



Newport Girls'
High School
Academy Trust

Teacher of Mathematics

MPS/UPS incl. ECTs Part Time/Full time (0.6 - 1.0 FTE) Permanent
1 September 2025

Welcome to NGHS



Mr A Jones
Headteacher

Thank you for downloading our Teacher of Mathematics information pack. This post commences on 1 September 2025 and is available as either a part time, or full time position, please indicate your preference when applying.

We are seeking an outstanding mathematician with a passion for her/his subject and a desire to promote the highest standards of attainment and enjoyment in this vital core subject to our high-attaining girls. Results at both A-level and GCSE are excellent. The Faculty delivers Maths from Year 7-13, Level 2 Further Maths, A-level Further Maths and also Computing. A strong degree in mathematics or a related specialism is essential for this post. Experience teaching Maths and/or Further Maths A-level is helpful, but we can support a colleague without Post 16 experience to develop their career and gain further experience in this area. We have three A-level classes per year and all of our GCSE entries are higher tier. Whilst outcomes are important, we are a school which promotes an all-round education and visualising the application of mathematics in real-life is an important component. You may be seeking your first teaching post, or be an experienced teacher seeking a new challenge in a school with able, well-behaved students. ECTs are well supported at NGHS both through their faculty and whole-school.

NGHS is a special place to work and I consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring girls and a truly dedicated and supportive staff. We are very much a **family** and a **team** at NGHS; my colleagues work exceptionally hard to help each student to achieve their potential and they also support each other. We take staff wellbeing extremely seriously and our Wellbeing Charter

is included in this pack to show you what we do.

NGHS is an outstanding girls' grammar school. We were recently inspected by Ofsted in November 2022 and the school was judged outstanding in every category, placing us in the top 3% of schools. [Please read the report here](#); you will see why I am so proud of our staff and students. We were recently ranked as the number one school in Shropshire and number 65 in the UK in the Sunday Times Parent Power Guide 2025. We have recently won a number of accolades rewarding our work in supporting Mental Health, Holocaust Education, the Be Kind Award and the AcSEED Award.

Our trustee board is incredibly supportive and experienced. Their ambition for the school keeps us on our toes, but they are passionate about enhancing opportunities for all. The school is financially secure and have been supported by the government to expand the number of places that we can offer. Despite our increase in places available, we continue to be heavily oversubscribed and hold an annual entrance test. The sixth form is also full and we welcome new students from a number of high schools as well, of course, as our own Year 11s.

Opportunities like this do not arise very often, so I wish you every success with your application. If you'd like to speak to me or our Head of Faculty prior to applying, please contact jobs@nghs.org.uk or call us on 01952 797550. I sincerely hope that you will apply. I know how much time it takes to complete an application and thank you in advance for ensuring that it is with us by the deadline.

All about NGHS

The Curriculum

The curriculum is currently divided into 50 fortnightly periods, although weeks A and B are largely very similar. As you might expect in a selective school, our curriculum is unashamedly academic and all KS3 students study both French and German as well as Biology, Chemistry and Physics as discrete subjects. All girls have a weekly PSHE lesson and two hours of PE.

GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by Ofsted in 2019 and they agreed with our view that this model best suited our students. Year 9 students study four options (to include at least one MFL, a humanity, a practical subject and one other choice). This selection is then reduced by one in Year 10. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for A-level. Students are taught skills and knowledge beyond the requirements of the GCSE specifications.

In the Sixth Form, we have about 80-85% student retention but receive applications from girls in other schools with over 120 students in the current Year 12, demonstrating our increasing popularity. There are 22 A-level choices and AS PE with no pre-determined option blocks. All students have a lesson of PSHE and PE in the sixth form to ensure a balance with wellbeing. Most girls take 3 A-levels plus EPQ in Year 13 and some take 4 subjects. Students have 9 fortnightly hours of tuition per A-level subject.

Staff Development

Our colleagues are our most valued resource. The majority of NGHS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in faculty groups with similar subjects grouped together (e.g. Art & Technology). Most staff are form tutors. Recent appointments have included two early career teachers and a teacher with 25 years experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school now utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. A new whole-school T&L focus for September 2024 is based around metacognition and we look forward to seeing how this will enhance our outstanding teaching and learning further.

There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, our pastoral system. Form tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of Year lead a team of tutors and our form groups are based around our fabulous House system.

Our pastoral team is supported by our Wellbeing Manager and two Wellbeing Officers (one for Years 7-10 and one for Years 11-13). Both support students and staff to stay fit and well, physically and mentally, and liaise with outside agencies. We also have two Counsellors and a Pastoral Administrator who oversees medical provision as necessary.

Attendance settles annually at around 97% across NGHS and staff work together to ensure absences are challenged in line with our attendance policy.

There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years.

Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular with nearly all students completing Bronze Award in Year 9.

INTRODUCTION TO MATHEMATICS

In mathematics lessons we work with students to increase their ability to problem-solve and think logically. We hope that many of their experiences will be ones that interest them, leading to a feeling of success and satisfaction in attaining a result or an illuminating appreciation of an idea. Whilst much of the maths curriculum may not be visibly useful in real life situations, mathematics has become increasingly important to organise and communicate experience and information. A student's development, in what can be a challenging subject, may not always be straight forward. Thinking about new and complex topics, expressing ideas logically and presenting solutions in an orderly manner is explicitly valued in lessons but acknowledged to sometimes be vexing! Students will need to be able to persevere but plenty of help is offered.

Years 7 and 8 are important in laying a foundation of understanding of number relationships, data handling,

geometrical arguments and, possibly most importantly, a familiarity with the ways that algebra can be utilised to express general rules and manipulated to rigorously establish results. There is no setting in Mathematics until Year 9. Pupils are taught in mixed-ability forms. All students aim for and are prepared for the highest grades at GCSE. In 2024, Maths achieved a tremendous Progress 8 score of +0.7 with 88% attaining Grades 7-9 and over a third of Year 11s tackle the Level 2 Further Maths qualification which stretches the most able, but also provides preparation for further, advanced level study. Over 82% achieved Grades A-A⁺ and 100% Grade B and above in this additional qualification.

At A level we offer both Maths and Further Maths following the Edexcel specification. We enjoy a good deal of success academically with a high proportion of students opting to study to an advanced level. This is something we take pride in but also something we seek to improve upon! We have access to Integral Maths Content, but we are constantly working to provide greater student access to electronic resources, including video clips and worked examples on blogs so that students can pursue ideas independently and review work.

The curriculum is designed to offer students problems to solve, extension tasks to broaden their understanding, exam-style practice questions and homework tasks that both review current work and extend upon it. In meetings we aim to improve and develop resources collectively, regularly updating them and being particularly mindful of the ways that IT can

enhance understanding, given the importance of technology for the reformed A-level curriculum.



Some mathematical opportunities are provided outside normal lesson times: STEP support and preparation, National (high attainer) Maths Challenges, extra help clubs, maths lectures, code breaking challenges, as well as linking to other subject disciplines within the school are all regular extra-curricular activities.

A-level Maths is popular. We currently have around half of the cohort taking maths and a good sized Further Maths group. Students value the qualification and appreciate that it complements a range of subjects as well as being highly favoured by employers as an indicator of methodical thinking. Several students continue to study maths as part of, or as the main focus of, their degree courses.

More about the Faculty can be found [here](#).



A new Maths & Computing extension was built in 2022

NGHS in action



Clockwise

The annual staff Christmas Pantomime!

Sixth Form students enjoying a Geography trip to Iceland.

We have very talented sportswomen with regular wins in local and regional finals. Here is our winning badminton squad.

There is a real sense of friendship and camaraderie between students at NGHS.

Our Head Girl Team.

Roddam House enjoying Sports Day 2024.



Job Description - Teacher of Mathematics

TEACHING AND LEARNING

- ⇒ To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- ⇒ To ensure continuity, progression and cohesiveness in all teaching.
- ⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- ⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- ⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- ⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- ⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
- ⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- ⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

- ⇒ To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- ⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- ⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- ⇒ To record and report such assessments.

PROFESSIONAL STANDARDS

- ⇒ To be a role model to students through personal presentation and professional conduct.
- ⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- ⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.

- ⇒ To be familiar with the School and Department handbooks and support all the School's policies.
- ⇒ To establish effective working relationships with professional colleagues and associate staff.
- ⇒ To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- ⇒ To be involved in extra-curricular activities such as making a contribution to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- ⇒ To undertake any reasonable task as directed by the Headteacher.

SUBJECT KNOWLEDGE

- ⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study.

PASTORAL RESPONSIBILITY

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor (shared if part time).

Person Specification - Teacher of Mathematics



Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Strong A-level results ii. Degree in Mathematics or a related discipline iii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iv. First/2:1 degree result v. Additional qualifications relevant to post
Experience	<ul style="list-style-type: none"> i. Successful teaching record in current school or on placement (if ECT) ii. Experience teaching Mathematics to KS3 and GCSE iii. Recent CPD / PGCE course iv. Involvement in extra-curricular activities 	<ul style="list-style-type: none"> v. Current teaching role vi. Teaching in a high-achieving school vii. Teaching in a good/outstanding school viii. Teaching L2 Further Mathematics (Y11) ix. Teaching A-level Maths and/or Further Mathematics
Knowledge & Skills	<ul style="list-style-type: none"> i. Knowledge of current GCSE (OCR) & A-level Maths & Further Maths specifications (Edexcel) ii. Knowledge of best practice in assessment iii. Ability to stretch and challenge able girls iv. Ability to inspire girls to study subject at A-level through the delivery of motivational projects/lessons 	<ul style="list-style-type: none"> v. Knowledge of Rosenshine's Principles of Instruction vi. Knowledge of STEM-related career paths and links to industry
Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Team player within a faculty and year team iii. Can-do approach and visibility in current role to inspire others iv. Ability to prioritise, plan, organise well and work as part of team to achieve objectives v. Willingness to support students as form tutor vi. High standards in dress, attendance and punctuality vii. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. viii. Sense of Humour! 	<ul style="list-style-type: none"> ix. Knowledge of issues facing girls in a single-sex, high achieving environment x. Interest in own career progression to middle leadership (in time as relevant)

Staff Well-being Charter

The Trustees, Headteacher and SLT take the well-being of all staff very seriously. The Charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

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|  A Staff Well-being Committee which meets termly |  Complimentary tea, coffee, sugar and milk in the staffroom |  Staff Menopause Ambassador with appropriate support for all |
|  A buddy for new staff who join NGHS for their first year |  Counselling service free to all staff both in-house and externally |  Golden Space in the Car Park; awarded weekly on rotation! |
|  An annual flu jab for all staff available upon request each winter |  Greater PPA time than national and no mainstream cover |  Measured approach to lesson observation, drop-ins and good practice weeks |
|  Calendared wellbeing weeks with no evening meetings/events |  Childcare vouchers scheme for those who have children in regular day care |  Annually reviewed Workload Policy; designed by staff for staff to support reducing workload |
|  Deadlines well publicised and annual calendar consultation |  Staff social evening each term - let your hair down and relax |  Communications policy which protects time outside of school day |
|  No student or class data collected for data's sake |  A flexible and generous approach to family appointments, children's events, nativities, sports days etc. |  SLT Open Door Policy at all times including urgent email for non-school days |
|  Dedicated marking afternoon for all staff during internal exam week |  Complimentary Christmas Dinner for all staff each year |  Cake, laughter & friendship in the staffroom |
|  Dedicated classroom wherever possible for all teaching staff |  Thank You Friday reward scheme for staff to share appreciation of colleagues |  A firm commitment to the current DFE Staff Wellbeing Charter |



Please complete the application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. A **personal letter** showing an understanding of our school is preferable to a generic letter of application. NGHS is an equal opportunities employer. We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief. We particularly welcome applications from colleagues from under-represented backgrounds. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad.

Informal discussions about the post can be arranged. Please email jobs@nghs.org.uk to arrange.

Completed application forms should be emailed to jobs@nghs.org.uk no later than **Tuesday 29 April 2025 at 9am**. Interviews will take place shortly after this deadline. Referees must include your current or most recent Headteacher. Referees will usually be contacted at the point of shortlisting. Letters of application should be addressed to our Headteacher Mr A Jones.

CVs are unnecessary and will not be accepted. We wish you every success and thank you for your application.



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