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Appointment

**Deputy Curriculum Leader for Maths**

Salary Scale: MPS/UPS plus TLR 2b

Required: September 2025

**ADVERT**

We are looking to appoint a Deputy Curriculum Leader for Maths. This post is a great opportunity to join a creative and passionate team of experienced subject specialists. The Maths department secures strong attainment and progress but is equally proud of the positive experience that students have in their classrooms. It is committed to continuous improvement and is therefore eager to welcome new teachers to the department. The successful candidate will focus on curriculum development, centralised resources, mentoring trainees/ECTs and supporting the Curriculum Leader with the operational management of the department.

We are looking for someone who can enthuse students with a love of Maths. They will be student-centred, passionate, reflective and hard working. They will be collaborative in approach, keen to work with colleagues to share the best practice and resources.

 Wyvern College is a popular and happy school, where staff and students feel valued and appreciated. Students are polite, hard-working and well behaved. They are keen to learn and they achieve well above national expectations. Staff morale is high; turnover is low and there is a strong sense of team work and community. Staff are proud of their college and genuinely excited about the next stage of its development. Leaders and Governors are held in high esteem. We have on-site nursery and gym facilities with staff discounts. People rarely leave Wyvern and those who do, often return!

Wyvern is a 11-16 mixed comprehensive school, serving the communities of Fair Oak, Horton Heath, Bishopstoke, Durley and Upham and the surrounding area. Increasingly, families from outside the catchment area are seeking Wyvern places for their children. Consequently, it is oversubscribed.



**Letter from the Head teacher**

Dear Prospective Applicant,

Thank you for your interest in applying for the position of Deputy Curriculum Leader for Maths at Wyvern College.

We have recently had an Ofsted inspection (December 2023). The school was judged to be a strongly “Good” school. The report validated our own assessment of the college – there were no surprises! It described Wyvern well:

“*Wyvern College is inclusive with a strong community feel. Pupils respect diversity and feel confident to be different. Relationships are very positive. As one parent said, ‘My daughter has flourished due to the positive role models and encouraging culture at this school.’ Pupils feel safe and enjoy attending. The school’s values of ‘think, grow, care’ underpin all aspects of school life. There are high expectations for what all pupils can achieve. The school strives to provide the same high-quality education to all pupils, regardless of their starting points or the challenges they face. Pupils consequently achieve well*.”

The class or 2024 attained some of the best grades the college has had and attainment at the 9-7, 9-6, 9-5 and 9-4 thresholds actually increased from 2023 amidst the back drop of declining attainment nationally. Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfilment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service. A Wyvern education is not, then, just about great exam results but is defined by our vision of Think, Grow, Care:

**Think deeply**, read widely, discuss openly and listen intently. Study with PRIDe, forever Prepared, Respectful, Involved and Dedicated.

**Grow personally**, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it.  Embrace personal challenges.

**Care passionately** about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

The college is characterised by high quality relationships between staff and students. Students are polite, friendly and well behaved; they are loyal to their college and enjoy warm, mutually respectful relationships with staff. Teachers can get on and teach the lessons they want and students can learn without disruption.

A high level of trust exists between the leadership group and staff – this is something I am very proud of. The Ofsted inspector said, “School leaders have a strong sense of moral purpose. Staff are proud to work at the school. They believe that leaders consider their well-being and workload. Teaching and support staff, including those in the early stages of their careers, feel supported and valued as they develop their expertise in helping pupils to learn and achieve”. At Wyvern leadership is about service not being served. Our job as leaders to make sure that those working in the front line with students – our staff – have everything they need to do the best job they can and that includes us being there on the front line with them too. Nowhere is this more evident than in Maths, where Fran Walker, our Curriculum Leader provides exceptional support to her teachers. Above all else, Wyvern is a happy school and the Maths department is a harmonious team; the successful candidate will be someone who will positively affect the ethos of the college through their actions and words.

We are guided by the principles of Tough Care and the successful applicant will be committed to these: the idea that if we want the very best for our students we have to demand the very from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students “that is not good enough.” By challenging them in this way, we know they will have choices and chances in their lives that they wouldn’t have if we just let students set their own standards.

I hope this brochure provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: b.rule@wyvern.hants.sch.uk .

With best wishes,



Ben Rule

Head teacher



**Key Information: The College**

**College Context**

* With 1351 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college: in 2018-19, student numbers were well below the PAN for years 9-11. The college is now full and oversubscribed in every year. There has been a concurrent increase in the proportion of students coming to Wyvern as their first-choice school. These trends reflect the local community’s increased confidence in the college.
* Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 19% which is well below the national average. Overall, 10% of students have low prior attainment, 40% middle and 47% high.
* Most students are white British: the proportion of students who speak English as an additional language is low at 6%
* The proportion of students receiving help for SEN is 19%; 58 students have an EHCP; 202 other students are on the SEND register.
* The college makes occasional use of alternative provision: 21 students are currently in some form alternative provision due to their SEND needs or emotional needs.

**Summary of the College’s Strengths**

* The college is known and respected for its holistic education, with an strong emphasis on character education, personal development and social responsibility.
* The range and number of extra-curricular activities is exceptional.
* Student numbers are rising and the college is now oversubscribed, reflecting the high regard it is held in by the local community.
* Students throughout the college attain higher grades than local, regional and national averages.
* Outcomes in the Ebacc subjects of Maths, Science, MFL and Humanities are especially strong, with attainment and progress rates significantly above the county and national averages.
* Results in English have improved significantly, with attainment and progress rising significantly this year.
* The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
* Attainment and progress scores for disadvantaged students, SEND students and low attaining students are especially strong, reflecting the inclusive nature of the college.
* A culture of high expectations and academic standards exist: high attainers on entry make good progress overall and across the range of subjects.
* Behaviour has improved significantly, as expectations rise each year, the vast majority of students’ behaviour improves each year. The college is always keen to improve behaviour further and continues to look as all ways in which this can be achieved.
* Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning, every lesson, every day. The ratio of positive achievement points to negative behaviour points if 14:1
* Parents and students recognise that pastoral care is a real strength of the college.
* There is a very wide range of subjects for students to study at KS4.
* Staff morale is high and staff are proud to work at Wyvern.
* Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.

**Tough Care**

We are guided by the principles of Tough Care: the idea that if we want the very best for our students we have to demand the very from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students “that is not good enough.” By challenging them in this way, we know they will have choices and chances in their lives that they wouldn’t have if we just let students set their own standards.

Tough care is about having high expectations and holding students accountable to these. We have one, common set of behavioural expectations for all classrooms which ensures consistency in approach and means that no teacher can be accused of picking on students who they do need to reprimand.

Tough care means both supporting students to meet our standards and also following up when they don’t.

Students who routinely do not meet our expectations, despite our considerable support, are moved on to alternative provision and we do this as early as possible, usually in years 7 and 8 to ensure that they can get the more specialist support they need to become engaged in learning from a different model than the one mainstream schools can provide.



**Key Information: The Maths Department**

The Maths department is accommodated in its own suite of 10 classrooms, including a computer room, as well a departmental office; all are located together on the upstairs “Maths floor” of the two-storey building, overlooking the playing fields and sports’ courts.

The Maths team comprises of 12 teachers and is led by the Curriculum Leader, together with a Deputy Curriculum Leader and three other Maths TLR Posts holders. There is therefore a management team running the department which reflects the fact that this department is a in every sense of the word, a true team: a harmonious, unified and supportive of each other. It is clear to anyone who knows the college staff well that the Maths department runs the college! Both the deputy head teachers of the college are Mathematicians; three of five the Pastoral Leaders (heads of year) are and so is the college’s Professional Tutor for the ECT programme of support.

Maths staff are highly collaborative, working together to produce high quality resources to ensure strong and consistent implementation of curriculum plans. The staff shared area contains long term, medium term and short term curriculum plans and schemes of work, together with lesson-by-lesson resources to support effective implementation. However, staff are free to create their own resources too, in order to achieve the learning objectives set for each week and to adapt and personalise for specific learning needs in the classroom. The high quality centralised resources are there to help reduce planning time but creativity and innovation are also encouraged. The Maths team has also adopted a policy of live marking which has also cut down on the volume of book marking and members of the team work together to innovate the curriculum. The international Maths programme Numeracy Ninjas was invented here at Wyvern by the current Deputy Head teacher when he was Curriculum Leader of Maths

The college timetable operates a two-week cycle of 50 one-hour lessons. For years 7-11, students have 8 hours of Maths per fortnight. Students are organised into two “sides of the year”. At KS3 (years7-8) there ae 5 classes on each side of the year: at KS4 there are 6 on one side and 5 on the other. Students are set according to attainment and ability on both sides of all year groups.



**Key Information: Job Description**

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| **Job Description – Deputy Curriculum Leader for Mathematics** |
| **Reporting to:** | The Curriculum Leader for Mathematics  |
| **Responsible for:** | The following responsibilities are only indicative and can be adjusted by the CL as deemed necessary:* GCSE Mathematics Curriculum, schemes of learning and teaching resources.
* Monitoring and evaluation of the implementation and impact of the GCSE Mathematics Curriculum from years 7-11.
* Wellbeing and development of department colleagues to ensure consistent high standards of teaching and learning.
* Y7-8 parental enquiries and student behaviour.
* Mentoring trainee/NQT teachers.(if appropriate)
* Line management of additional TLR holder(s) within the Mathematics Department.
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| **Liaising with:** | Working closely with the CL for Mathematics; work with the Science Department to establish links between their curriculum and the GCSE Mathematics curriculum; work with the other Deputy Curriculum Leader for Mathematics and the additional TLR holder(s) within the department. |
| **Working time:** | Part time or full time - the full allocation of non-contact periods that a Deputy CL is entitled to will be given, whether the post holder is part time or full time. |
| **Salary/grade:** | TLR 2b |
| **Main responsibilities:** | The following main responsibilities are indicative only and are likely to evolve as the Curriculum Leader makes strategic decisions to adjust to meet the needs and priorities of the department and Wyvern’s students:* Curriculum development. Ensure continuity and progression across the Mathematics GCSE units in years 7-11, building a vertical curriculum and ensuring compliance with the college’s curriculum planning principles and the department’s Quality of Education statement.
* Oversee interventions, numeracy ambassadors and core premium.
* Ensure the GCSE Mathematics schemes of learning are supported by excellent and comprehensive teaching resources that are relevant for all learners (including priority groups).
* Mentor and support trainee and NQT teachers
* Ensure consistently strong teaching across the department through impactful and supportive line management of colleagues
* Provide information about the curriculum to parents and students, including curriculum maps and details of super-curricular activities.
* Contribute to the monitoring and evaluation of the curriculum through QA.
* Exemplify effective teaching and curriculum implementation in your own classroom.
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|  **Meetings** | * Attendance at departmental meetings.
* Attendance at line management meetings with the Mathematics CL.
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**Key Information: Person Specification**

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| **Area**  | **Essential** | **Desirable** |
| **Qualifications** | * Graduate with QTS
 | * Leadership/management training
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| **Professional** **Development** | * Evidence of appropriate professional learning for Deputy Curriculum Leader role
 | * Led professional learning activities
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| **Experience** | * Successful teaching in comprehensive secondary schools
* Experience of teaching across the 11 – 16 age range at all ability levels
* Success in raising attainment
* Effective monitoring and evaluation of performance and practice
* Experience of working in a team
 | * Effective leadership of a subject or a team
* Effective leadership and management of a significant change
* Working in a school with High Performing School Status or Leading Edge status
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| **Knowledge and Skills** | * Good or outstanding teaching ability
* Demonstrates excellent professional subject knowledge
* Proven effective and appropriate classroom control and management of pupil behaviour
* Ability to develop excellent and appropriate working relations with staff, students and parents
* Clear understanding of strategies to develop the learning process for all students
* Knowledge of varied curriculum courses at KS3 and KS4
* Ability to use data for departmental improvement
* Strong planning and organizational skills
* Strong communication skills
* Good ICT skills
* An awareness of child protection issues relevant to the post
* An awareness of child protection and data protection issues relevant to the post
 | * Advanced skills in ICT
* Experience in mentoring trainees and NQTs
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| **Personal Attributes**  | * Energy, drive and self-motivation
* Innovative and creative
* Ability to meet deadlines and good time-management
* Flexible and adaptable to meet the needs of the college
* Ability to stay calm under pressure
* A willingness to contribute to whole college activities and take part in extra-curricular activities
* Sound judgement
* Desire for future promotion
 | * Ambition to move on to a curriculum leadership team post in the future
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