

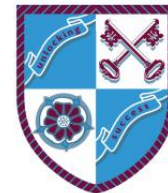
# Candidate Information Pack

HEAD OF MATHS

Required from September 2025  
Main/Upper TLR 1C



A very warm welcome to Warblington School



Dear Candidate



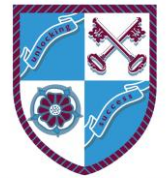
Thank you for taking an interest in our unique community. I know I say it every year, but there is not a day goes by when I am not proud to be the Headteacher of this school and the community within it. August was another of those moments where the Class of 2024 and staff got to share the fact that their hard work meant every school attainment record has been beaten! They left a legacy that will not be forgotten – that despite the challenges this year group faced, they obtained the skills and qualifications that best prepare them to tackle those challenges and enable them to go on and have successful futures. We have now challenged the future year groups to “step up” and write themselves into the record books!

I am consistently in awe of the character and resilience shown by our young people. Students are still coming to terms with gaps in their education thanks to school closures, yet they seem more determined than ever to make up for lost time, taking advantage of the range of activities that we were once again able to put on. It was great to see students getting excited for the ski trip this year, and also throw themselves into Sports Week, staying for rehearsals for the school show, going out on trips and visits or just being able to have Christmas lunch or an assembly with the whole school together – something we do twice a year and is one of my favourite times – it emphasises the importance of working on something collectively. And in our case, Warblington is something very special.

We, along with every Hampshire school, have been able to be part of a #BeeWell survey, looking at student’s wellbeing. Much is written around the performance of UK schools in PISA tables by politicians, however rarely does this focus on how poorly UK schools come out when it comes to student wellbeing. What the #BeeWell survey has shown us is that Warblington bucks this trend, with students saying they feel safe, experience bullying below Hampshire and National averages and feel they have staff that will listen and support them all the way through school. This is something we’ve strived for and now have the evidence to show!

The improvement journey the school is on is one that presents challenges but also real successes. We now sit with a full Key Stage 3, and waiting lists in years 7, 8 and 9. With the increase in students, comes the needs to review the curriculum and we are delighted that Design Technology is back, having recruited into this area. Business Studies also now forms part of the Key Stage 4 options. At a time where many schools are reducing the numbers of subjects, we are able to offer more – increasing the broadness of curriculum offer our students and parents have come to expect.





Warblington school has something quite unique about it. Whilst we go about our day in our Grade 2 listed building (yes it really is a national treasure!) that has recently seen millions spent upgrading the glazing to ensure rooms are fit for purpose, we remain a small, but rapidly growing secondary school. At only 780 students we can do things differently here as we know individuals well. This is picked up by everyone who visits us. But it goes deeper than that. Everyone who visits will tell you just how welcoming the school is for new staff and students – over 40 students joined us mid-way through the year last year, with each one saying how they had settled in well and were enjoying school. Indeed, one of our senior prefects this year joined us outside of the normal admission round, yet you wouldn't notice that from speaking to her. This is a thriving community and I am proud to say our students are well behaved, friendly, kind and considerate. They welcome visitors and they are proud to speak of their school. Our staff are passionate about improving learning and aim to inspire and challenge the young people we work with.

A recent inspection by the Hampshire Inspection Team noted, *“During the learning walk all pupils were engaged in their lessons. It was evident that teachers had a strong presence and command within the classroom environment, with subtle cues to engage pupils who may be off task or unsettled following a transition. These ‘behaviour of learning’ techniques were evident across the school, with teachers skilfully using eye contact, hand gestures and body language, without interrupting the flow of the lesson. This ensured any low-level disruption was addressed swiftly and meant behaviours did not manifest into something more. Behaviour seen throughout the day would align with the self-evaluation, with the school being calm and orderly, with pupils following staff instructions with respect.”*

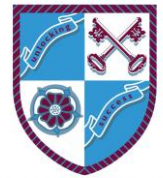
*Hampshire Inspectorate and Advisory Service (HIAS)*

We believe that children have the right to the best education and during their time with us, we aim to equip all of our students with the skills they need to flourish in modern society; to make the best of opportunities and to be able to positively contribute once they leave Warblington School.

The way we work with individuals on the Personal Development Curriculum has continued to build, and during our recent Hampshire Inspection, it was commented that, *“The enrichment*

*curriculum covers careers, equality and diversity, relationship and sex education and safeguarding. ...all teachers deliver this within teams becoming more expert in their area. Leaders place value on this aspect of their work and this is highly visible across the school”*





WARBLINGTON  
SCHOOL



We have high aspirations for everyone who wears the Warblington School logo and as we begin to look ahead to September 2025, and celebrate our 70<sup>th</sup> year as a school we continue to strive to improve ourselves through a clear focus on learning and achievement in a supportive environment. As a parent myself, I know that children and young people learn best in an environment which is secure, happy and caring. Our learning community works hard to create the right atmosphere and we pride ourselves on seeing each child as an individual. We take time to celebrate achievements together, whether they are academic, sporting, artistic or dramatic.

Here at Warblington, we are committed to bringing the best out of each and every student entrusted to us and being a small secondary school allows us to get to know each individual and provide them with the support they need that will enable them to thrive.

Curriculum is very important to us and has played a key role in our improvement in outcomes. Further information on our curriculum can be found our curriculum booklet and on our website. We recruit specialist teachers in their subjects and as we know they are passionate about the subjects they teach and we believe students need to experience a wide range of subjects for as long as possible.

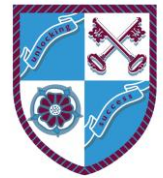
Finally, it is important to note that teaching and learning is at the heart of everything we do. Our focus for this year is around the use of the Great Teaching Toolkit becoming the golden thread of all adaptive inclusive teaching enabling all students to succeed in the right environment. With the renovation of the main building complete, and the renovation of the technology block due to begin in the summer of 2025, we know that the ingredients are there for Warblington School to be a special place for years to come – and we'd be delighted for you to join us on that journey.



*Mike Hartnell*

**Headteacher**





## IMPACT: What the Data shows

### Mathematics

	Warblington 2024	National Average 2023	Warblington 2023	Warblington 2019
4+	74%	61%	75%	55%
5+	55%	43%	55%	36%
7+	20%	17%	20%	13%

### How we got there – Maths

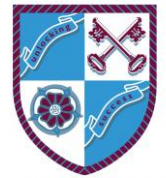
Over the last two years the Mathematics Department has undertaken a transformational shift in both pedagogy and culture, leading to sustained GCSE results of 74% for Grade 4+ (above both Hampshire and National comparisons).

Mathematics	2019	2022	2023	2024
Attainment Average	4.1	4.2	4.7 ↑	4.7
Progress 8	-0.59	-0.54	-0.09 ↑	0.38 ↑
Grade 4 +	55%	66%	75% ↑	74%
Grade 5 +	36%	49%	55% ↑	55%
Grade 7 +	13%	13%	20% ↑	20%
FSM	-0.96	-0.74	-0.83	-0.1 ↑
Non FSM	-0.45	-0.39	0.2 ↑	0.5 ↑

### Pedogeological changes since 2022:

Each key stage has a new spiral curriculum built on both mastery and scaffolding ensuring GTT is at the heart. Emergency schemes of work for each class of Year 11 were created for 2022/2025 students due to the large knowledge gaps highlighted in initial consultation, this personalised adaptation ensured that all content was taught rather than assumed. Higher achievers are offered the opportunity to complete a Further Math qualification and we are launching a new pathway for entry level starting 2024/2025.

Assessments and homework have been centrally created to align with the active learning in lessons and have an integral thread of retrieval practise. To assist with long term memory recall we have also introduced a '5 a day' homework booklet for all students providing a clear independent revision structure.



Each exam board has different strengths, we changed to OCR from Edexcel in September of 2022 to match the requirements of our students. To ensure correct preparation walking talking mocks, alternative papers and tutoring (both inhouse and externally) have played a key role in allowing students to confidently and correctly express their knowledge.

Classroom teaching has improved with the introduction of clear departmental expectations including consistent use of AFL, misconception highlighting, visualiser modelling and mapped out revision plan.

### **Cultural changes since 2022:**

The Mathematics team pride ourselves on having a relentlessly enthusiastic, positive and welcoming culture for all. We believe that every students have the ability to maximise their potential and see our role as supporting them in doing so.

Each student receives personalised feedback after assessments, ensuring parental/guardian involvement through letters, phone calls and face to face meeting where possible. We award stars of the week/lesson and students of the term based on both attainment and progress. We are proud of our new cultural capital gains with Legoland STEM trips, math challenges, external employers and University trips becoming standard practise.

The future is full of exciting prospects with new members of staff with primary and dyscalculia specialisms joining the team as well as the efforts of the new KS3 scheme of work being realised.

### **What are the next steps**

The heads of both English and maths subject areas have already produced action plans to ensure that the progress does not end here. For English, there is a real focus around the top end grades and tracking the impact of Key Stage 4 setting. This coupled with much more data-led tracking, and impact of a well thought through and well taught Key Stage 3 curriculum will continue to drive improvements in outcomes.

For maths, the aim is to continue that level of improvement, particularly as future cohorts are coming to us with attainment levels below national average in maths. The 5-a-day rolled out into Key Stage 3 will help with long term retrieval as will the appointment of a Key Stage 2 maths specialist to help identify and teach to gaps in knowledge.

All in all, with two very competitive teams of experts in both core subjects, the future is very bright for Warblington students hoping to achieve the 'basics' in English and Maths!

# HEAD OF MATHS

## Required from September 2025

### Main/Upper + TLR 1C

Warblington School is a small, rapidly growing secondary school with a strong sense of community and a focus on academic excellence. With a commitment to nurturing individual students, the school fosters an environment where students are known, supported, and challenged to reach their full potential.

We are looking to appoint a well-qualified candidate to join an enthusiastic, supportive and successful school as a leader of Maths.

As a leader you will have responsibility for a department that brings learning to life by nurturing student's numeracy and teaching them the skills to develop their mathematical thinking. You will encourage the students to become resourceful, innovative and enterprising as they solve real and relevant problems.

#### The preferred candidate will:

- be aspiring to a middle leadership position or be an excellent leader with a track record of leading a team and motivating others.
- have responsibility for developing the Maths curriculum across both KS3 and KS4.
- be able to develop secure links with our KS2 feeder schools.
- be passionate about the subject.
- inspire the next generation of students to make significant progress in their learning.

#### What We Offer:

- A competitive salary and benefits, including an excellent pension scheme, and free on-site parking.
- Professional development opportunities including tailored induction and ongoing training within a supportive and high-quality learning environment.
- The chance to work with motivated students and a dedicated team of professionals.
- an inclusive culture where all staff and students are valued.
- access to a confidential Employee Assistance Program (EAP) for support with personal, emotional, and mental well-being.

If you think you could contribute to the team, please see our website below for an application form. Please note that we do not accept CV applications.

[www.warblingtonschool.co.uk](http://www.warblingtonschool.co.uk)

Closing Date: 15 May 2025

Interview Date: w/c 19 May 2025

**We would strongly recommend an early application as we reserve the right to close the vacancy if a suitable candidate is found.**



# JOB DESCRIPTION

## HEAD OF MATHS

### Core Purpose

**Areas of Responsibility and Key Tasks:** The post holder is required to carry out the duties of a school teacher as set out in the *School Teachers' Pay and Conditions Document* and the school's own policy.

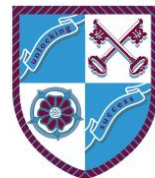
In addition, as a TLR1C postholder you will:

- have an impact on educational progress beyond their assigned pupils
- lead, manage and develop a subject curriculum area and/or to lead and manage pupil development across the curriculum
- lead, develop and enhance the practice of other staff and effective use of resources
- actively participate in whole school self-evaluation and school improvement planning
- be responsible for promoting and safeguarding the welfare of children and young people within the school
- have line/performance management responsibility for a significant number of staff

### Leadership and Management

- Contribute to the implementation, evaluation and success of the school vision and improvement plan
- Lead and manage the faculty/achievement area through example across the school
- Act as role model of good classroom practice, modelling effective strategies
- Develop, implement and evaluate the success of the department improvement plan and in line with school priorities
- Manage the department curriculum, deploying staff, rooms and resources to meet the needs of pupils including the management of pupils grouping arrangements
- Develop, monitor and review the provision in your area in terms of:
  - breadth and balance
  - pupil progress through the analysis of performance data, ensuring the use of this information for planning and target setting across your faculty/achievement area;
  - continuity in that records are completed and passed on and that policies are implemented
  - identifying appropriate attainment and/or achievement year group targets and personalised learning goals for pupils
  - quality of learning and teaching and responsibility for improved pupil outcomes including lesson observations
- Identify group and individual training needs and provide support for colleagues in your area responsibility
- Ensure relevant attainment and achievement targets are met
- Take a lead in securing and embedding within your area/team, the pastoral and behavioural support systems present in the school
- Ensure the effective management of the transition of pupils to and from each key stage and within it
- Be responsible for the school in the absence of the headteacher, deputy (and assistant headteachers) with the other TLR holders
- To be responsible for promoting and safeguarding the welfare of children and young people within the school





### Curriculum Responsibility

- Lead and develop your subject throughout the school and co-ordinate the formulation of written guidelines, resources and the information for staff, parents and governors to develop best practice
- Monitor, review and evaluate your subject to ensure that it is being effectively delivered throughout the school
- Develop and maintain a whole school approach to your subject and its recording and assessment including the use of tests, to ensure equal access for all pupils
- Provide the headteacher and/or other relevant staff with relevant subject, curriculum area or pupil performance information
- Ensure that appropriate work is set for absent colleagues

### Administrative Tasks

- Plan, manage, monitor and account for any budget for your subject/phase
- Organise and monitor the use of resources of your subject responsibility area
- Be responsible for the organisation, planning and evaluation for your area
- Be responsible for the organisation of all assessment tasks and tests within your area

### Staff Management and Development

- Act as a performance management reviewer for identified staff
- Ensure that performance management arrangements are effectively discharged by other team leaders in your area and effectiveness/impact is monitored
- Identify, lead and organise training opportunities as appropriate for your subject and manage areas to promote a whole school approach
- Act as a mentor or consultant to colleagues and encourage collaboration, co-operation and teamwork
- Keep abreast of current developments in your area and disseminate information as appropriate
- Be accountable to the headteacher for all delegated curriculum and management tasks

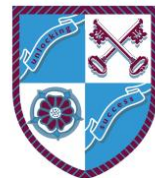
This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.



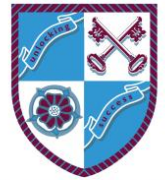
# PERSON SPECIFICATION

## HEAD OF MATHS

Criteria	Essential	Desirable	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Good Honours degree</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further relevant and substantial professional development</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> </ul>
<b>Professional Experience/Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of current educational developments</li> <li>Strategic planning, intervention and analysis of outcomes.</li> <li>Leading and managing the work of others.</li> <li>Analysing and using performance management and performance data to inform target setting, plan an appropriate course of action for improvement and policies.</li> <li>Current successful teaching experience.</li> <li>In depth knowledge of any relevant examination structure, national curriculum subject and key stage strategy.</li> <li>A clear understanding of the essential strategies for improving the quality of learning and teaching within a department.</li> <li>Understanding of successful strategies for meeting the needs of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Substantial and successful experience in Middle Leadership in the Secondary sector</li> <li>Monitoring budgets and ensuring value for money.</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview process</li> <li>References</li> </ul>
<b>Vision and Leadership</b>	<ul style="list-style-type: none"> <li>Ability to lead, motivate, challenge and inspire staff and students</li> <li>Ability to create, articulate, develop and realise an ambitious vision</li> <li>Ability to initiate and successfully implement change, including raising achievement</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading departmental self-evaluation and using the outcomes in future planning</li> <li>Lead on department improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview process</li> <li>References</li> </ul>
<b>Leading Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Ability to use data to support learning, set targets and monitor and evaluate performance</li> <li>Experience of monitoring/evaluating teaching and learning</li> <li>Success in raising student achievement through review, evaluation and intervention</li> </ul>		<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview process</li> <li>References</li> </ul>
<b>Managing the School</b>	<ul style="list-style-type: none"> <li>Experience of effective staff management, including delegation of responsibilities</li> <li>Ability to empower and sustain effective teams</li> </ul>	<ul style="list-style-type: none"> <li>Experience of Appraisal and continuing professional development of self and others</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview process</li> <li>References</li> </ul>



Criteria	Essential	Desirable	Evidence
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>• Lead a team to achieve agreed goals.</li> <li>• Clearly communicate to a range of different audiences.</li> <li>• Display high quality teaching strategies.</li> <li>• Support and motivate both colleagues and pupils.</li> <li>• Relate and positively show respect to people to all members of school and wider community especially parents.</li> <li>• Contribute effectively to the work of the middle leader team.</li> <li>• Deal successfully with situations that may include conflict resolution.</li> <li>• Effectively chair departmental meetings</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Working with Others</b>	<ul style="list-style-type: none"> <li>• A fluent and effective communicator</li> <li>• Ability to establish professional working relationships with all members of the School community</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working to build relationships in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm, drive and a love for the job</li> <li>• A good sense of humour</li> <li>• Ability to work under pressure</li> <li>• Ability to organise, plan and prioritise time effectively</li> <li>• Ability to act decisively</li> <li>• Responsible, accountable, capable of responding constructively to criticism</li> <li>• Flexibility, adaptability and creativity</li> <li>• Competent in the use of ICT</li> <li>• Ability to use a coaching style to support and develop others</li> <li>• Commitment to education for Equality.</li> <li>• Promoting the school's ethos and aims.</li> <li>• Professional self-development.</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>



## EXPLANATORY NOTES

### Application Procedure

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school (HCC) application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
  - a) Why you are applying for this post.
  - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged, and we reserve the right to close the vacancy early if **we receive sufficient applications for the role or if a suitable candidate is found.**

### Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful, you will receive a telephone call or email inviting you to attend an interview. It is therefore important that you give us your email address.

### Pre- Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.
- 4) Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form



## Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

## Salary

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

## Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

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