



BROUGHTON

HIGH SCHOOL

Achieving Together

APPLICATION PACK

FOR

HEAD OF MATHEMATICS

MPR/UPR (TLR 1.2)

PERMANENT, FULL-TIME POST

SEPTEMBER 2025



March 2025

Dear Applicant,

**HEAD OF MATHEMATICS - MPR/UPR (TLR 1.2, £12,038)
Full Time, Permanent Post, from 1st September 2025**

We are looking to appoint a Head of Maths, to join our experienced, supportive and successful team at Broughton. Our Maths team have a wealth of experience and have repeatedly produced excellent outcomes year on year for our pupils, as a result of the superb curriculum in place, the high quality lessons that are taught and through the strong relationships that are built with our pupils.

Broughton High School is a wonderful place to come to work. Our motto 'Achieving Together' is really important to us and encompasses every member of our school community. We all work hard every day to provide the best learning and teaching environment for our pupils and each other. We have a highly experienced staff, supportive parents and marvellous, well-behaved children who are a delight to teach. Many staff come to Broughton and stay for many, many years because of the 'family atmosphere' and because they genuinely like working here. Standards are exceptionally high. Details regarding results can be found on our school website, along with a significant amount of information about the Mathematics curriculum.

Measure	National	Broughton High School
Average GCSE grade	4.7	5.6
Grade 4+ English and Maths	67%	85%
Grade 5+ English and Maths	47%	68%

Our recent Ofsted Inspection graded us as 'Outstanding' in all areas. We were especially pleased with the comments made by inspectors about what it is like to attend Broughton High. Inspectors said:

- Pupils at this school are provided with an exceptional education.
- Pupils told inspectors that they love coming to Broughton High School. They described it as being part of a happy and safe family.
- Pupils are kind and care about others. They know about and value each other's differences.
- Pupils make friends easily here. Staff resolve any bullying incidents quickly and effectively.
- Clear and high ambitions are set for pupils, grounded in the school's motto 'Achieving Together.' These ambitions are fully realised.
- Pupils thrive academically, socially and emotionally.
- All pupils, including those who are disadvantaged, and pupils with special educational needs and/or disabilities (SEND), achieve extremely well.
- Pupils enjoy each other's company at social times. They smile and laugh a lot.
- Pupils are fully focused on learning in class. Their behaviour is exemplary.
- Pupils, including those who are disadvantaged, benefit immensely from the vast extent and high quality of the extra-curricular experiences that leaders provide for them. There is something for everyone to join in and enjoy.

Headteacher: Mr David Botes

Please find enclosed this application pack:

- Post and person specifications
- Information about the Maths department
- General information about the school

Applicants should note that the school's child protection policy and practices have recently been reviewed and comply fully with all local and national guidelines.

Please complete and return the enclosed application form, together with a supporting letter of application **by 12 noon on Tuesday 22nd April 2025.**

Interviews for the post will be held on Tuesday 29th April 2025. If you have not heard from the school by that date then you should assume that your application has been unsuccessful.

If you wish to find out more about our school or this position, please contact Mr J Peterson petersonj@broughtonhigh.co.uk. Alternatively, you can contact me at botesd@broughtonhigh.co.uk.

Yours faithfully,



Mr D Botes
Headteacher



POST SPECIFICATION

- Post Title:** Head of Mathematics
- Salary Scale:** MPR/UPR plus TLR 1.2
- Responsible to:** Deputy Headteacher (Curriculum)
and/or any other nominated member of the Senior Leadership Team (SLT)
- Responsible for:** All staff working within the Department

Purpose of the Post

To provide effective, dynamic and inspirational leadership to ensure every pupil achieves their true potential within Mathematics.

Key Areas

1. To lead on the development of the Mathematics curriculum to ensure it is ambitious, coherent and carefully sequenced.
2. To support the continued development of teaching and learning strategies and the professional development of team members.
3. To have the responsibility for the learning, progress and achievement of pupils in Mathematics

Duties and Responsibilities

To lead on the development of the Mathematics curriculum to ensure it is ambitious, coherent and carefully sequenced.

In accordance with the aims and policies of the school:

- To ensure that the teaching of Mathematics throughout the school is of the highest quality.
- To raise standards of pupils' attainment and achievement and to monitor and support pupils' progress within the department.
- To lead and manage all aspects of the work across the department through the effective management of the curriculum, staff, pupils, resources.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for all pupils studying within the department.

- To promote the educational opportunities for all pupils through the development of effective teaching and learning in the department.
- To ensure that the department contributes effectively to the school's plans for further collaborative learning with partner primary and secondary schools, colleges and university.
- To teach within the school timetable and to act as a progress tutor as required.
- To actively promote innovation and creativity throughout the Mathematics department.

To support the continued development of teaching and learning strategies and the professional development of team members

- Model at all times an evidenced based approach to professional development.
- Promote the strengthening pedagogical and subject knowledge of all teachers in the department through the implementation of CPD to ensure pupils know more and remember more.
- Engage critically with research and discuss evidence with colleagues.
- Reflect on progress made in the department, recognising strengths and areas for development and identifying next steps for further improvement.
- Evaluate and quality assure the impact of staff training and development on pupil progress, particularly for the disadvantaged.
- Promote the strengthening pedagogical and subject knowledge of all teachers in the department by participating in wider networks.
- Model excellent behaviour for learning strategies which promote positive relationships with pupils and ensure the right climate for learning.

To have the responsibility for the learning, progress and achievement of pupils in Mathematics.

- To support with the monitoring of the learning and progress of pupils within their year group and key stage, using this to adjust planning and teaching.
- To take a role in developing suitable catch up interventions to ensure pupils make progress.
- To oversee reporting to parents.
- To undertake supportive data conversations with teachers to ensure pupils know more and remember more and are therefore on track to meet or exceed their targets.
- To continue to develop and implement the department's approach to formative and summative assessment so that the strategies impact on pupil engagement and achievement.
- Analyse data sets, including KS2 data and departmental trackers to inform planning and reports to senior leaders and governors.

Leadership Responsibilities

- Demonstrate at all times a culture of high expectations by ensuring all team members are aspirational and relentlessly focused on ensuring every child is confident and feels stretched and encouraged to achieve, regardless of their background.
- Be strongly committed to school values and always act in the best interests of pupils and school.
- Exhibit a relentless focus on improving the quality of teaching and learning within the department and encourage this behaviour in others.
- Have a strong focus on breaking down the barriers that affect educational inequality to maximise pupil progress particularly of vulnerable groups.

- Show a commitment to supporting and developing staff to ensure they can deliver their role effectively, whilst retaining a good work life balance.
- Demonstrate effective communication skills that provide timely support and challenge to team members.
- Build strong and trusting relationships with a wide range of different people, including pupils, colleagues and senior stakeholders.
- Demonstrate self-awareness and an eagerness to learn and develop through feedback.
- Support with departmental self-evaluation and action planning.

Additional Responsibilities

- To fulfil the duties of a classroom teacher.
- To contribute to the ethos of the school by promoting care and courtesy in the community.
- To contribute to general supervisory duties in accordance with school policy.
- To take part in the appraisal process in accordance with national, LA and school policies.
- As part of your wider duties and responsibilities you are required to promote and actively support the school's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.
- To ensure that work is set for absent colleagues.
- To manage the department's annual budget allocation.

Please go to <https://www.broughtonhigh.co.uk/Safeguarding/Safeguarding> to read our safeguarding policy.

Post specification prepared by David Botes, March 2025

JOB DESCRIPTION: FORM TUTOR

RESPONSIBLE TO: HEADTEACHER, HEAD OF YEAR



Rationale

The Form Tutor at Broughton High School is the key figure in a pupil's development. S(he) is the first point of contact for pupils and their parents. As such s(he) has an important role in the management of the personal, social and academic progress of each pupil within that Form Group. (S(he) has the responsibility of working with the Head of Year, relevant Pastoral Support Manager and Subject Teachers to ensure that each pupil feels secure and has a sense of pride, a positive attitude and the motivation to achieve all his/her goals. The following identifies the duties and responsibilities which enable the Form Tutor to fulfil this crucial role. The Form Tutor is crucial in the pursuit of all issues linked to progress.

1. Management of Pupil Learning

- To have an overview of each pupil's performance across the curriculum.
- To monitor and mentor pupils within the framework of the School system of target setting, including attendance.
- To identify strengths and areas of difficulty or underachievement in learning.
- To liaise with the appropriate staff so that the necessary action can be taken.
- To manage and mentor a pupil's learning and support pupils in achieving targets and, if possible, achieving beyond.
- To respond to pupils who experience problems in their learning and to liaise with appropriate staff.
- To check and sign School Planners each week.
- To be responsible for the delivery of pastoral support and care as required.
- To prepare pupils in Tutor time for their part in reviews
- To provide an informed overview of performance for parents when requested to do so, but particularly in the context of School Reports and Parents' Evenings.
- To follow up, where appropriate, comments that parents may make on School Report reply slips.

2. Provision of Care and Support

- To be available to all pupils in the Form Group for support and guidance.
- To liaise with appropriate staff to provide support for pupils with specific problems.
- To contribute to the induction and support of pupils who are new to the Form Group.
- To oversee the contribution made by the Form Group to School Assembly and the daily Form time for reflection.
- To supervise the Form Group during School Assembly.
- To record, monitor, reward and celebrate pupils' achievements within the framework of the School system of Rewards in order to encourage positive motivation.
- To be aware of and support pupils in the Form Group with Behaviour Management Plans.
- To manage and support Pupil Council issues as appropriate.

3. Management of Pupil Behaviour

- To encourage high standards of manners and good behaviour at all times.
- To ensure that pupils know and understand the terms of the Home School Agreement.
- To encourage positive attitudes on the part of all pupils towards each other.
- To check daily that all pupils comply with the School uniform standards. To take action to reinforce those standards, liaising with parents as and when necessary. To refer persistent offenders to the relevant Pastoral Support Mentor with any notes of action taken and responses.

4. Maintaining Links between Home and School

- To be accessible, at appropriate times, either in person or on the telephone, to parents who have concerns about the progress or well being of their children.
- To monitor the Pupil Planner for communication between home and School in order to respond promptly to messages from parents.
- To liaise promptly with the Pastoral Support Mentor/Attendance Officer in response to messages concerning absenteeism.

5. Other duties and responsibilities

- To carry out the legal responsibility of marking the Register each morning and following the necessary procedures required by the DfE.
- To ensure that absences are followed up through the school's Attendance Office(r).
- To inform the Pastoral Support Mentor on a weekly basis about pupils with unauthorized absence or poor attendance records.
- To distribute Reports or other documentation which may be specific to particular Year groups.
- To ensure that all necessary Home School Communication is completed by pupils and forwarded to Admin staff for filing, including Data Sheets and Home School Agreements.
- To attend and contribute to Year Team Meetings.
- To carry out such other duties as may be necessary to ensure the smooth running of the School.
- To use 'Lesson Monitor' to record attendance, lateness, rewards and any consequences
- **To be committed to the safeguarding and protecting the welfare of young people.**

The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Form Tutor. Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.

Job Description prepared by: David Botes

Date: January 2025

Agreed by postholder: _____

Date: _____

Headteacher: _____

Date: _____



PERSON SPECIFICATION

Post Title: Head of Mathematics

Salary Scale: MPR/UPR plus TLR 1.2

We are seeking to appoint an inspirational leader and talented teacher who can lead an outstandingly successful Maths Department.

The successful candidate must be passionate about teaching Mathematics to ensure all pupils experience the joy of success. All candidates will need to be able to articulate a clear vision for the future to ensure standards remain high.

ESSENTIAL CRITERIA

1. A well qualified graduate teacher with a main degree in Mathematics and a track record of excellent teaching.
2. Relevant and recent experience of successful curriculum innovation.
3. High standards in terms of teaching and learning and pupil progress.
4. Highly effective leadership, management and communication skills.
5. Passionate about ensuring lessons are engaging, exciting, challenging and enjoyed by pupils.

MATHS DEPARTMENT

Standards in Mathematics at Broughton High School are **exceptionally high**.
Progress is significantly above national percentages.

	2017 (178 pupils)	2018 (179 pupils)	2019 (180 pupils)	2022 (184 pupils)	2023 (184 pupils)	2024 (177 pupils)
Whole School						
P8	0.35	0.28	0.29	0.67	0.51	0.55
A8	55.28	56.93	54.52	60.0	57.33	56.2
English/Maths						
4+	84%	87%	87%	92%	85.6%	85.3%
5+	68%	68%	67%	77%	68.5%	67.8%
Maths Dept						
P8	0.52	0.57	0.42	0.65	0.62	0.5
A8	11.20	11.88	11.54	11.76	11.6	11.1
Maths % Grade						
7+	37%	41%	36%	35%	36.3%	26.6%
5+	72%	74%	73%	82%	73.7%	73.4%
4+	88%	91%	91%	93%	87.2%	89.3%

Such high standards have been achieved through consistent approaches to teaching and learning, inspired leadership and lots of hard work! The Maths Department are a strong team who support each other particularly well. Collaboration within and beyond the Department is a feature of life here at Broughton.

The current staffing structure in the Maths Department is:

- Mr J Peterson, Associate Assistant Headteacher/Head of Mathematics
- Mr A Starkie, Assistant Head of Mathematics
- Mr M Church, Deputy Headteacher/Teacher of Mathematics
- Mrs K McKibbin, Teacher of Mathematics, i/c Primary links/Numeracy Co-ordinator
- Mrs L Bishop, Teacher of Mathematics/ Head of Year 11
- Mr A Eaves, Teacher of Mathematics
- Miss A Patel, Teacher of Mathematics

The Maths Department has a suite of seven specialist rooms, each with large interactive screens. As well as access to the school's IT facilities, the Department also has 32 laptops.

The department subscribes to Dr Frost Maths as well as various sites which provide additional resources to supplement the curriculum. Completion rate for homework is exceptionally high with Broughton ranking in the top schools nationally who use Dr Frost Maths.



The provision of suitable resources is not a barrier to continued success. Sensible policies are in place to ensure that workload is minimised, allowing teachers to concentrate on making a difference in the classroom.

We currently follow the Edexcel GCSE linear syllabus. The school has established strong links with LUSOM (Lancaster University School of Mathematics) with a high proportion of pupils continuing their study of Maths through to A-Level.

We are immensely proud of our track record of success in Mathematics. Progress is exceptionally strong because of the excellent tracking systems that are used by all colleagues. Very high expectations prevail, and teachers respond positively at the earliest sign of underachievement. Links with parents are particularly good and as a result, pupils thrive and succeed in Mathematics. Broughton is a great school in which to work, learn and lead.





GENERAL INFORMATION

Broughton High School is an 11-16 mixed community high school which caters for pupils of all abilities and backgrounds. The school is situated in a very pleasant location on the northern outskirts of Preston and serves an extensive rural and suburban area. It serves the residential districts to the north of Preston including Fulwood, Ingol, Broughton and Barton, and the rural areas around Woodplumpton, Catforth, Goosnargh and Lea.

At the last Ofsted inspection in September 2022, Broughton was judged to be an **outstanding school** in every respect:

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall Effectiveness	Outstanding

There are currently 928 pupils on roll (6 form entry – standard number 180) with 54 teaching and 46 support staff, including 8 learning support assistants. Since opening in 1975, the school has established an excellent reputation within the area and is heavily over-subscribed each year.

Over the years we have invested in all our facilities. All teaching areas are equipped with interactive whiteboards and teachers/pupils have access to a wide range of IT devices. Significant investment has been made to improve classrooms and each department is refurbished as part of a rolling programme to ensure that the very best possible resources are available to provide the best possible learning environment. We are determined to ensure that our staff and pupils have access to first class resources, enabling the best possible teaching and learning to take place.

Our reputation is built upon the traditions of high academic standards, within a caring and supportive environment, in which we place great emphasis on standards of dress, behaviour, attendance and punctuality. We have high standards and expectations and, through a culture of self-evaluation and improvement, we aim to continue to raise our standards and to improve the quality of education for all our pupils.

Broughton undertakes a leading role in the Preston Primary and Secondary Alliance. As such we have been heavily involved in Initial Teacher Training, CPD and School to School support, placing emphasis on collaboration and working cooperatively with all the other 40+ primary, secondary and special schools in the Alliance.

The school recognises and values the work of all its teaching and support staff and sets out to provide a supportive programme of appropriate professional development. This is central to promoting pupils' effective learning experiences, generating self-esteem and enhancing job satisfaction.

The school has built up a strong academic tradition and enjoys an excellent reputation within the community and with local 16+ educational establishments. The percentage of pupils gaining 5 or more Grade 9 - Grade 4 GCSE passes has consistently been higher than both the county and national averages. In 2024, 84% of pupils achieved a Grade 4 or higher in both English and Maths. 91% of pupils passed English with a 9-4 Grade in Literature or Language. 88% of pupils passed Maths at Grade 4 or higher and 99% of pupils passed Biology, Chemistry and Physics at Grade 5 or higher.

The school offers a broad and balanced curriculum for pupils in both key stages. At Key Stage 3, in addition to the statutory requirements of the National Curriculum, the school delivers Drama and Personal, Social, Citizenship & Health Education. On admission to the school, pupils are placed in mixed ability tutor groups based upon information received from primary schools. From September 2020, we moved away from numerical naming of classes e.g. Set 1 to Set 7, to pupils being allocated a more appropriate teaching group. Pupils of 'middle ability' are now mixed much more evenly.

At Key Stage 4 pupils follow examination courses in the compulsory core curriculum of Maths, English (Language and Literature) and Science together with other various option courses. All pupils have the opportunity to fulfil the EBacc criteria and whilst we encourage pupils to pursue EBacc subjects, we do not insist on this.

Pupil support, guidance and welfare are a high priority within the school and as such, the school fully recognises the contribution it can make to protect children. The school's Child Protection policy complies with both local and national guidance and is communicated to teaching and non-teaching staff, governors and outside agencies all of whom have a child protection role. A key figure is the Form Tutor whose responsibility is to know their pupils as fully as possible and to provide appropriate care and support. Heads of Year are responsible for the leadership and co-ordination of the work of Form Tutors.

Life at Broughton is not confined to academic study. Pupils have the opportunity to participate in a wide range of extra-curricular activities. The school has excellent sporting facilities and pupils enjoy a wide range of sporting activities both internally and in regular competition against other schools and colleges. Music and drama activities are popular with pupils of all ages and regular productions are very well supported. Other activities include Young Enterprise, Duke of Edinburgh Award Scheme, fieldwork and exchange visits to other countries.

We encourage community involvement and the school enjoys the active support of the Parents, Teachers and Friends Association who organise a programme of activities for pupils and parents throughout the year as well as providing financial support for numerous school projects.

The school operates a total non-smoking policy (buildings and premises) and our child protection policy and practices are enforced vigorously in order to protect the welfare of our pupils.

I hope that this information gives you a flavour of life at Broughton. We believe that this is a school with its own unique "family" atmosphere and ethos. You are warmly invited to come and visit us and experience it for yourself.

David Botes, Headteacher
January 2025