



Vyners School

Assistant Subject Leader, Maths

September 2025

May 2025



Dear Applicant

Thank you for your interest in the post of assistant subject leader, maths at Vyners School, an exciting, dynamic and fulfilling place to work. The school is seeking to appoint an experienced teacher with a passion for the subject, a love of the learning process and a desire to make a real difference to the lives of the young people at Vyners, and is ready to develop their leadership skills. The school wants an assistant subject leader / teacher with energy, enthusiasm and character to enthuse students and work within an exciting department. The successful application will be given frequent opportunities to work with the leadership team, contributing to whole school development.

This recruitment pack, which includes a job description and person specification, will give you an idea of the vacancy. The school wishes to appoint someone who assist in the leadership of the maths department and make a valuable contribution to the wider school. The ability to teach GCSE and A-Level is essential. The most important thing, however, is that the best candidate is appointed.

The school has a very strong team of staff and I am excited at the prospect of strengthening it further through this appointment. Our aim is simple: *'we want to be a great school in every sense of the word and we want to be confident that, hand on heart, our students have access to the best education possible.'*

Before you apply for this post please read the guidance carefully. You will find information on how to apply, together with the key dates in the selection process. Please ensure you respond in accordance with the instructions since the process has been designed to collate and assess the information in such a manner as to make a review of candidates' submissions fair and manageable. Your supporting letter should not exceed two sides of A4 paper and should focus on your own educational philosophy, the skills you have developed, your experience as a teacher and what you can offer to Vyners to support us on our continuing journey as an outstanding school.

The current closing date for this appointment is Monday 2 June 2025. We believe Vyners is a great place to work. Please come and visit us at any time and see for yourself. I hope you will decide to apply for a job here and, together with the Governors, staff and students at Vyners School, I look forward to hearing from you soon.

Yours faithfully

Gary Mullings
Headteacher

Contents

About Vyners School	4
About Vanguard Learning Trust	6
About the Maths Department	7
Job Description and Person Specification	9
How to apply	13

About Vyners school

Vyners is a well-established and heavily over-subscribed school with a reputation for high standards of behaviour and attainment. Our core values of Community, Aspiration, Respect and Endeavour underpin everything we do, as does our absolute commitment to ensuring our students have access to the best education possible.

The school was built in 1959 as a four form entry mixed grammar school. In 1977 it became comprehensive and expanded to five forms of entry and in 1996 expanded again to take six forms of entry. In 1991 the school became grant maintained and in 1999 a Foundation School. Specialist College Status in **Mathematics and Computing** was obtained from September 2003. The school converted to academy status on 1 November 2011. Since 2018 the school has been part of the **Vanguard Learning Trust** which also includes one other secondary school and three local primary schools. The school has eight forms of entry; the current school roll is **1524 with 307 in the Sixth Form**.

The school has some impressive facilities; a large sports hall, extensive ICT facilities and specialist teaching areas. Classrooms are equipped with interactive whiteboard technology and the school network is constantly upgraded. Over £1,000,000 has been invested improving the learning environment over the past few years and we have exciting plans for the future, which include extending a provision for students in the sixth form.

Vyners was inspected in May 2019 under the full inspection framework and have now been designated an **Outstanding** school. The school continues to achieve excellent examination results. In 2024 our headline 'figure' at GCSE level for English and Maths was 81%. The school is also very proud of the A-level results with nearly a third of all grades achieved at A* - A and 50% A* - B grades. We firmly believe that we can build on this success again this year.

Location

The school is situated close to the 'village' of Ickenham in a very pleasant residential area on the edge of the green belt. Although only approximately thirty minutes from the centre of London by underground, access to the countryside is equally quick via the M40, M25 or M4. The school itself is well situated on a residential road, surrounded by many mature trees, which provides a pleasant atmosphere for both work and leisure.

Teaching and learning

The current aspirations for the school are challenging and motivating as it remains 'Outstanding' in each category. The curriculum continues to develop to meet the needs of the learners and to improve the skills of our staff to deliver this curriculum. To support this work, the whole school community is committed to developing teaching strategies and understanding better how students learn. Effective learning cannot be left to chance; how students learn needs to be refined and approaches changed in order to make real and lasting improvements. Recognising the need to prepare students for the future, extensive use is made of new technologies to develop more independent learners. Google classroom is embedded in the school as a tool to support learning. The key focus is exceptional teaching, which promotes engagement with the processes of explanation, practising and testing to enhance learning.

Developing and training middle leaders in the effective use of data and helping them to develop a range of different teaching strategies within their teams have been priorities. Each year we deliver significant staff development, including our annual two day staff conference in November, which has a focus on developing specific aspects of teaching and learning.

The staff

Staff morale at Vyners is high, supported by a positive working environment and evidenced through staff surveys. The school puts a great deal of time and resources into training and developing its staff. Appraisal is focused on school improvement, professional development and well-being. Staff meetings encourage high levels of discussion and feedback and some staff are involved in our Teaching and Learning bursaries to develop and recommend major changes to whole school policy. Professional development is run every Tuesday after school, and a 'Teaching and Learning Community' meets on Wednesday mornings to develop knowledge and understanding of pedagogy and share good practice. Many staff give freely of their time to run numerous lunchtime and after school activities.

The students

Central to everything which happens at Vyners are the students. Staff seek to ensure that every young person feels valued and listened to. Relationships between staff and students at Vyners are excellent; students appreciate the fact that they are encouraged to express and discuss their views. The student council plays an important role in the development of policy at Vyners. Students take part in the development of the school vision and values and all applicants for teaching posts are interviewed by a student panel.

About Vanguard Learning Trust

Vanguard Learning Trust is a cross-phase Trust in the London Borough of Hillingdon. Vanguard Learning Trust was established in February 2015 when Ryefield Primary School and Vyners School formed the multi-academy trust. In September 2018, Ruislip High School joined the Trust followed by Hermitage Primary School and Field End Junior School in September 2021.

School information about the other schools in Vanguard Learning Trust

Field End Junior School

Field End Junior School is truly a community school and has been part of the Ruislip landscape for over 70 years. It is a four-form entry junior school, sharing the same site as the infant school. It is a genuinely happy and exciting place to be; the school's community plays an important role in shaping young people into the adults they become when they go out into the world. Staff strive to do all they can to help each child reach their potential. Staff believe that school days should be filled, not only with learning but with fun, friendship and memories to last a lifetime.

Ruislip High School

Ruislip High School opened its doors to its first cohort of Year 7 in September 2006. It is a mixed, comprehensive secondary school situated in South Ruislip. Ruislip High School has evolved into a school of choice in the local area with circa 1100 pupils. The school has been designated outstanding in its Ofsted inspections in 2007, 2011 and most recently December 2023. Ruislip High School's logo symbolises the school's motto -from grass roots, to reaching for the sky- which represents high aspirations and pupils' journey as they progress through the school.

Ryefield Primary School

Ryefield was established in 1960 and as a school community it strives for excellence. Ryefield is an excellent school where its children love learning and achieve the highest standards possible in a thriving multicultural learning environment. Above all Ryefield strives to touch the lives of all its children to ensure they grow up to be reflective, self-aware, and resourceful; they are at peace with themselves; empathetic towards others and confident young people.

Hermitage Primary School

Hermitage Primary School is located near Uxbridge town centre with excellent premises including breakout areas, use of the MUGA, a large multi-purpose field, a well-stocked library and bright and spacious facilities. Students are encouraged to embrace their individuality and find their place in the school, the community and beyond. Hermitage is proud of the excellent standards of behaviour and staff and pupil wellbeing is of paramount importance to the Hermitage family.

About the Maths Department

The Curriculum

Vyners school ensures being at the forefront in educational developments and have well established schemes of learning across all key stages. These are constantly reviewed in light of changing specifications, in particular with the new GCSE.

Vyners school is committed to the current practice of setting students by their mathematical attainment from the moment they arrive at Vyners. The most able students in the sixth form have the opportunity to study the Further Mathematics A-Level whilst the top sets in KS4 have the opportunity to take the AQA Certificate in Further Mathematics. Also offered, is the Entry Level Certificate in Mathematics as a support for some students in year 10 and 11. More recently, Core Maths in year 12 has been introduced.

The Mathematics teachers demonstrate a high level of commitment to students' progress, evidenced especially by the additional hours invested in top-up teaching and support. The team strives to work together as an enthusiastic and effective team with an appropriate blend of serious endeavour and an all-important sense of humour! The department is constantly looking for ways to further improve the achievement of all students. New and inspirational ideas from all our team members are valued, regardless of how many years they have been teaching and actively encourage the sharing of good practice across all key stages.

2024 saw another set of excellent GCSE results with 85% of students achieving grades 9 – 4 and 34% achieving grade 9-7. In 2024, 42% of our A-level Mathematics students achieved an A* - A grade, with 87% achieving an A* - C grade. The number of students choosing to continue with Mathematics in the sixth form is high with over 60 students currently in Y12, 15 of whom are also taking further mathematics.

Currently, the details for courses offered are:

Course	Board
GCSE Higher/Foundation Mathematics 8300	AQA
Level 2 Certificate in Further Mathematics 8365	AQA
Entry Level Certificate in Mathematics 5930	AQA
A-Level Mathematics 9MA0	Edexcel
A-Level Further Mathematics 9FM0	Edexcel
Level 3 Mathematical Studies 1350	AQA

Staffing

The department currently consists of a subject leader, one deputy subject leaders, two assistant subject leaders and nine other specialist teachers, including a lead practitioner. The Mathematics department comprises an excellent team of graduates which includes a number of A Level specialists. Staff are expected to aspire to teach to the highest level they feel confident to manage, so that everyone has realistic opportunities to broaden their career portfolio.

Facilities

The department has a suite of twelve teaching rooms. Every room has an interactive SMART board, and the school has chromebooks available for use. A good range of teaching resources are available including in-house material, practical equipment and ICT based tasks and teaching aids. Whilst certain textbooks are designated to certain groups the philosophy within the department has always been to allow the schemes of work to dictate the resources used rather than the reverse situation.

Other information

The department regularly organises trips, such as to Maths Inspiration and students are encouraged to take part in the annual Year 7 Hillingdon Maths Challenge.

Participation in the UKMT Maths Challenges (including team challenges) at Junior, Intermediate and Senior level.

All students are encouraged to take part in a range of opportunities from the AMSP, such as data science programmes and STEP tuition support.

Job Description

JOB TITLE: Assistant Subject Leader of Maths
REPORTS TO: Subject Leader
SALARY: MPS / UPS (Outer London) plus TLR
DATE September 2025

Purpose of the job

- To raise standards of teaching, learning, levels of progress and exam performance within the maths department.
- To teach maths to A level.
- To work alongside the school's senior leadership team and to promote the subject throughout the school.
- The post-holder will lead the development of the maths curriculum

Duties

In accordance with the Education (School Teachers Pay and Conditions of Employment) Order, the duties as set out in the Conditions of Employment of School Teachers under Section 3.

Teachers with a TLR are also responsible for carrying out the duties in relation to their own classes outlined in the job description for a classroom teacher.

Key responsibilities

Operational/Strategic Planning

1. To be responsible for the long term strategic planning and delivery of the Maths curriculum
2. To inspire, enthuse, lead and manage teachers and support staff within the department
3. To contribute significantly to the development of Maths beyond the department, by taking responsibility for whole-school initiative(s)
4. To promote Maths through developing, promoting and organising extra-curriculum and super-curriculum activities for students
5. To assist with the continuous improvement of teaching and learning through faculty strategy and development, consultation and communication, including faculty handbook, faculty meetings and subject-specific CPD and research
6. To evaluate, refine and develop planning, schemes of learning and other resources regularly and to monitor the consistent and effective implementation of faculty practice
7. To keep abreast of examination specification changes and to attend appropriate examination board courses and moderation meetings and update staff accordingly
8. To liaise with the examinations officer as necessary over external examination entries.

Leading and managing staff

1. To be responsible for the day-to-day management of all members of the department
2. To ensure that appropriate performance management arrangements are in place and maintained in the subject area
3. To ensure that a robust programme of professional development is maintained and developed, including for support staff and non-subject specialist teachers
4. To assist in the recruitment of new staff and to be responsible for the induction of new staff
5. To ensure all new teachers are appropriately trained, monitored, supported and assessed
6. To monitor and observe regularly the work of department members, ensuring that they are following the correct specifications and adhering to policies, including marking and feedback
7. To establish common standards of practice and consistency within the department, sharing and developing good practice based on educational research on effective practice
8. To ensure student work is standardised and moderated regularly in order to assure accuracy and consistency of assessment within the department
9. To deputise for the Director of Maths in their absence in conjunction with the SLT link for the faculty

Data Management

1. To ensure that the members of the department fulfil the school's requirements for reporting to parents and that data deadlines for the Maths faculty and whole school are met
2. To use data effectively to identify students who are underachieving in the subject and target measurable intervention accordingly

Teaching and Learning

1. To develop and embed the most effective methods of teaching order to ensure appropriate access, progress and achievement for all students
2. To ensure that robust procedures are in place to monitor the quality of teaching and learning outcomes throughout the Maths department
3. To ensure cover work is set for absent staff and appropriate work provided for non-specialist teachers
4. To teach, where necessary and subject to negotiation, outside of individual subject specialism
5. To exemplify, promote and monitor a high standard of teaching within the department to ensure that students achieve the best results of which they are capable.
6. To differentiate the curriculum appropriately to enable access meeting the needs of all students
7. To ensure that the department is up to date with the implementation of school policies
8. To support the development of students' literacy, numeracy and oral communication through Maths
9. To produce an annual department review for the relevant Key Stage(s) reflecting areas of strength and improvement

Communication and Liaison

1. To attend parental consultations and keep parents informed about their child's progress
2. To contribute to curriculum and whole-school development
3. To disseminate relevant information to members of the department
4. To encourage appropriate links across the curriculum, between departments and with other schools, including transition between key stages
5. To support with organising and managing the department budget and resources to ensure the efficient and effective monitoring and deployment of all resources
6. To be responsible for the administration of the department
7. To contribute to the termly school newsletter
8. To be responsible for organising rewards such as termly certificates for Celebration Assembly

General Responsibilities

1. To pursue continuous personal development in relevant areas especially subject knowledge and teaching methods
2. To engage actively with the school's performance management and CPD programme
3. To liaise with and organise the work of teaching assistants linked to the faculty
4. To work as a member of a team, positively contributing to effective working relations
5. To communicate, where necessary with parents and external agencies, following the school's staff communication policy, including promptly responding to communication as outlined in the school's directed time policy
6. To attend open evenings, parents' evenings and other whole-school events
7. To attend Monday afternoon staff briefings
8. To take part in the arrangements for appraisals and observations
9. To undertake duties as detailed in the rotas, timetables and key dates publication
10. To undertake any other duties as the headteacher or senior leadership team may reasonably require
11. To adhere to the expectations laid out in the teacher standards, in terms of teaching and professional conduct.

Health and Safety

1. To be familiar with the school's policies that refer specifically to health and safety regulations and implement it as applicable within the department
2. To ensure that health and safety policies and practices, including risk assessments, throughout the department area are in-line with national requirements and updated where necessary
3. To have regard to health and safety across the school in all aspects of work, in line with the school's policies and keep up to date with all relevant policies and risk assessments.

Other duties and responsibilities

Any other duties commensurate with the general level of responsibility of the post that the headteacher may from time to time ask the post-holder to perform.

These duties may be modified by the headteacher, with agreement, to reflect or anticipate changes in the job.

Vyners School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Signed: _____ Post-holder Dated: _____

Signed: _____ Line Manager Dated: _____

The job description is formally reviewed annually and therefore may be revised in line with the level of responsibility.

Person Specification for Assistant Subject Leader

Qualifications:

	Essential	Desirable	A	I	R
1. Qualified teacher status	<input type="checkbox"/>		<input type="checkbox"/>		
2. At least five years' teaching experience		<input type="checkbox"/>	<input type="checkbox"/>		
3. At least three years of successful A-level and GCSE teaching		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Degree or equivalent	<input type="checkbox"/>		<input type="checkbox"/>		
5. A higher degree		<input type="checkbox"/>	<input type="checkbox"/>		
6. Experience in more than one school (or experience of different school contexts whilst training)		<input type="checkbox"/>	<input type="checkbox"/>		
7. Evidence of further professional development in subject area including specific training to be an effective teacher	<input type="checkbox"/>		<input type="checkbox"/>		
8. Evidence of other further professional development		<input type="checkbox"/>	<input type="checkbox"/>		

Professional knowledge and understanding, skills and attributes:

	Essential	Desirable	A	I	R
9. An understanding of the characteristics of an effective school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Specific evidence of successful classroom teaching including specific positive outcomes for students	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. A commitment and thorough understanding of how his/her subject specialism should be taught and an understanding of the National Curriculum - content and assessment	<input type="checkbox"/>			<input type="checkbox"/>	
12. The ability to achieve challenging professional targets/objectives. The ability to develop and implement policy and practice which reflects the school's commitment to high achievement	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. An understanding of effective leadership styles, and the ability to motivate, inspire, develop and hold team members to account	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
14. The ability to analyse, understand and interpret data and information	<input type="checkbox"/>			<input type="checkbox"/>	
15. The ability to judge when to make a decision, when to consult and when to defer to a senior member of staff	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
16. The ability to contribute effectively to the development of whole-school policies. Evidence of involvement in whole-school development/activities, eg. working parties		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The ability to set standards and provide a role model for students and other staff in teaching and learning within his/her subject specialism and across the school	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The ability to promote the ethos, aims and objectives of the school to the wider community	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
19. The ability to prioritise own time, work under pressure and meet deadlines with a sense of balance and perspective	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
20. The ability to use ICT to enhance and support teaching, learning and management	<input type="checkbox"/>			<input type="checkbox"/>	
21. Evidence of involvement and understanding of pastoral needs of students	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
22. Evidence of working in a range of different school contexts		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Personal skills and attributes:	Essential	Desirable	A	I	R
23. Leadership skills – the ability to lead and manage people to work towards common goals and to use appropriate leadership styles in different situations	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Decision-making skills - the ability to investigate, solve problems and make decisions	<input type="checkbox"/>			<input type="checkbox"/>	
25. Communication skills (both orally and in writing) – the ability to make points clearly and understand the views of others	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
26. Ability to develop new ideas	<input type="checkbox"/>			<input type="checkbox"/>	
27. Personal impact and presence	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
28. Energy, determination and perseverance	<input type="checkbox"/>				<input type="checkbox"/>
29. Self-confidence, enthusiasm and commitment	<input type="checkbox"/>			<input type="checkbox"/>	
30. Reliability and integrity	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

Note - The duties required of all teachers under Pay and Conditions legislation are a necessary part of this job description. This job description is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

Bold Statements are the main criteria used for shortlisting. Non-bold statements are subsidiary criteria used for further refining the shortlist.

A = Application I = Interview R = Reference

How to apply

Application process

In addition to this candidate pack, the school's website www.vynersschool.org.uk will provide prospective applicants with all relevant information and publications.

Applicants should complete the application form, ensuring that their supporting statement relates to the personal specification provided in this pack and is no more than two sides of A4 font size 12. In compliance with safer recruitment guidelines, CVs will not be accepted.

Completed application forms should be sent to recruitment@vynersschool.org.uk

Please be aware that all applications will be considered upon receipt.

The closing date for application is 9.00am on Monday 2 June 2025 and shortlisting for interviews will take place by Monday 9 June 2025. The interviews will take place in June.

Please note, parking is not available on the school site but advice will be given regarding where parking is available locally if you are shortlisted for an interview.

Selection process

Full details will be provided to all candidates selected for the interview process and will consist of a lesson observation and panel interview.