

CANDIDATE INFORMATION PACK: TEACHER OF MATHS

Closing date:	Monday 28 September 2026, 9am
Interview date:	WC 5 October 2026
Start Date:	4 January 2026 or earlier
Experience:	Main Pay or UPR
Hours:	Full-time, part-time considered
Contract Basis:	Permanent

Applications to be emailed to: bgallagher@aldergrange.com



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For more information please contact: Mrs J Griffiths

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Website: www.aldergrange.com

1. Letter from Headteacher

Dear Potential Colleague,

Thank you for your interest in Alder Grange and the Teacher of Maths role. We are looking for someone with a passion for teaching maths across the full range of academic abilities and from Key Stage 3 to 5

We are big believers in the wider curriculum and therefore would ideally be looking for someone who is willing to help out with clubs and activities



Well-being and work life balance is important to us – and we therefore welcome applications from candidates wishing to work **full or part-time**, and are happy to support a job share arrangement. Please identify in your letter of application if you wish to be considered for a part time role. Please note part time roles would need to be for a minimum of 3 days per week

We were Ofsted inspected in March 2026, and are pleased to have achieved the expected standard in six areas. We are rightly proud of our school ethos and values. Every experience we offer our students must reflect these values, and all members of our team have a role to play.

The department has a strong history of supporting teachers through training– therefore this role could also suit someone in their first or second year of teaching. That doesn't mean we wouldn't welcome applications from experienced teachers too – of course we would, we welcome applications from across the experience range, and will pay in line with the current pay range – whether that is MPR or UPR.

All our teachers are actively involved in pastoral support – and the successful candidate would also be a form tutor.

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

As an equal opportunities' employer, we intend that no job applicant or employee shall receive less favourable treatment because of his or her sex, marital status, race, colour, nationality, national origin, ethnic origin, disability, age or sexual orientation, nor be disadvantaged by any other conditions or requirement which cannot be shown to be justifiable.

If this sounds like the school for you, and you are interested in looking around the school ahead of your application, then please do make contact and we will arrange a mutually convenient time

Yours

A handwritten signature in black ink, appearing to read 'Jo Griffiths', on a light blue rectangular background.

Jo Griffiths, Headteacher

2. School Information

We are located in the Rossendale Valley, a beautiful part of East Lancashire, within easy reach of the Pennines, the Yorkshire Dales and only an hour away from the Lake District. It is just over 10 miles north of Manchester and has easy links into the city and other major population centres across the North West. Rossendale is a great place to work, rest and play in a community renowned for its humour and hospitality.

We are rightly proud of our school ethos and values. Every experience we offer our students must reflect these values, and all members of our team have a role to play.

The school has approximately 60 teaching staff and regards all as 'Leaders'. The Senior Leadership Team is led by the Headteacher Mrs Joanna Griffiths. The Headteacher assumes responsibility for all that the school does and focuses on leading the school's work on strategic planning, self-evaluation and leadership development, school effectiveness and oversight of the day-to-day running of the school and its systems.

The Senior Leadership Team comprises the Head Teacher, Mrs Joanna Griffiths; two Deputy Heads: Mr Adam Good and Mr Kenny Riddell; and the School Business Manager, Mrs Beth Gallagher. The wider Senior Leadership Group also includes Assistant Head Teachers and Associate Assistant Headteachers.

The academic departments are the responsibility of Curriculum Leaders. Teams of Form Tutors are led by Heads of Year whose roles are to work as partners with Curriculum Leaders in securing every pupil's academic attainment and personal achievement.

There is a regular calendar of meetings for all these teams and there are various working groups and key committees in operation at any time.

Our commitment to all colleagues' professional development is an important part of our school culture.

The school has strong safeguarding procedures and these are used in making all appointments. Alder Grange also has strong Equal Opportunities and Staff Attendance Policies.

The entire school site is designated as a no smoking, and no vaping area. All appointees are required to respect this.

3. The Maths Team

The Maths Team comprises of nine teachers: a Curriculum Leader, an Assistant Curriculum Leader, and a further 7 teachers. The team works extremely well together with all members teaching across the age and ability range.

KS3

The Maths timetable allocation at KS3 is 5 periods out of a twenty-nine-period week. Pupils take a summative assessment during the final week of each term. At KS3 we deliver a maths mastery curriculum.

KS4

At KS4 curriculum allocation is 5 periods per week, currently our pupils follow the AQA curriculum

KS5

Maths continues to be popular at A Level, we offer Edexcel A Levels in Maths and Further Maths; Level 3 "Maths in Context", and GCSE resits as required.

4. Post Specification – Teacher of Mathematics

Post Title:	Teacher of Maths
Salary Scale:	NQT to UPS
Terms and Conditions:	All the post holder's responsibilities are subject to the general Duties and responsibilities contained in the current School Teacher's Pay and Conditions (STRB) Document.

Responsible to: **The Designated Curriculum Leader**

Purpose of the Post:

The school's Values and Aims statement emphasises the right of every child to experience an outstanding educational experience with excellent outcomes in terms of academic progress and attainment and of personal achievement. This commitment can only be translated into reality through outstanding teaching, learning and care for every pupil and student in our care. It is the purpose of this post to ensure that this outstanding provision, fit for purpose in the 21st Century, exists for every child, across the entire curriculum and over the whole age and ability range of the school.

It is the purpose of this role to ensure that each of these intentions is made reality for every child and young person in their designated year group by overseeing the development of each student in the round, and contributing to the school's strategic thinking, tactical development and operational practices to reinforce the quality of all we do.

Areas of Responsibility:

1. To contribute professional judgement and experience to the evaluation and further enhancement of the school's and department's values, aims, ethos, policies and procedures (and to do so through the established means, including the calendar of meetings).
2. To remain familiar with, and to support, the strategic priorities of the school and the relevant school teams.
3. This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment, and to follow all designated procedures and guidance.
4. To carry out all professional duties within the spirit and letter of the school's values, aims, ethos, policies and procedures.
5. To maintain and refer to as necessary any Staff and Department Handbooks as appropriate.
6. To act as a role model for all pupils, parents/carers and other staff.
7. To support the continuing development of Schema (sequencing of components of knowledge) and other related works for the department(s) to ensure that at all times the 'current curriculum' makes the best sense to pupils and students of all abilities. Furthermore, the process of vocabulary acquisition is structured in a planned way. In so doing, these strategies address disadvantage gaps and as such deliver the highest possible educational experience for all pupils and students.

8. To teach the specialist subject(s) to which the post holder was appointed (and any other subject area as required) across the school's age and ability range, to implement the designated Schema and related works and, in so-doing, ensure that all lessons:
 - ✓ have clear aims and learning objectives that are shared with and clearly understood by all pupils/students;
 - ✓ are planned around the identification of the learning needs of all pupils;
 - ✓ incorporate identified skills, knowledge, understanding and behaviours that are used and further developed during the learning
 - ✓ generate personalised means to meet these needs;
 - ✓ are effectively prepared and resourced to meet lesson objectives and pupils' needs;
 - ✓ are effectively delivered through sound preparation, delivery, good pupil management and good pupil-teacher relationships;
 - ✓ are subject to accurate records of pupils attendance and punctuality, work covered, homework set, work completed, pupils' progress and pupils' attainment (as specified in the appropriate Policies and Procedures);
 - ✓ apply effectively and appropriately the school's feedback strategy;
 - ✓ apply the 3Rs and associated behaviour policy and procedures;
 - ✓ generate evidence of attainment, progress and personal development data for statutory and other reports, and to inform teaching and learning activities
 - ✓ generate evidence for collation into oral or written reports as required for parents/carers, Curriculum and Achievement Leaders, other educational institutions, employers, partner agencies, governors and Senior Leadership Team members.
 - ✓ using on-going assessment activities (for example mock examinations) to provide evidence based judgements when staff enter data for Grade Collections. Thus leading to robust, evidence based conversations with pupils/students and their Parents/Carers.
9. To support the partnership between the school and Governors, Parents & Carers and partner agencies in the children's workforce.
10. In addition to point 7 above, to contribute to and significantly learn from the school's strategy for the development of professional knowledge and understanding. Surrounding:
 - a. The bridging of the gap between research findings and classroom practice about what makes great teaching and how this is implemented in the classroom to make a difference to learning, retention and recall.
 - b. How teachers improve their pedagogy such that they can be even more learn how to become effective in the teaching and assessment of their subject(s).
 - c. To play a full, committed and active part in the school, pastoral teams' and department teams' Self Evaluation work via the Strategic Agility Loop (including statistical analysis of outcomes and pupils progress, interviewing pupils, lesson visits and scrutiny of pupils' work) in order to identify, celebrate and consolidate strengths and to highlight and address any areas for further development.
 - d. To contribute to the processes of development planning in school, pastoral and department team "settings" in order to translate actions identified as necessary into reality.

- e. To take responsibility for personal professional learning, the evaluation of all aspects of the post holder's professional practice and the outcomes in terms of pupils' learning, progress and achievement.
- f. To play a full and active part in Performance Management and Personal Professional Development systems to:
 - a. identify professional ambitions and development needs;
 - b. take part in appropriately identified PPD activity (related to personal development goals and School, Pastoral and Department Development Plans).
- g. To take personal responsibility for playing a full part, as appropriate and as opportunities present themselves, in PPD networks (via direct personal contact, visits, email, exchanges and any other appropriate means):
 - a. within the department/pastoral team;
 - b. between departments/pastoral teams;
 - c. with staff in other schools, Authorities, HEIs, regions and nations.
- h. To retain an oversight of the principal lines of development related to Teaching and Learning, subject knowledge and wider educational thinking within and beyond the school.
- i. To be a Form Tutor to a designated tutor group and fulfil all aspects of this role under the direction of the designated Achievement Leader.
- j. To contribute to the supervisory and behaviour management systems within the school's framework.
- k. To contribute to the effective running of the House System and, as appropriate, the wider enrichment activities of the school.
- l. To be aware of, attend regular in-school training and take due note of all legal requirements relating to:
 - a. Safeguarding;
 - b. Health and Safety requirements;
 - c. Educational Visits off Site.
- m. To undertake any other duties as may be required by the Headteacher in the light of developing circumstances.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment and to follow school safeguarding procedures and guidance for safer working practice.

Note:

This Post Specification is subject to annual review and is subject to modification at any time, after consultation with the post holder.

5. Person specification

Post Title: Teacher of Maths	Grade/Scale: NQT to UPS	
Requirements (on the basis of the Job Description)	Essential (E) Or Desirable (D)	To be identified by: Application Form (AF), Interview (I), Test (T), Other (specify)
Qualifications		
Graduate Status in a maths subject	E	AF, I
Qualified Teacher Status (maths)	E	AF, I
PGCE	E	AF, I
Experience		
Successful teaching/teaching experience across the full ability range	E	AF, I, R
Experience in post-16 teaching	D	AF, I, R
Effective work in a pastoral role (including Form Tutor, Mentor etc)	E	AF, I, R
Commitment to PPD	E	AF, I, R
Effective team membership	E	AF, I, R
Knowledge/skills/abilities		
Clear educational philosophy	E	AF, I
Excellent subject knowledge & application	E	AF, I
Excellent subject application	E	AF, I
Sound classroom management	E	AF, I
Strong competence in ICT	E	AF, I
Understanding of and experience in Google Classroom and Google's Education Suite	D	AF, I
Clear understanding of educational issues	D	AF, I
Other (include special requirements)		
Energy, Enthusiasm & Commitment	E	I
Commitment to Equality & Diversity	E	AF, I
Commitment to Health & Safety	E	AF, I
Commitment to and knowledge of Safeguarding	E	AF, I
Evidence of excellent attendance and punctuality	E	AF
Acceptance of high professional standards of dress and conduct	E	I
Reviewed by JG	Date:	Sept 26
Note: We will always consider references before confirming an offer in writing. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.		

6. Other Information

Please also see important advice on completing your application form.

Attendance Policy Statement | This School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the School Management Team monitors levels of sickness absence in school regularly and takes action in accordance with the Guidelines adopted by the school to deal with unacceptable levels and frequency of sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.

Child Protection Policy Statement | In this school, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

Equality of opportunity | Alder Grange school is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Medical Clearance | Appointment to this post is subject to satisfactory medical clearance. If you are selected for appointment, you will be contacted by Occupational Health who will arrange for you to complete their on-line health declaration form.

Policies | Alder Grange School has a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health & Safety, Acceptable use of IT and Code of Conduct.