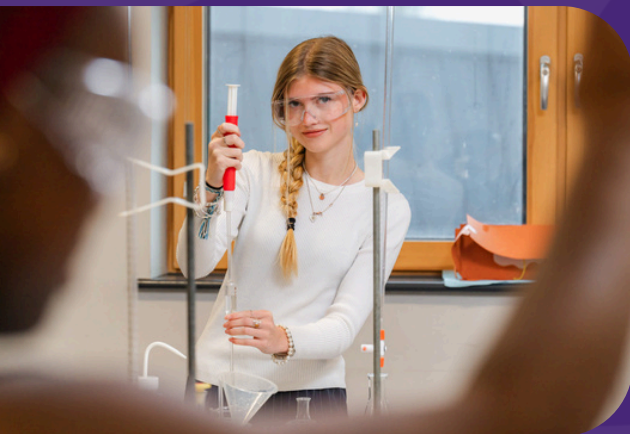


#EMATters



## Application Pack **Head of Maths**

“Every child deserves to  
be the best they can be”

# Welcome to Prince William School

We're a secondary school based in Oundle in Northamptonshire, proudly rated GOOD by Ofsted.

We're part of East Midlands Academy Trust (EMAT) and are dedicated to its vision that "every child deserves to be the best they can be". This commitment drives us to provide the best education for each and every young person.

We believe in Learning for Life and support our students to realise and exceed their potential by delivering a curriculum which is relevant and accessible to all. At both GCSE and A Level our outcomes are very strong and Ofsted recognises that our school is a 'calm and friendly place' where our students 'enjoy school, feel safe and are happy' and 'respect staff'.

Providing our students and staff with the right environment to thrive is essential and we are committed to continuing to invest in our buildings and facilities. We have a dedicated sixth form building, a newly-built science block, a redeveloped maths centre and this year we'll have a fantastic new Sports England-compliant sports hall, a dance studio, male and female changing rooms as well as a new entrance building and visitor reception.

Staff wellbeing is important to us, and when you become part of the #EMATters community you'll have access to a range of employee benefits from confidential support to cycle to work vouchers. You will also be supported in your career, which means that you can expect high quality training, the time to attend training and continuous professional development plus there are many opportunities to connect with fellow professionals across our EMAT network.

This is an exciting time to join Prince William School. If you would like to visit the school prior to applying, or for an informal chat please contact us via the school office and we would be happy to show you around and answer any questions that you have.

Thank you for your interest in Prince William School.



Anna Hewes  
Headteacher



## Post Description:

<b>Post title:</b>	Head of Maths
<b>Responsible to:</b>	Deputy Head
<b>Liaising with:</b>	All teachers of Maths, Head of Sixth Form, STEM Lead, Exams Officer, SLT, Careers Lead, 2 <sup>nd</sup> in Maths, etc
<b>Pay range:</b>	L10
<b>Contract terms:</b>	Full Time Start date: 1 <sup>st</sup> September 2025
<b>Closing Date:</b>	27 <sup>th</sup> March 2025
<b>Interview Date:</b>	3 <sup>rd</sup> April 2025

### Job Purpose

The Head of Department is a key figure in the life of the school, whose core purpose is to raise standards in their department. They play a central role in helping to implement agreed aims and objectives for the school as a whole and, through their leadership of colleagues and students, for their department in particular.

### Responsibilities include:

In addition to the responsibilities of being a teacher and a tutor, Heads of Departments will have specific duties as negotiated with their Deputy Head line manager. The duties and responsibilities which may include any combination of all or some of the following:

### *Subject and improvement planning:*

- Reviewing and analysing student performance in external exams and writing the department's self-evaluation and improvement plan
- Monitoring the progress of students within the department throughout the year and overseeing the implementation of interventions as necessary.
- Advising the Exams Officer about examination entries as required.

### *Students:*

- Contributing to the allocating of students into teaching groups in line with school policy and in collaboration with other departments when appropriate. Reviewing teaching groups as necessary.
- Contribute to an ongoing improvement in student attendance in their subject area.
- Being responsible for the guidance, discipline and welfare of students in the context of the department, in association with colleagues who have special responsibilities in these fields, with a particular care for students in vulnerable groups.



- Monitoring, assessing, recording and responding to students' progress and needs in line with school policy. Setting targets and implementing intervention strategies for students. Communicating with parents/carers as appropriate and ensuring all teachers in the department report to them as required by school policy.
- Maintaining student records as required by school policy.

#### *Staff:*

- Making effective and equitable deployment of teaching and non-teaching staff, with advice on timetable planning.
- Taking responsibility for the effective performance management of members of staff as required by the performance management structure.
- Line Managing the Second in the Department (if applicable) and agreeing appropriate responsibilities for them.
- Monitoring the work of all staff who teach in the department, including the quality of their teaching and marking, ensuring they set homework and meet deadlines as required, and liaising with the SLT Line Manager for the department about any action that needs to be taken.

#### *Curriculum:*

- Defining departmental aims and objectives and overseeing the translation of them into meaningful courses of study, which deliver at appropriate levels across all ages and abilities.
- Overseeing the planning of the range of students' learning experiences, in the context of the school's and the department's broad aims and objectives.
- Taking responsibility for the production and updating of the subject's schemes of work.
- Guiding staff on the appropriate methodology and resources to realise departmental aims and educational ideology.
- Relating the academic work of the department to children with special needs, to the school as a community and to the school in the community.
- Evaluating departmental performance and priorities against agreed targets. Communicating and reviewing these with the SLT Line Manager, the Principal, Governors, and the Trust as required.

#### *Resources:*

- Evaluation, select, acquire or produce an appropriate range of learning materials to enable the curriculum to be delivered appropriately.
- Giving guidance to other staff as necessary on the effective utilisation of resources.
- Working within the budget provided for the department.

Attribute	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Good Honours degree</li> </ul>	<ul style="list-style-type: none"> <li>• Other relevant qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching and curriculum experience within KS3 and KS4</li> <li>• Successful experience of raising standards with measurable outcomes</li> <li>• Successful experience of supporting colleagues to improve their classroom practice</li> <li>• Successful experience as a Head or Second of Department</li> <li>• Successful experience of planning a sequenced curriculum</li> <li>• Experience of performance managing staff and line management</li> </ul>	<ul style="list-style-type: none"> <li>• Successful teaching and curriculum experience at KS5</li> <li>• Successful experience of leading training on pedagogical principles and techniques</li> <li>• Other recent and relevant leadership experience</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Expert understanding of the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>• Secure knowledge of pedagogical principles such as Sweller's Cognitive load theory, Piaget's Schema theory, and Rosenshine's Principles of effective pedagogy</li> <li>• Knowledge of the statutory requirements for assessment, recording and reporting of pupils' progress</li> <li>• Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND, Child Protection and safeguarding</li> <li>• Understanding of the positive links necessary within school and with all its stakeholders</li> <li>• Understanding of quality of teaching and learning and how to improve practice including</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of key considerations in effective management and deployment of people and other resources</li> <li>• Knowledge of a variety of research-based pedagogical strategies</li> <li>• Ability to formulate a strategy for the school and secure commitment to it from others</li> </ul>

	<ul style="list-style-type: none"> <li>• effective use of formative and summative assessment to inform planning and next steps</li> <li>• Understanding of how to adapt the curriculum and lessons to ensure they are accessible to all students</li> <li>• Secure understanding of planning a carefully sequenced curriculum which supports students to make cognitive links and so learn and remember more</li> <li>• Understanding of the Trust's Teaching and Learning Framework</li> <li>• Ability to promote the school's aims and vision positively, and use effective strategies to monitor motivation and morale</li> <li>• Ability to establish and develop positive relationships with parents, governors, and the community</li> <li>• Ability to communicate effectively (both orally and in writing) to a variety of audiences and have effective ICT skills</li> <li>• Ability to develop good personal relationships within a team</li> <li>• Ability to monitor, evaluate, and reflect effectively on the quality of education in order to identify strengths and areas of development</li> <li>• Ability to use evidence-based research to plan and implement change that ensures sustainable raising of standards</li> <li>• Ability to think creatively to anticipate and solve problems</li> <li>• Ability to lead change</li> <li>• Ability to drive improvement and challenge underperformance</li> <li>• Ability to establish, monitor, and sustain appropriate structures and systems</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Ability to motivate, challenge, and influence others to attain higher goals</li> <li>• Ability to develop and empower individuals and teams</li> </ul>	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Approachable, respectful, empathic, and values others</li> <li>• Able to motivate self and others to achieve a shared goal</li> <li>• Resilient, persistent and optimistic when faced with difficulties and challenge</li> <li>• Commitment and dedication to social justice, equality and excellence for all</li> <li>• Flexible, adaptable and can work in collaboration with others</li> <li>• Committed to CPD of self and others within the school</li> <li>• Excellent interpersonal communication and administrative skills</li> <li>• Ability to work independently and as part of a team</li> <li>• Values a coaching ethos that enables self and others to grow and develop</li> <li>• High level of honesty and integrity</li> <li>• Strong commitment to raising standards</li> <li>• Punctual and reliable</li> </ul>	

Compiled by: Anna Hewes	Revision Number: 2
Approved by: People and Culture	Revision Date: 11/03/2025

### Additional duties

Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust's equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

### How can I apply?

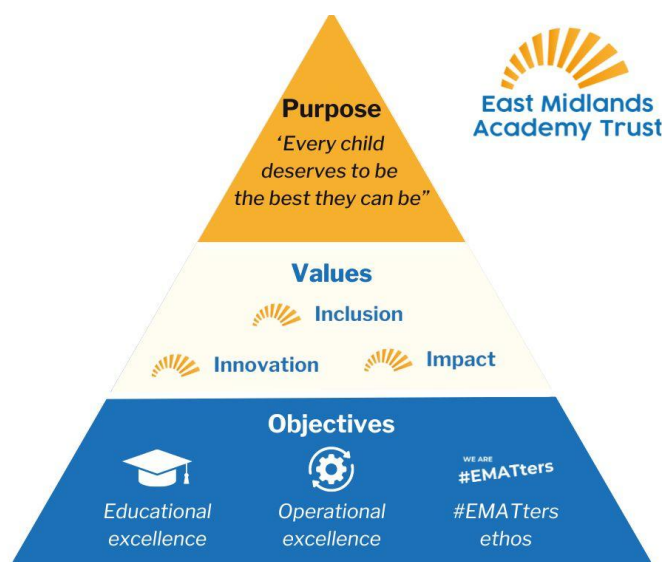
We have an online application form on our careers page under [Job Vacancies](#) and request that you complete the supporting statement in detail, explaining why you are the perfect person for this exciting opportunity. Please be aware that although we will not accept any CVs we welcome applicants to explore the opportunity before applying and if you have any questions about the role or the process, please get in touch with **Hannah Fajemiyo - HR Business Partner**. Please inform us if you require any particular adjustments, arrangements, or access needs as part of the recruitment process.

**Vacancy Closing Date:** 27<sup>th</sup> March 2025

**Interview Date :** 3<sup>rd</sup> April 2025

### About East Midlands Academy Trust

All staff should be committed to the school and East Midlands Academy Trust's purpose, values and objectives.



### Health and Safety

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and learners.

### Safeguarding



EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

### **Equal Opportunities**

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.

# Hello and welcome to East Midlands Academy Trust.

We're a thriving multi-academy trust, which currently includes an all-through school in Northampton, a secondary school in Oundle and five primary schools in Northamptonshire and Milton Keynes serving over 5,000 pupils through the tenacity and professionalism of 600 colleagues. I like to call the members of our immediate and extended community #EMATters.

**Every child deserves to be the best they can be**, and therefore inclusion is at the heart of everything we do. By joining the #EMATters team, you will have the opportunity to help us ensure that high quality education is available to everyone, regardless of their ability or background.

You will be supported throughout your career journey with us, as we recognise that achieving our aim that every child deserves to be the best they can be is only possible through committed and empowered colleagues and a strong culture of personal and professional development, which includes a host of learning opportunities offered through our in-house training hub.

Thank you for your interest in East Midlands Academy Trust. And if you have any questions do get in touch via [hrqueries@emat.uk](mailto:hrqueries@emat.uk)

Joshua Coleman  
Chief Executive  
East Midlands Academy Trust



# About East Midlands Academy Trust

Our family of seven schools collectively became EMAT in 2018 and currently includes an all-through school in Northampton, a secondary school in Oundle and five primary schools in Northamptonshire and Milton Keynes, with more than 600 #EMATters serving over 5,000 pupils.



## “Every child deserves to be the best they can be”

This can only be achieved with committed and empowered colleagues. That’s why we have created a strong culture of personal and professional development, which includes access to a host of learning opportunities offered through our in-house training hub to all #EMATters

