



The Priory School, Hitchin

TEACHER OF MATHEMATICS

Job Description and Person Specification

Teacher of Mathematics

We are looking to appoint an enthusiastic Teacher of Maths to join our strong and forward-thinking department at The Priory School. We believe that every student has the potential to succeed, and we are looking for a practitioner who is passionate about maths and wants all students to enjoy the subject.

We believe that our staff are our greatest asset and give them opportunities to pursue their own interests and development, whether that involves pursuing external qualifications, leading on internal research, or exploring new pedagogical approaches. Whether you are an ECT looking for a supportive start or an experienced teacher seeking a collaborative home, we provide the space for you to thrive professionally.

Our department works closely with local Maths Hubs to refine evidence-based teaching practices. We are currently developing mastery in Year 7 with a view to build on this throughout the key stages. We want a colleague who is eager to engage with this transition, helping to build a curriculum that ensures a deep, long-term, and adaptable understanding of mathematics for students of all abilities.

As a proud member of the Hitchin Sixth Form Consortium (alongside Hitchin Girls' School and Hitchin Boys' School), we offer a vibrant KS5 experience. The successful candidate may have the opportunity to teach Sixth Form (A-Level and Further Maths) as well as Core Maths, working with our dedicated and hard-working Year 12 and 13 students.

We are looking for someone who has a contagious love for Mathematics that inspires students and is committed to the Mastery philosophy and evidence-based practice. We are looking for someone with a desire to contribute to a curriculum that challenges the most able while supporting those who find the subject difficult and who is a collaborative team player who values continuous professional growth.

Job Purpose

- To teach designated classes in accordance with the published timetable
- To be a Form Tutor or attached to identified groups of students
- To ensure that all students succeed and fulfill their potential

Key Processes & Responsibilities

- Plan and deliver for effective teaching and learning
- Regularly assess work to monitor and report student progress in accordance with school policy
- Set regular homework in accordance with school policy
- Communicate with key stakeholders to support student progress
- Involvement in subject extra-curricular programme and contributing to the wider aspects of school life
- Promote the school
- Celebrate success and recognise achievement
- Continue to develop and improve professionally through regular training and development

This job description sets out the duties of the post at the time it was drawn up. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

This job description should be read in conjunction with:

- The Statutory Requirements contained in the current version of the School Teachers' Pay and Conditions document
- The Teachers' Standards
- The Priory School, Hitchin professional skills level descriptors (career stage expectations)
- The Priory School, Hitchin professional Code of Conduct

Person specification

Experience

- Proven track record of teaching Mathematics effectively across Key Stage 3 and Key Stage 4 (ages 11–16) during a previous role or throughout Initial Teacher Training (ITT).
 - Ability to use formative assessment to identify misconceptions in real-time and adapt teaching accordingly.
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Professional Knowledge and Understanding

- **Coherence:** Understanding how to break down complex mathematical concepts into small, logical steps.
 - **Representation & Structure:** Ability to use manipulatives and visual models (e.g., Bar Modeling, Part-Whole models) to expose the underlying structure of mathematics.
 - **Mathematical Thinking:** Strategies to encourage students to explain, conjecture, and prove their reasoning rather than just following procedures.
 - **Variation:** Understanding the difference between *procedural* variation (intelligent practice) and *conceptual* variation.
 - **Fluency:** Knowledge of how to build number sense and recall alongside deep understanding, ensuring students can move between contexts flexibly.
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Skills and Abilities

- An infectious enthusiasm for Mathematics that inspires students of all prior attainment levels.
 - A commitment to teach a fully comprehensive range of students with a view to keeping the whole class together on the same journey.
 - Skill in providing high-quality "low ceiling, high ceiling" tasks that challenge rapid graspers through depth rather than acceleration into new content.
 - Excellent verbal and written communication skills for engaging with students, parents, and Maths colleagues within school and outside.
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Personal Attributes

- A reflective practitioner regarding your own teaching; a willingness to be observed and to observe others as part of a professional learning community.

- The ability to remain positive and focused in a demanding secondary school environment.
- A desire to share resources and best practices with the department.