

Teacher of Mathematics

Full-Time, Permanent Recruitment Pack



WELCOME

Belper School and Sixth Form Centre is a warm, inclusive and inspiring place to learn and work. We combine strong academic standards, a rich and inspirational curriculum and a caring and supportive ethos to provide the very best education we can for our wonderful students. At the heart of the school is a strong sense of belonging and shared responsibility, which gives Belper its distinctive character and underpins everything we do.

Our lively and successful school of just over 1200 students, including around 180 Sixth Formers, has proudly served the community of Belper and the surrounding villages for over 50 years. Belper is a vibrant market town in Derbyshire, on the edge of the Peak District. Situated within the Derwent Valley World Heritage Site, it is known for its creative and inclusive spirit, hosting an annual arts festival and a popular Pride event, values which closely reflect our own.

Our vision is captured in the phrase:

“Create your future. Be who you are, become who you aspire to be.”

Supported by our *Be Belper Values*, this vision shapes daily life in the school. We are committed to nurturing a love of learning and boundless curiosity in every student. Through our broad curriculum, rich subject content and extensive extracurricular opportunities, we inspire students to discover their interests and develop their talents. We also place great importance on building resilience, independence and self-belief so that students leave us as confident, well-rounded young people ready to make a positive contribution to their communities and the wider world.

We have a distinctive ethos that is reflected in the unique ways we build mutual respect and trust across the school. Belper is a non-uniform school, and students address staff by their first names. This is a deliberate and important part of our culture which helps foster positive relationships and ensures every child feels known, valued and respected. While we value academic achievement highly, we also see it as our duty to develop responsible, compassionate and respectful citizens.

Visitors often comment on the calm, positive and purposeful atmosphere around the school, and we are incredibly proud of our students, who are consistently kind, polite and engaged in their learning. As Ofsted noted in May 2025, *“There is a calm and productive atmosphere around school. Staff have high expectations of pupils’ behaviour and conduct. Pupils are trusted to behave well, and they do.”*

We know that to provide the very best education, we must recruit, retain and invest in exceptional staff. Staff wellbeing is a genuine priority and is closely linked to our high levels of retention. We are proud that Ofsted’s May 2025 inspection recognised the positive culture we have built:

“Staff are proud to work at the school. They appreciate leaders’ consideration of their work-life balance. They feel well led and managed”

Thank you for your interest in Belper School and Sixth Form Centre. We hope this gives you a sense of the warm, supportive and inspiring community we have created, and we look forward to welcoming colleagues who share our values and ambition for young people.

Mrs Matilde Warden BSc (Hons) NPQH
Headteacher

MATHEMATICS FACULTY

The Mathematics Faculty at Belper is a vibrant, forward-thinking and highly collaborative team, passionate about improving mathematical understanding, confidence and enjoyment for all students.

The department is made up of a strong blend of highly experienced teachers and newer colleagues who bring fresh ideas, energy and innovation. This mix creates a dynamic and reflective professional culture where staff learn from one another and continually refine their practice.

We are proud to have two Maths Hub Mastery Specialists within the department, and our work is strongly informed by current research, evidence-based practice and national developments in mathematics education. We actively collaborate with the University of Nottingham on research and lesson study projects, and we regularly host PGCE students as part of this partnership, contributing to the training of future teachers and keeping our own practice current and reflective.

Our curriculum is ambitious, coherent and regularly reviewed. We place a strong emphasis on conceptual understanding, mathematical reasoning and problem-solving, ensuring students develop both fluency and deep understanding.

- Key Stage 3 is taught in mixed-attainment classes, with a focus on building secure foundations, confidence and mathematical resilience.
- Key Stage 4 is taught in mixed classes within tiers, enabling appropriate challenge and support while maintaining high expectations for all students.
- At Key Stage 5, there are opportunities to teach A Level Mathematics, Further Mathematics and Core Mathematics, and we attract strong uptake in post-16 courses.

We also run a thriving enrichment programme including UKMT challenges, problem-solving clubs, events and trips, helping to raise the profile of mathematics across the school and inspire curiosity beyond the classroom.

This is an exciting time to join the department as we continue to develop a curriculum that is modern, inclusive, research-informed and ambitious for every learner.

THE ROLE

We are seeking to appoint a permanent, full-time Teacher of Mathematics.

The successful candidate will be an excellent classroom practitioner with a genuine love for their subject, strong subject knowledge, a calm and kind manner and consistently high expectations for both academic achievement and student behaviour.

The successful candidate will:

- Teach Mathematics across Key Stages 3 and 4.
- Have the opportunity to teach A Level Mathematics, Further Mathematics and/or Core Mathematics at Key Stage 5, depending on experience and interest.
- Contribute to curriculum development, enrichment and departmental improvement.
- Work collaboratively with colleagues within a highly supportive and reflective team.

The role also includes responsibilities as a form tutor, delivering a centrally planned and fully resourced PSHE curriculum. We place great value on the tutor role as a cornerstone of students' school experience and are therefore looking for someone who is committed to pastoral care and positive relationships with their students.

This full-time, permanent post would suit either an experienced teacher or an Early Career Teacher. For ECTs, we offer a highly supportive induction, high-quality mentoring and a strong programme of professional development through our Early Career Framework and wider CPD provision.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to relevant safeguarding checks, including enhanced Disclosure and Barring Service checks, in line with the most recent guidance in *Keeping Children Safe in Education*. We are also committed to equality of opportunity in employment and service provision.

If teaching in this kind of environment appeals to you, we would be delighted to hear from you. Please follow the instructions on how to apply, and do not hesitate to contact the school if you have any questions.

APPLICATION PROCESS

Role Type: Permanent (full-time teaching post)

Start Date: September 2026

Application closing date: 9am, Friday 6th February 2026

Shortlisting: Shortlisted candidates will be contacted by email by Monday 9th February 2026

Interviews: Wednesday 11th February 2026

Please apply using the MyNewTerm application process.

The supporting statement **must** include the following sections with clear headings.

1. Why do you want to work at Belper School and Sixth Form Centre?

How do our school aims and ethos resonate with your own views on education and leadership?

2. What impact have you had on students in your career so far?

Please describe an experience(s) where you have had impact on your students. For ECTs, please describe an aspect of your teaching that you feel has gone particularly well.

3. What does High Quality Teaching look like in your classroom?

*Give examples of how you ensure **all** students in your classes benefit from High Quality Teaching*

4. How have you engaged in the wider life of the school within your current role?

Give examples of how you engage with the students and staff beyond your timetabled lessons and beyond your department.

The statement should be no longer than 1500 words (not including headings).

Please note applications which do not include the above headings with answers may not be considered for shortlisting.

All appointments are subject to relevant safeguarding checks, including enhanced Disclosure and Barring Service checks, in line with the most recent guidance in *Keeping Children Safe in Education*. We are also committed to equality of opportunity in employment and service provision. All applicants must be able to provide evidence of their Right to Work in the UK prior to commencement of employment. As part of our need to comply with UK immigration rules, you will be required to provide Home Office stipulated documentation prior to interview.

PERSON SPECIFICATION TEACHER OF MATHEMATICS

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • A degree in Mathematics or a closely related subject. • Qualified Teacher Status. 	<ul style="list-style-type: none"> • Further professional qualifications. • Appropriate in-service training / CPD according to experience
PREVIOUS EXPERIENCE	<ul style="list-style-type: none"> • A track record of successful teaching across Key Stages 3 to 5 (In line with career stage) • Involvement in the monitoring of progress and attainment at student and class level • Experience in developing teaching and learning in an inclusive environment 	<ul style="list-style-type: none"> • Involvement in curriculum initiatives and extra-curricular developments.
TEACHING PROFESSIONAL COMPETENCY	<ul style="list-style-type: none"> • Ability to teach Mathematics across the full 11-18 age and ability range • Strong subject knowledge in Mathematics • Good classroom management and high expectations. • Ability to use data to inform teaching and raise achievement. • Willingness to contribute to collaborative planning • Excellent communication skills. • Good ICT skills and an awareness of its potential. • Knowledge of e-learning • Knowledge and understanding of current Teaching and Learning issues • Express a vision for subject development 	<ul style="list-style-type: none"> • Ability to teach Further Mathematics or Core Mathematics at KS5. • Interest in research-informed practice and curriculum development. • Willingness to contribute to enrichment. • Evidence of contribution to wider school life
PERSONAL QUALITIES	<ul style="list-style-type: none"> • A capacity to inspire through a love of teaching • Commitment to an ethos of high expectations of both academic outcomes and behaviour • Kindness and compassion 	<ul style="list-style-type: none"> • Involved in educational developments beyond what is required. • Eager to acquire further skills and career enhancement.

	ESSENTIAL	DESIRABLE
	<ul style="list-style-type: none"> • Resilience, patience and the ability to remain calm under pressure. • Confidence and presence • Flexibility and ability to adapt to change • Willingness to collaborate and to be a team player. • A commitment to the safeguarding and welfare of children. • Commitment to the school's equal opportunities policy. • Strong educational values which are in line with the school ethos 	

Evidence for these attributes will be taken from the application details, references and interview

ROLE DESCRIPTION TEACHER OF MATHEMATICS

Job title: Teacher of Mathematics

Contract type: Permanent (full-time)

Reporting to: Head of Mathematics Faculty / Head of Year

MAIN PURPOSE

The key responsibilities of this role are:

- Teaching.
- Collaborative planning within the associated Faculties
- Tutoring a group of students within a Year system and delivering the PSHE programme and tutor time activities.
- Carrying out assessment procedures required by the school and external bodies.
- Consulting with colleagues both formally and informally.
- Fulfilling administrative tasks efficiently and punctually.
- To promote the best possible education for **all** learners

DUTIES AND RESPONSIBILITIES

- Have a secure knowledge and understanding of her/his specialist subject(s) and a detailed knowledge of National Curriculum and other statutory requirements.
- Teach and plan in line with the Belper School and Sixth Form Centre Teaching and Learning Framework.
- Identify students who have special educational needs and adapt teaching accordingly in line with pupil passports
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships; act to deal with inappropriate behaviour in the context of the behaviour policy of the school.
- Pastoral care of a tutor group.
- Registration of students in accordance with legal and school requirements.
- Reporting regularly and occasionally as circumstances may require.
- Professional commitment to the whole life of the school including involvement in decision-making procedures and active care of the environment.
- Contributing to the school and faculty development plan and to the development and well-being of the school in any way that may be required by the Head.
- Taking responsibility for their own professional development. Understanding the need to keep up-to-date with developments on pedagogy and in the subjects they teach.
- Establish effective working relationships with colleagues and associate staff

ADDITIONAL RESPONSIBILITIES:

Additional responsibilities will be negotiated with the post-holder annually as part of his/her Appraisal Review, commensurate with his/her level of experience.

This role description is to be read in conjunction with the relevant section of the current edition of the School Teachers Pay and Conditions document, specifically the Framework of Professional Standards for Teachers.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.