

Head of Mathematics

Candidate Brief



Halliford
School
SHEPPERTON

*Awarded a Significant Strength for
Pupil Leadership - ISI November 2025*





Come as you are. Go as all you can be.

About the Role

The position of Head of Mathematics at Halliford School offers an ambitious and dynamic Mathematics specialist an exciting and highly rewarding leadership opportunity. The successful applicant will be a strong all-round Mathematician, able to teach all areas of the IGCSE Mathematics, AQA Further Mathematics Level 2 qualification and the A Level Mathematics specifications. The successful candidate will also be able to offer some teaching of the A Level Further Mathematics qualification; however, we understand that many teachers may specialise in an area and only offer that part of the course e.g. Mechanics, Statistics or Decision Mathematics.

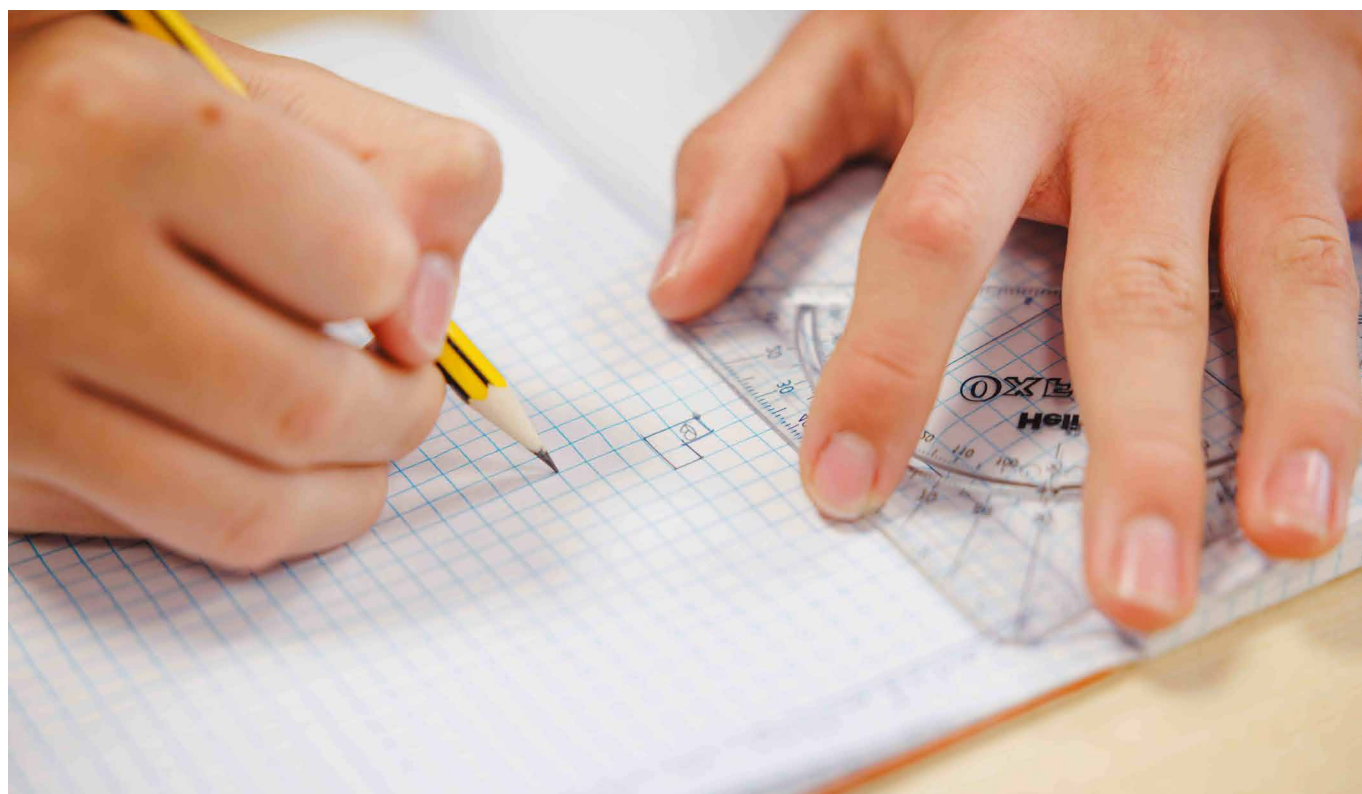
The Mathematics Department consists of 8 teachers: 4 full-time and 4 part-time. This close-knit team occupies a suite of five specialist air-conditioned classrooms with an adjacent departmental office in the Baker Building at the heart of the school site. Staff work collaboratively, and an atmosphere of mutual support and teamwork is embedded within the ethos of the school. We are looking to appoint a well-qualified, experienced, and enthusiastic teacher who would like to lead our Mathematics Department to become a shining example of excellence within the already excellent school community.

Mathematics is a well-liked, successful subject that has a

good uptake at A Level. Examination results are strong, and the department prides itself on achieving excellent student outcomes. As Head of Department you can expect to teach a range of age and ability groups from Year 7 through to the Sixth Form. Students follow the IGCSE Mathematics course (Higher tier) and the A Level Mathematics Course (Edexcel) in the Sixth Form alongside the A Level in Further Mathematics. Students regularly look to pursue Mathematical subjects at undergraduate level, with students from the Upper Sixth completing the TMUA, as well as the STEP papers for other institutions.

Classroom learning is complemented by a number of super-curricular competitions: from the various Mathematics Challenges through to the more advanced Kangaroo competitions, which allow students to extend their mathematical understanding by relating their classroom learning to abstract problems.

Above all, the successful candidate will offer enthusiasm and a passion to lead their subject and inspire the students in our school and the staff in their department. As such candidates will also be expected to provide strong direction and an ambitious vision for the future of their department.



Role Description

Salary

The post holder will be paid on the appropriate point of the Halliford School Teachers' Pay Scale. We provide a competitive pay package, along with excellent benefits.

Lines of Responsibility

The Head of Mathematics is responsible to the Headmaster for the overall strategic direction of Mathematics at the School, but in line with all other Heads of Department he/she will be responsible to the Deputy Head Academic on curriculum matters and the Deputy Head Pastoral for pastoral and operational issues.

Management Responsibilities

- Overall responsibility for the strategic and professional leadership, management and promotion of Mathematics within the life of Halliford School.
- Responsible to the Headmaster via the Deputy Head Academic for the vision, policies and culture of their department and for establishing these within the larger framework of Halliford School and our strategic plan, particularly in relation to teaching and learning.
- Providing strong academic leadership. They should lead, manage and develop the department to ensure it achieves the highest possible standards of excellence in all its activities, enabling students to progress to the highest levels in their subject.
- Ensuring students experience an educational programme that is personalised to their individual needs, identified through a robust assessment system.
- Rigorously monitoring learning outcomes, standards and attainment to ensure teaching and learning is consistently excellent.
- Using school policies and procedures to monitor, evaluate and develop the outcomes for their department, including observations, performance review and development, book looks and reporting.
- Taking responsibility for budgeting and expenditure within the department.
- Promoting the department to students and parents in its widest sense and liaising regularly with the Marketing and Communications Manager to provide opportunities to celebrate student success within the department.
- Organising and promoting departmental co-curricular activities and trips and visits with the support of the Assistant Head Co-Curricular.

- Ensuring the departmental classrooms are attractive, safe, productive and inspiring environments for all learners with suitable displays of student work.
- Maintaining connections with those leading their subject area at university level to support students' progress to further education.
- Developing and updating a Department Development Plan and Self Evaluation document annually.



Performance Management

- Line-management responsibility for teachers in the Mathematics Department.
- Developing their own leadership skills to ensure the confident management of the performance of the department.
- Acting as a role model for other members of staff in the pursuit of academic excellence.
- Ensuring the performance of individual staff is managed appropriately and offering as much support as is needed to enable each member of the department to contribute fully and develop their skills and experience, liaising with SMT as required.
- Putting in place the necessary evaluation and monitoring procedures to ensure improvement including termly work scrutiny (book looks), moderation of marking, monitoring attendance and regular lesson observations.
- Meeting with the Deputy Head Academic at the start of each academic year to review the performance of the entire department over the previous academic year and to present specific targets for the current academic year.
- Engendering a culture of excellence, co-operation and respect within the department.
- Responsibility for providing appropriate induction to all staff joining the department, including acting as an ECT mentor as necessary.
- Contributing to the Professional Review and Development programme, identifying training needs and encouraging

departmental staff to undertake INSET and other forms of professional CPD as appropriate.

Students & Parents

- Ensuring all students develop as strong learners, make good progress and ensure the appropriate use of IT within the department to allow students to use their devices positively in support of their learning.
- Ensuring the department adheres to the School's assessment and marking policy and students develop good learning behaviours in the classroom.
- Ensuring students are taught according to their educational needs and abilities, organising an appropriate setting and overseeing good student discipline in the department.
- Responding in a timely manner to any queries or concerns from parents and seeking to keep them informed of any concerns about their child in good time.

Teaching & Learning

- Keeping abreast of developments in the subject and take appropriate action to update the curriculum as necessary.
- Keeping detailed records to show long, medium and short-term planning that establishes a culture of strong student progression.
- Taking responsibility for examination specifications, schemes of work and departmental handbook, keeping such matters under constant review.
- Overseeing entry procedures according to the instructions of the Examinations Officer and meeting all the requirements of examination boards in respect of such items as non-examined assessment work and estimated grades.
- Ensuring students are prepared for public examinations by monitoring the teaching of the current syllabus, providing resources and guidance to allow students to revise effectively, and communicating appropriate academic information to parents.
- Developing a stimulating and inspiring scheme of work for Mathematics across the year groups that seek to develop a lifelong love of the subject.
- Maintaining departmental resources and an inventory of items in the department.
- Promoting this popular subject to students in Year 11 and to external students looking to join the Sixth Form and liaise with the wider community and professional bodies.
- Chairing regular departmental meetings to ensure that clear actions and development plans are discussed, recorded and implemented against the Departmental Development Plan.
- Attending school on the days when public examination results are published in order to provide guidance for students and professional advice for colleagues.

Pastoral

- Undertaking the duties of a Form Tutor within one of the school houses.
- Developing positive working relationships and lines of communication with the members of your tutor group and their parents / guardians.
- Delivering the school's PSHE education programme to your tutor group with the support of the Head of PSHE education.
- Ensuring the delivery of the very highest levels of safeguarding and child protection at all times.



Co-Curricular & Whole School

- Taking a full and active role in the co-curricular programme on offer at the School.
- Organising and participating in educational visits, departmental events and School Marketing Days.
- Participating weekly as a member of the staff duty team.

Conditions of Employment

The post-holder must uphold the School's policy in respect of all matters related to safeguarding and child protection. The above responsibilities are subject to the general duties and responsibilities in the written statement of conditions of employment (The Contract of Employment). The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Headmaster and Governing Body. The post-holder would also be expected to carry out any other duties that are reasonably assigned by the Headmaster.

The Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and this must not be construed. This Job Description is not necessarily a comprehensive definition of the post. It will be reviewed periodically and may be subject to modification at any time after consultation with the post-holder.



Subject Delivery

	Essential	Desirable	Primary means of assessment
Have a good Honours Degree in Mathematics	●		Application Form
Evidence of qualification to teach Mathematics to A Level	●		Application Form
Demonstrate they have maintained an up-to-date knowledge of subject and teaching methodologies	●		Supporting
Have a good understanding of assessment and public examinations	●		Letter / Application Form
Have Qualified Teacher Status / PGCE or be willing to undertake this qualification at the School	●		Supporting Letter
Have high expectations of students	●		Application Form
Be able to communicate effectively with students age 11 - 18	●		Interview
Be able to communicate effectively with colleagues	●		Interview
Work well as part of a small and dedicated team	●		Interview
Have a good range of teaching strategies to foster excellence	●		Interview
Be able to use data effectively to help students achieve their full potential		●	Supporting Letter
Demonstrate knowledge of how to plan for effective learning with a range of teaching strategies	●		Interview
A professional approach, which inspires confidence in students and parents	●		Interview
Mark effectively and provide developmental feedback	●		Interview
Excellent written and ICT skills (Microsoft Office) to gain participation and encourage learning		●	Interview
Evidence of excellent behaviour-management strategies and the ability to set a culture of high expectations for students	●		Interview
A track record of successful student outcomes in a subject you have led	●		Supporting Letter / Interview



Management

	Essential	Desirable	Primary means of assessment
Ability to lead and manage a team	●		Interview
Ability to support and develop the work of colleagues within the department	●		Supporting Letter
Ability to work effectively with the Senior Management Team in developing the department in line with whole-school and departmental priorities	●		Supporting Letter / Application Form
Demonstrate a clear understanding of the importance of professional development for all members of the department	●		Supporting Letter / Interview
Ability to organise and coordinate a departmental assessment plan, including suitable moderation		●	Supporting Letter / Interview

Whole School

	Essential	Desirable	Primary means of assessment
Evidence of a commitment to promoting the health, welfare and safeguarding of young people at all times	●		Interview
Understanding special educational needs and an ability to implement education plans as required to enable all students to access the curriculum successfully		●	Supporting Letter / Interview
The ability to deal effectively and sensitively with the needs of parents / guardians	●		Interview
A commitment and willingness to engage in the wider co-curricular life of the school	●		Supporting Letter / Interview
Ability to coach a team sport		●	Interview
A positive motivation to work with young people	●		Interview
Emotional resilience and a good sense of humour	●		Interview

How to find us



**Halliford
School**
SHEPPERTON

Independent Senior Day School
Boys 11-18 Years • Girls 16-18 Years

Russell Road Shepperton TW17 9HX

Tel: 01932 223593 Email: hr@hallifordschool.co.uk

www.hallifordschool.co.uk [f](#) [i](#) [in](#)

