by the school to reinforce their learning. These include MathswatchVLE and Mymaths.



Additional events that have become a regular feature within the faculty are the Giant Maths Lessons, to raise funds for the NSPCC: these are held with Year 7 students in July each year. The faculty have also run a trip to Bletchley Park looking at codebreaking for students in Year 9.

Following the resignation of the Head of Faculty, we are seeking an exceptional leader to guide the team, introduce innovative thinking, and build on existing strengths to secure even greater success. Please do not hesitate to contact Danielle Clark, Head's PA, by email to d.clark@deerparkschool.net or by phone on 01285 646558 (direct line) if you would like to arrange an informal visit to the school.

We look forward to receiving your completed application form. Please do not hesitate to contact Danielle Clark, Head's PA, if you have any questions.

Esther Messinger
Headteacher
December 2025



Outline job description: Head of Faculty (Core Subject)

Supervisory responsibility:	All teachers in faculty team and any associate support staff
Direct supervision from:	SLT line manager
Responsible to:	Headteacher
Priorities for the post	To provide coherent and effective leadership, promote and ensure high quality learning and teaching in the core subject(s) and across the school to raise student achievement and improve value added.
Specific priorities in each year will be defined by the Headteacher with the postholder in line with the school's strategic priorities	<ul style="list-style-type: none"> ✓ To be the leading school in the South Cotswolds; ✓ To tailor our provision to meet the needs of all learners; ✓ To ensure disadvantaged students make the progress of which they are capable.
Job purpose	<ul style="list-style-type: none"> ✓ Provide strategic faculty leadership; ✓ Assure the quality of education; ✓ Engage in monitoring and evaluation ✓ Promote staff development and wellbeing; ✓ Undertake process management; ✓ Engage stakeholders; ✓ Contribute to students' personal development.
The impact of this post will be reflected in the following outcomes	<ul style="list-style-type: none"> ✓ Ambitious and challenging achievement targets are met or exceeded; ✓ Value added measures put the school within the top 20% of schools nationally by 2026; ✓ Quality of Education, including our curriculum (intent, implementation and impact) is judged to be 'outstanding'; ✓ Leadership and management, and all related tasks are consistently effective and of a high quality.
The Head of Faculty (Core) is expected to:	<ul style="list-style-type: none"> ✓ Be a positive role model in all aspects of leadership, management, teaching and learning across The Corinium Education Trust's learning community; ✓ Lead by setting an example, achieving consistently high standards of classroom practice; ✓ Participate in continuing professional development and engage in professional learning relevant to the post of Head of Faculty. ✓ Be familiar with the School Inspection Handbook (Ofsted, October 2025) and National Standards for Teachers (2011, updated December 2021); ✓ Model the Nolan Principles of public life, 'selflessness, integrity, objectivity, accountability, openness, honesty and leadership.'

For clarification the Head of Faculty (Core) will:

1. Provide strategic faculty leadership:

- 1.1. Provide strategic leadership and take responsibility for the quality of education and day to day operational management of the faculty and team;
- 1.2. Articulate a clear vision for the core subject within the school's wider curriculum, share values and provide direction and support;
- 1.3. Embed ambition and drive improvement through short-, medium- and long-term planning;
- 1.4. Promote and secure high-quality teaching and the effective use of resources to achieve the highest standards of achievement for all students across the school;
- 1.5. Establish and maintain a coherent overview of the provision for the most able, disadvantaged students, those with special education needs and any other group identified as making less progress than their peers, including opportunities for accelerating learning, KS2-3 transition and progression post 16;
- 1.6. Collaborate with other leaders within the school to ensure the school's curriculum has both challenge and breadth and provides the knowledge and skills that all students need in order to take advantage of opportunities, responsibilities and experience of later life;
- 1.7. Contribute to the wider development of The Corinium Education Trust, by planning collaboratively for progression across the different phases in the core subject(s), leading social, moral, spiritual and cultural aspects of learning and promoting cross curricular themes as a member of the school's extended leadership team and other relevant time limited working groups, including CPD.

2. Assure the quality of education:

- 2.1. Ensure the core subject curriculum intent and implementation are embedded securely and consistently across the faculty;
- 2.2. Define the end points the core subject curriculum is building towards and ensure learning opportunities are coherently sequenced so that new knowledge and skills build on what has been taught before;
- 2.3. Enrich the core subject curriculum and ensure the statutory requirements of the national curriculum and exam specifications are fulfilled in relation to both content and assessment;
- 2.4. Ensure the core subject curriculum contains content that has been identified as the most useful and is taught in a logical progression, systematically and explicitly enough for all students to acquire the intended knowledge and skills;
- 2.5. Develop (in consultation with other leaders and faculty staff) a range of stimulating and relevant courses appropriate to the needs of all students which help to fulfil the aims of the school;
- 2.6. Keep up to date with developments in the curriculum relating to both content and pedagogy, and ensure these are reflected in the faculty's practice;
- 2.7. Model creativity and share innovative practice in teaching, learning and assessment;
- 2.8. Lead, develop and implement new strategies for teaching and embedding core and transferrable skills including literacy (reading and extended writing) and numeracy across the curriculum;
- 2.9. Use assessment effectively to help students embed and use knowledge fluently, or to check understanding and inform further teaching;
- 2.10. Be accountable for the outcomes of all external examinations and the faculty's direct contribution to the school's statutory targets and strategic objectives for student performance, including attainment and progress.

3. Engage in monitoring and evaluation:

- 3.1. Monitor and evaluate the impact of the core subject curriculum, to ensure all students know, remember and are able to do more, develop detailed knowledge and skills across the curriculum and, as a result, achieve well and are ready for the next stage of their education and gain the qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study;
- 3.2. Establish and maintain a rigorous and on-going self-evaluation cycle and routine quality assurance procedures in the core subject(s) including:

- ✓ interpreting and acting upon student performance/prior attainment data
 - ✓ work scrutiny/standardisation of assessment
 - ✓ lesson observations, learning reviews and feedback
 - ✓ moderating student standards of achievement and behaviour
 - ✓ checking that all teachers in the faculty are routinely planning lessons, assessing student work and setting homework in line with expectations;
 - ✓ ensuring the work given to students over time and across the faculty consistently matches the curriculum and is of a high quality;
- 3.3. Draft, revise and routinely update the faculty SEF, maintain self-evaluation portfolio and participate in the leadership of team and whole school reviews;
 - 3.4. Develop and implement coherent faculty improvement plans in line with the school's and The Corinium Education Trust's strategic priorities;
 - 3.5. Monitor and evaluate the effectiveness and impact of all schemes of learning within the faculty to ensure they meet the needs of all learners and provide appropriate levels of challenge and opportunities for personalisation and progression;
 - 3.6. Monitor, track and evaluate student progress, performance and outcomes in the core subject(s) across all year groups, especially in relation to external examinations and assessments in each Key Stage and the school's strategic priorities.

4. Promote staff development and wellbeing:

- 4.1. Take responsibility for the management and development of staff within the faculty and their wellbeing, including their effective deployment and ensuring a fair distribution of classes, responsibilities and workload within the faculty team;
- 4.2. Promote collaboration and effective team work, inspire colleagues and applaud areas of success;
- 4.3. Lead, develop and enhance the practice of the faculty's teachers and associated support staff effectively including taking responsibility for:
 - ✓ performance management, appraisal and recommendations for performance related pay
 - ✓ recruitment and retention
 - ✓ subject knowledge enhancement, CPD and INSET for the team and for individuals
 - ✓ NQTs and initial teacher trainees within the faculty as appropriate;
- 4.4. Work closely with, delegate to and line manage other TLR posts and support staff within the faculty team to raise aspirations and close gaps in achievement;
- 4.5. Provide advice and support to faculty and other staff across The Corinium Education Trust in relation to the subject curriculum, required knowledge discipline, classroom practice and professional development.

5. Undertake process management:

- 5.1. Plan agendas, lead and coordinate faculty, scheme of learning and assessment and standardisation meetings and contribute to other school and Trust meetings;
- 5.2. Implement workplace policies and practice and promote collective responsibility for their implementation;
- 5.3. Prepare detailed reports and analysis for ELT Progress Reviews with the Head of School and/or Headteacher and reports for the School's Ethos and Standards' Committee and, if necessary, The Corinium Education Trust's Board of Trustees;
- 5.4. Deploy resources effectively including the management of faculty budgets to ensure a high-quality learning environment and maximise students' achievements;
- 5.5. Ensure resources clearly support the subject curriculum and reflect the faculty's and school's ambitious intentions for the course of study;
- 5.6. Ensure the use of ICT within the faculty is appropriate, consistent and effective;
- 5.7. Ensure faculty compliance with statutory responsibilities, safeguarding and all relevant legal and health and safety regulations;

6. Engage stakeholders:

- 6.1. Communicate key messages to the faculty team, including those related to the school's and The Corinium Education Trust's priorities, disseminate information and use professional skills and judgement in decision making;
- 6.2. Articulate the faculty's vision and aspiration for our all of our students orally and in writing and through events like our faculty in focus programme;
- 6.3. Participate in the management of the school by being a visible and effective presence and contributing to duty and assembly rotas;
- 6.4. Encourage participation in and organise enrichment, cross and extra-curricular activities appropriate to extending learning in the core subject(s).
- 6.5. Liaise with other team leaders, partner schools and appropriate external agencies including subject advisors, examination boards and relevant partners in business and industry;
- 6.6. Take responsibility for ensuring that all faculty members complete student reports to parents on time, accurately and to a high standard;
- 6.7. Inform and engage parents through correspondence, our website and newsletters and presentations/workshops at Parents'/Curriculum Evenings and Celebration events;

7. Contribute to students' personal development:

- 7.1. Oversee effective transitions from primary to secondary and secondary to tertiary, ensuring effective progression in the subject;
- 7.2. Promote positive behaviour and ensure behaviour management strategies, faculty rewards and sanctions are consistent and in line with school and The Corinium Education Trust's policies;
- 7.3. Develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- 7.4. Ensure the core subject curriculum develops and deepens students' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance;
- 7.5. Promote equality of opportunity so that all students can thrive together, develop students' character and confidence.

All Teachers (Main Scale)

Purpose

1. To set high expectations which inspire, motive and challenge students;
2. To promote good progress and outcomes by students;
3. To demonstrate good subject and curriculum knowledge;
4. To plan and teach well-structured lessons;
5. To adapt teaching to respond to the strengths and needs of all students;
6. To make accurate and productive use of assessment;
7. To manage behaviour effectively to ensure a good and safe learning environment;
8. To fulfil wider professional responsibilities.

All teachers are expected

- To meet the Teachers' Standards (summarised above) at all times;
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Handbook (Ofsted) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;

- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

Impact

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of education is judged to be 'outstanding'

All teachers will

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;
- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able students, those with SEN and those eligible for the student premium;
- Be aware of students' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;
- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all students can make good progress;
- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip students with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare students for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for students;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all students;
- Follow the faculty's and school's student behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire students in line with the school's policy;

- Be accountable for students' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to students on their progress and next steps;
- Assess students' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for students by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure students' wellbeing, and maintain high levels of punctuality, attendance and uniform;
- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage students to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of students and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;
- Participate actively in and contribute to faculty self-evaluation procedures;
- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;
- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

Teachers on Upper Pay Spine (UPS)

In addition to the Main Scale specification above, teachers who have progressed to the Upper Pay Spine in line with those set out in the School Teachers' Pay and Conditions Document and The Corinium Education Trust's Career Stage Expectations will be expected to undertake additional responsibilities. The scope of this increase in line with UPS progression.

For UPS1 and 2 teachers

- Are 'highly competent in all elements of the relevant standards and their achievements and contributions to an educational setting or settings are substantial and sustained.' (STPCD);
- Contribute to key developments within the faculty, across the school or The Corinium Education Trust;
- Develop resources for use by other staff;
- Model best practice consistently and teach demonstration lessons as required;
- Engage in research-led CPD and actively pursue ways to improve working practices and student outcomes across the school and The Corinium Education Trust;
- Provide guidance, support and mentoring for identified students as a part of the school's commitment to raising the achievement of key groups of learners and whole school intervention programmes.

For UPS 3 teachers

- Lead on specific areas related to the school's core priorities and strategic objectives, such as disadvantaged students, as agreed with the Head of Faculty, Head of School or Headteacher;
- Support, coach or mentor identified staff as agreed by the Head of Faculty, Head of School or Headteacher;
- Contribute to the planning and delivery of the school's and The Corinium Education Trust's training and continuing professional development programme, for example leading or facilitating workshops.

Note

The school asserts its right to ownership and use of all intellectual property generated by staff during the course of their employment or generated by staff outside the course of their employment where school resources have been used.

Why apply for a role at Cirencester Deer Park School?

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school's values of Trust, Kindness and Determination underpin all we do. Students enjoy their learning in a disruption free environment, and staff are proud to work here. The school is located in beautiful grounds within a 10-minute walk of the 'Capital of The Cotswolds'.

Following our Ofsted inspection in January 2023, Cirencester Deer Park School continues to be a good school. Inspectors noted that:

- "Students welcome leaders' high expectations of their behaviour and conduct....Students enjoy their learning and feel well prepared for the future."
- "Students behave well in lessons and benefit from learning without low-level disruption from others."
- "Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing students' behaviour."

At Deer Park School there is a strong sense of community where the common goal amongst students and staff is to be the best that they can be, based on the foundations of continual challenge and support. Our learning community has expanded through the development of The Corinium Education Trust and working alongside Chesterton, Down Ampney, Kemble, Sherborne C of E and Siddington C of E Primary Schools we aim to improve students' learning and life chances through continuous school improvement.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

What do we offer our staff at Cirencester Deer Park?

- The opportunity to work with students who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.

- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our students and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting students.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. We work with the Balcarras Teaching School Hub to ensure our Early Career Teachers are supported during their two years following the Early Career Framework. We place a high value on mentoring and several of our staff value the chance to mentor both ECTs and ITT trainees.
- Teachers have the opportunity to take part in training provided externally, for example, The Ambition Institute Instructional Coaching training and some staff recently completed NPQs delivered by the Teaching School Hub.
 - Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment.
 - A cycle to work scheme, as well as an employee assistance plan and childcare vouchers.
 - A wellness package to all staff through Education Mutual.