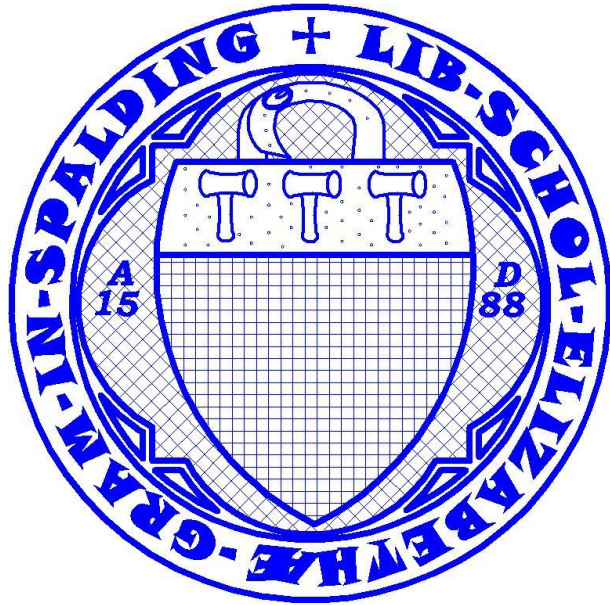


# **Spalding Grammar School**



## **Appointment to the position of Teacher of Mathematics**

**September 2026**

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## GENERAL INFORMATION ABOUT THE SCHOOL

Founded in 1588 by Royal Charter, Spalding Grammar School was located within a part of Spalding Parish Church, called St Thomas's Chapel, until the 19th century. The School moved to its current site in 1881 and doubled in size when it amalgamated with Moulton Grammar School which closed in 1939. The School now occupies an enviable, spacious site, including 17 acres of Governor-owned playing fields, five minutes from the town centre. Teaching accommodation has been significantly improved and developed in the last twenty years, incorporating a large sports complex, a new English block and Library, a dedicated Business Centre, extended Sixth Form facilities and a multi-purpose Atrium. The School was awarded Academy status in 2013.

The School is academically selective and admits the top 25% of the population as determined by standardised verbal and non-verbal reasoning tests. There are generally five forms of entry with an admission number of 150 pupils. Pupils are taught mainly in mixed-ability groups throughout the School, although setting does operate in mathematics, English and modern languages from Year 8, and science from Year 9.

There is a common curriculum for the first three years, in which pupils study the National Curriculum core and foundation subjects. Every student studies a modern foreign language as well as Latin. Pupils also engage in lessons in core physical education and PaCE (Personal and Careers Education).

At GCSE, the majority of pupils will take ten subjects, including three options. A foreign language is compulsory, be that modern or ancient. Depending on ability, some pupils will take a second qualification in mathematics; others will take dual award science, rather than three separate disciplines. Pupils continue to pursue both core physical education and PaCE.

The Sixth Form, which is coeducational, has grown in recent years and now attracts many students seeking to join us from other schools. At present there are approximately 240 students in the Sixth Form, of which approximately one quarter are female. Our curriculum model, in light of post-16 reform, is that all students take three A Level courses, alongside an enrichment elective in Year 12. For some students, an additional pathway of four A Level subjects is available.

The School aims to develop individuals, both personally and academically, and has thus implemented a form system which allows all Year groups to come together for a variety of structured activities such as mentoring, personal study, presentations and debating sessions. All teachers, as well as some members of the support staff, carry out the role of Form Tutor within one of the School's six Houses.

A large part of what goes on at the School happens outside the classroom. The School's main sports are Rugby, Football, Hockey, Athletics and Cricket, but numerous other options are available. The School competes very successfully with many other schools in the county and beyond. Many students are involved in the Duke of Edinburgh Award Scheme and are developed through the challenges and opportunities that this affords. We also offer a skiing trip each year, exchanges and work experience activities in France, Germany or Spain, as well as several other foreign visits.

The School's principal aim is to ensure that all students and staff have every opportunity to attain their potential intellectually, socially and personally. Relationships between staff and students of all ages are exemplary, and there is a friendly and orderly atmosphere which, in combination with a stimulating academic environment, develops the qualities that lead to successful examination results.

Staff have the use of a modern staff room, complete with catering and reprographic facilities. Many staff who join the School speak of the warmth with which they have been received and they consider it a very friendly place to work. Continuing Professional Development for the staff, under the guidance of a dedicated Staff Tutor, is of paramount importance and there are many opportunities for individuals to both develop their practice and advance their career. The teaching and learning environment is supported by a dedicated team of support staff who work in harmony with the teaching staff to create a mutually supportive work place.

The School operates as a cohesive community. The Parents' Association is very strong; it enriches the life of the School through a wide variety of events, as well as raising in excess of £10,000 for the School each year. Support for charities and community projects is also very positive. The Governing Body is also highly supportive of the School and its members are often a visible presence around the place.

Located in South Holland, Spalding is a pleasant market town in a largely rural area within easy reach of Peterborough and the A1. The people are very friendly and the pace of life is relaxed. There is a local entertainment venue, the South Holland Centre, in the town which provides a variety of live entertainment. House prices compare very favourably with those in most other parts of the country and there are a number of primary schools within the local area which provide for all abilities and faiths. The town is also served by our sister grammar school (Spalding High School) and a comprehensive school.

## THE MATHEMATICS DEPARTMENT

This is a thriving and successful department which consists of seven teachers, six full time and one part-time. The department has a suite of six large classrooms all rooms have projectors and large whiteboards or interactive smart boards. A suite of laptops is readily available. Every student has access to an online version of the main curriculum textbook used in their lessons; a variety of other additional texts are available within the department. The department subscribes to the Dr Frost web-based resources.

Years 7, 8 and 9 follow a common department scheme of work based on the Elmwood Press KS3 and CGP books. We follow a five-year scheme of work aiming towards GCSE in Year 11. From Year 9, the top sets follow an accelerated scheme of work. All students are entered for their GCSE with the AQA examination board at the end of Year 11, with the majority taking the Higher tier examination. Set 1 additionally study for the AQA Level 2 Certificate in Further Mathematics.

We operate setting throughout the School. Years 8 to 11 are currently setted within two teaching bands whilst Year 7 are taught in mixed ability groupings. Movement between sets in Years 8 to 11 occurs based on our own assessment data and all sets are reviewed on a regular basis to ensure that students are correctly placed.

In the Sixth Form our students are working towards Edexcel A2 qualifications in both Mathematics and Further Mathematics. In Year 12 and 13 we usually have two groups studying Maths and one groups taught entirely separately, studying Mathematics and Further Mathematics. Students have 10 periods of Maths per cycle. We also offer AQA's Level 3 Certificate in Mathematical Studies (Core Maths) as an Enrichment subject in Year 12.

Intervention strategies are applied across the ability range to ensure that every student reaches their potential.

Staff usually offer one lunchtime session to support students from their Year 11 classes and we hold a KS5 Maths Clinic on a Friday lunchtime to support students studying for their A Levels in Maths or Further Maths.

Enrichment opportunities are many in the department. Students are entered for all levels of the UKMT Maths challenges. Students from Years 10 to 13 have the opportunity to attend Maths Inspiration lectures and a variety of other lectures run by the Further Maths Support Network.

Results 2025 (2024 in brackets)

GCSE:	7-9: 51% (40%)	5-9: 91% (94%)	4-9: 99% (99%)
A2 Mathematics:	A*-B: 47% (36%)		
A2 Further Mathematics	A*-B: 56% (62%)		

## JOB DESCRIPTION

**Salary:**

SGS Pay Range (£32,916 - £51,047 depending on experience)

**Accountable to:**

Head of Mathematics

**Responsible for:**

Teaching Mathematics throughout the School.

Achieving the highest possible standards from students, developing students' skills, maintaining and developing subject-specific knowledge and skills and contributing to department and pastoral teams within the school.

**Specific Responsibilities:**

We seek to appoint a committed and enthusiastic teacher. The successful applicant will be a well-qualified, specialist teacher who has high expectations of his/her own professional practice and of all students, is determined to develop students' skills in computer science and ICT, works to achieve the highest possible standards from students, and supports each student in reaching his/her potential.

- a) Curriculum: you will teach mathematics throughout the School, including at GCSE and A level. You will be responsible for maintaining good subject knowledge in those subjects. The ability to teach further mathematics at GCSE and/or A Level would also be an advantage.
- b) Teaching and Learning: you will plan and teach well-structured lessons that promote subject-specific skills and knowledge. You will develop and implement a varied and effective range of teaching strategies that promote the highest standards of students' learning within your lessons. You will differentiate in your teaching to both stretch and challenge the most able while supporting less able students.
- c) Students' Progress: you will be accountable for the progress of students in your classes. You will be aware of students' prior attainment and current achievement, encourage students to set aspirational targets and guide each student to reflect on their progress and take agreed steps to improve.
- d) Assessment: you will make accurate and productive use of assessment following the Assessment Model that is well-established within the department. You will provide relevant data about students' progress for the Head of Department, meeting the school reporting cycle deadlines.
- e) Reporting: you will communicate effectively with parents with regard to students' progress at formal reporting periods and when required.
- f) Professional Development: you will take responsibility for improving your teaching and students' learning through appropriate internal and external development opportunities. Your development will be managed by your line manager through the Appraisal process.
- g) Behaviour Management: you will have high expectations of students' behaviour for learning as set out in the school's Code of Conduct and enforced through the Behaviour Policy.
- h) Teaching room: you will ensure your specialist teaching room is attractive and well-kept to create a safe and stimulating learning environment.

We take great pride in this school in our outstanding care for all students. You will be a Form Tutor leading a tutor group of students; as such you will be each student's guide at their side.

**PERSON SPECIFICATION**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours degree</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Additional qualifications to extend knowledge and skills in Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> </ul>
<b>Professional Experience</b>	<ul style="list-style-type: none"> <li>• Successful training in teaching Mathematics</li> <li>• Potential to develop into an outstanding teacher</li> <li>• Knowledge of current educational developments in maths</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching A Level and Further Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Professional Relationships</b>	<ul style="list-style-type: none"> <li>• Potential to motivate, challenge and inspire students in Maths lessons</li> <li>• Potential to contribute to the Maths Department development plans</li> </ul>	<ul style="list-style-type: none"> <li>• Proven ability to motivate, challenge and inspire students</li> <li>• Experience of contributing to department development priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Commitment to personal and professional development</li> <li>• Commitment to try and develop teaching strategies that enhance learning for all students in Maths</li> <li>• Potential to use data to support students' learning, set targets and monitor improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in using Go4Schools to track and monitors students' progress.</li> <li>• Success in raising student achievement through review, evaluation and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Form Tutor</b>	<ul style="list-style-type: none"> <li>• A teacher who actively supports the School's commitment to tutoring at Spalding Grammar School</li> <li>• Commitment to supporting the personal development of all students within the tutor group</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm, drive and a love for the job</li> <li>• A good sense of humour</li> <li>• Ability to work under pressure</li> <li>• Ability to organise, plan and prioritise time effectively</li> <li>• Commitment to the School's safeguarding policies and standards</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>

## APPLICATION PROCESS

Applicants wishing to view the School and the Mathematics Department in advance of making an application are invited to do so. Please contact Debbie Haslam, the Executive Headteacher's PA, if you would like to make such an arrangement.

Applications should be made by:

- Completing the School's application form (CVs will not be accepted as an alternative to a completed form)
- Providing a supporting letter (on no more than two sides of A4, font size 11 if typed). The letter should include how you meet the person specification and how your skills and experience to date make you the ideal candidate for this post.

Applications should be sent either by email, to [dhaslam@spaldinggrammar.lincs.sch.uk](mailto:dhaslam@spaldinggrammar.lincs.sch.uk), or by post, to:

Mrs D Haslam  
Executive Headteacher's PA  
Spalding Grammar School  
Priory Road  
Spalding  
Lincolnshire PE11 2XH

The closing date for applications is **Tuesday 19 May 2026**

Interviews **tbc**

I thank you for your interest in Spalding Grammar School and I look forward to hopefully receiving your application.

M K Anderson  
Executive Headteacher