



RECRUITMENT PACK

TEACHER OF MATHS

Closing Date: 12 noon, Wednesday 4th March 2026





**11-18 Mixed, ethnically diverse, Outstanding Academy
1,700 on roll (including 300 in Sixth Form)
One of Brent's most over-subscribed schools**

**TEACHER OF MATHS
(Inner London Allowance)**

Claremont High School is seeking a motivated and well-qualified Teacher of Maths to join our high-achieving department from September 2026. This is an exciting opportunity to inspire and challenge students across all Key Stages, in a school that prides itself on academic excellence and innovation in teaching.

We are looking for a dedicated professional with the subject knowledge, teaching expertise, and administrative skills expected at a prestigious institution like Claremont.

The successful candidate will benefit from:

- Outstanding professional development and career progression opportunities
- Access to the Claremont network, providing a range of staff benefits and CPD
- A supportive and collaborative department where teachers are truly valued
- The opportunity to contribute to a department committed to student success and innovative teaching

Applications are welcome from newly qualified teachers (ECTs) as well as experienced practitioners. For more information about our Maths Department, including staff, syllabi, and resources, please visit our school website under Curriculum, Maths.

To apply please refer to:-

[Claremont High School, Harrow, Greater London | Teaching Jobs & Education Jobs
| MyNewTerm](https://www.claremonthigh.com/jobs/101777-claremont-high-school-harrow-greater-london-teaching-jobs-education-jobs-mynewterm)

Closing Date: 12 noon, Wednesday 4th March 2026

JOB DESCRIPTION

TITLE OF POST: TEACHER - Inner London Allowance

Responsible to: Director of Teaching and Learning
Head of Department
Pupil Progress Managers

Responsibilities:

- To plan, deliver and assess appropriate lessons which ensure that the potential of all students is fulfilled.
- To continue positively and accept delegation, with department colleagues, to the production, implementation and evaluation of department Schemes of Work and resources.
- To encourage students by regular marking, advising constructively by using targets and giving appropriate praise.
- To be aware of individual students' needs, whether they are academic or social, and liaise with Support Staff when necessary.
- To perform the role of Form Tutor
- To monitor assessment through use of data and target setting, and to maintain records of assessments of the students and levels of attainment as laid out in the National Curriculum, where appropriate.
- To ensure quality education of students regardless of ability, age, class, culture, disability, faith, gender, race or sexual identity.
- To follow the ethos of the school and the department by promoting high standards of all students and maintaining high expectations both in and out of lessons.
- To provide a positive environment where effective teaching and learning can take place and create opportunities for students to develop wider skills for later life.
- To communicate effectively and be willing to develop and share good practice with colleagues in meetings and through lesson observations.
- To be committed to the demands of a high achieving school, both in the classroom and beyond.
- To remain familiar with national and local initiatives within the subject area and focus on own professional development to the benefit of students.
- To be responsible for the formation and implementation of whole school policies and attend meetings and Parents' Consultation Evenings scheduled in the school calendar.

GENERAL TEACHER SPECIFICATION

Qualification Criteria

- Educated to degree level or above in the relevant subject.
- Qualified to teach in the UK, PGCE, or similar.

Experience

- Teachers of all levels of experience including ECTs are welcome to apply for general teacher posts.

Teaching and Learning

- Excellent classroom practitioner (whose lessons are rated as good or above consistently).
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Has good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving standards of achievement.
- Commitment to regular and ongoing professional development and training to establish outstanding classroom practice.
- Has a passion for teaching.
- Results orientated.
- Relentless drive to do whatever it takes to ensure all students succeed.
- The courage and conviction to make a difference.

Communication skills

- The ability to listen and communicate effectively to influence and motivate others.
- Empathy and the ability to understand the needs, aspirations and motivation of diverse individuals and group problem solving.
- Identify, analyse and resolve problems and issues.
- Develop plans with concrete outcomes and effective solutions.

Resilience

- Sustain energy, optimism and motivation in the face of pressure and setbacks.
- Stay calm in difficult situations and maintain clarity of vision.
- Be adaptable in the face of adversity.

The school is committed to maintaining appropriate professional standards at work and safeguarding children. It is the responsibility of the post holder to familiarise themselves with the named person(s) for child protection and safeguarding.

The post holder is responsible for formally notifying the Headteacher directly of any changes to status and must, for safeguarding reasons and at the earliest possible time, disclose all new information about cautions, reprimands, final warnings, police enquiries, pending prosecutions, convictions, criminal charges or summonses subsequent to the last DBS Enhanced disclosure.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons'/he is responsible for or comes into contact with.

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body. This job description is not necessarily a comprehensive definition of the post. It will be reviewed as and when required and it may be subject to modification at any time after consultation with the appropriate parties.

EXPECTATIONS OF A CLASSROOM TEACHER

- To teach to the syllabus prescribed by the Head of Department, using the scheme of work drawn up for the department and to prepare pupils for tests and examinations. Head of Department, using the scheme of work drawn up for the department and to prepare pupils for tests and examinations, using revision programmes, past examination papers etc. as appropriate.
- To plan and prepare work as appropriate.
- To maintain records of work covered for each set taught.
- To set prep on a regular basis, following the School's prep timetable in the Lower School and according to the Head of Department's guidelines in the Sixth Form.
- To mark pupils' work regularly and to keep a record of each pupil's marks in a mark book.
- To monitor pupils' attendance at lessons and to follow up absences in writing with the appropriate Pupil Progress Manager.
- To provide a written report on each pupil at half term and at the end of each term (full reports).
- To keep classrooms, laboratories and equipment used in good order and to report any damage/faults, etc. to the appropriate person (usually the Head of Department).
- To contribute to the overall work of the department e.g. drawing up schemes of work, setting examination papers, participating in field trips or exchange visits. Covering classes for absent colleagues as direct by the Head of Department or Assistant Headteacher.
- In the case of absence, to notify the Head of Department and the Deputy Head and to set work for classes needing to be covered whenever possible.
- To attend all staff meetings called by the Headteacher and parents' meetings of all year groups taught.
- To keep abreast of developments in his/her subject area and to support the department's contribution to the relevant targets of the School Development Plan by attending appropriate INSET and other courses.

GUIDANCE FOR APPLICANTS WITH DISABILITIES

Information is requested on this job application form about disability/medical conditions you may have. If you are shortlisted, you will also be asked to provide further information on an Employment Health Questionnaire form.

This means:

- It is important that you tell us whether you require adjustments to any part of the selection procedure including arrangements for interview. The application form allows you to provide this information.
- If you are offered the job, any adjustments to the working conditions or environment that may be required to enable you to carry out the duties of the job will be considered in consultation with you.

Disability is defined as follows:-

- A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities where:
- A mental impairment is defined as an impairment resulting from or consisting of a mental illness only if the illness is a clinically well-recognised mental illness;
- Long term, means the effect of the impairment has lasted at least 12 months or is likely to last for 12 months or is likely to last for the rest of a person's life;
- Normal day-to-day activities are defined as: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech; hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger. NB: Any disability which does not have a substantial and long term effect on one or more of them is not considered to be a disability.

Other conditions included within the definition of disability not already outlined above are:

- A recurring condition which has recurred over more than 12 months or is likely to recur over more than 12 months;
- A progressive condition, e.g. cancer, multiple sclerosis, muscular dystrophy or HIV which has, or has had, an effect on normal day-to-day activities;
- Severe disfigurements, although some with deliberately acquired disfigurements will not be covered;
- People registered as disabled under the Disabled Persons (Employment) Act 1944 on 12 January 1995 and on the date the employment right comes into force, who will be deemed to be covered. People with a history of disability will also have protection, even if they do not now have a disability.

Your Application

There is no legal requirement for you to provide information about your disability on this form. However, you are encouraged to do so, particularly where you believe that the information may be relevant to the job application. **Please contact the Executive Assistant if you require any further information on any aspect of your application.**