



## **RECRUITMENT PACK**

### **TEACHER OF MATHS (KS5 Maths Coordinator)**

**Closing Date: 12 noon, Monday 12<sup>th</sup> January 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  
AND KS5 MATHS COORDINATOR**

**(Inner London Allowance plus TLR 2.1)**

Claremont High School is seeking a motivated and well-qualified Teacher of Maths to join our high-achieving department from April or 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. The successful candidate must be able to deliver A Level Mathematics and Further Mathematics to a high standard. As KS5 Maths Coordinator you will work closely with the Head of Maths and take on responsibility for leading the planning and delivery of our KS5 curriculum.

We are seeking a committed professional with strong subject expertise, exemplary teaching practice, and the organisational and leadership skills expected within a prestigious institution such as 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

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, Claremont Avenue, Kenton, Harrow | Teaching Jobs &  
Education Jobs | MyNewTerm**

**Closing Date: 12 noon, Monday 12th January 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 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 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 schedule in the school calendar.

## **JOB DESCRIPTION**

### **KEYSTAGE FIVE COORDINATOR - MATHEMATICS**

**Responsible to:** Headteacher  
Deputy Head (Curriculum)  
Head of Maths

**Responsible for:** The Teaching and Learning and Progress within Key Stage 5

**TLR:** 2.1

Each key stage within the mathematics faculty is managed by a coordinator whose responsibility is to oversee the teaching, learning and progress of students. The key stage five coordinator has specific responsibility to support teachers new to A level teaching. We have this structure in order to create mutually supportive teams of teachers, and to work towards providing a more coherent curriculum experience for students

#### **Key stage Five coordinator for Mathematics will:**

1. Work directly to the Head of Maths.
2. Make effective, efficient and consistent use of appropriate data to inform the target setting process for all pupils at KS5.
3. Disseminate good practice in the use of data/information on pupils' prior and current progress and achievement.
4. Organise and monitor the Intervention/Booster classes.
5. Disseminate good practice in teaching and learning.
6. Provide appropriate leadership and support for Maths teachers new to KS5 teaching.
7. Develop and update schemes of work for the delivery of the A level Maths and Further Maths.
8. Hold other responsibilities related to this new post as agreed with your line manager

# GENERAL TEACHER SPECIFICATION

## Qualification Criteria

- Qualified to degree level and above in the relevant subject.
- Qualified to teach in the UK, PCGE, 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 on-going 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 familiarize 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's/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, 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 directed 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 Head 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 he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her 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, eg cancer, multiple sclerosis, muscular dystrophy or HIV which has, or has had, an effect on normal day-to-day activities;
- people with 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.**