

CHARLTON SCHOOL

Building Knowledge • Developing Character • Inspiring Futures



Maths Academic Mentor Application Pack



Maths Academic Mentor

NJC Scale 5 (points 13 – 17)

32.5 hours per week

Contract Term: Fixed Term for 1 year (term time only)

Closing Date: 8th July 2026 9am

Interviews w/c 13th July 2026

Job Start: September 2026

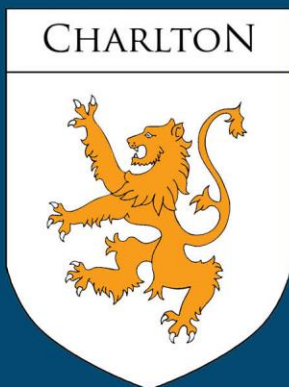


Principal: Mrs Barton

Apley Avenue, Wellington, Telford, TF1 3FA

Telephone 01952 951409

www.charlton.uk.com



About Charlton School

Charlton School in Wellington, Telford, is a well-established comprehensive secondary academy with a “Good” Ofsted rating and a long tradition of serving its local community. At Charlton we take pride in students’ progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals’ needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes. Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

At Charlton our ethos is built upon our three core values; we expect all members of the Charlton community to always exhibit these values:

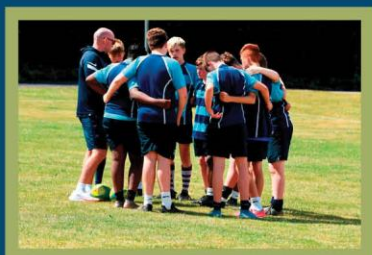
Respect Responsibility Resilience

As part of the Learning Community Trust since December 2018, we are dedicated to providing a broad and enriching education, underpinned by strong pastoral care that supports the holistic development of each student. Our curriculum includes core and Ebacc subjects alongside valuable qualifications in technology, media studies, and ICT. Underpinning our commitment to student success is a parallel dedication to the professional growth of our staff. Charlton School fosters a culture of continuous improvement through a comprehensive Instructional Coaching programme, providing tailored support and development opportunities for all colleagues. This investment in our staff ensures the highest quality of teaching and learning across the academy. Furthermore, our centralised pastoral systems are designed to create a calm and purposeful learning environment where students feel safe, supported, and ready to thrive.

Staff Wellbeing Offer

At Charlton School, we believe that supporting our people goes beyond the workplace. That’s why we are proud to offer a comprehensive Employee Assistance Programme, designed to provide confidential guidance, practical resources, and wellbeing support whenever it’s needed. Whether it’s professional advice, personal challenges, or simply a listening ear, our EAP ensures that every member of our team has access to the tools and care that help them thrive both at work and in life. Our complimentary staff offers include:

- **Counselling:** Confidential sessions with qualified counsellors
- **Nurse Support:** Speak with registered nurses about health concerns
- **24/7 GP Access:** Consult with a GP anytime and arrange prescriptions to your local pharmacy
- **Physiotherapy:** Telephone consultations and referrals to local clinics for physical discomfort or injury.
- **Mindfulness & Mental Wellbeing:** Guided relaxation, live sessions,
- **Lifestyle Support:** Including fitness plans, nutritional advice, weight management, and food sensitivity testing.



Maths Department

The Maths Department at Charlton School plays a central role in delivering a high quality, inclusive education. As a core subject, Mathematics supports students' wider achievement and helps them develop the skills and confidence required for future learning, employment and everyday life.

Teaching and Learning

Teachers deliver a well-planned and ambitious curriculum across Key Stage 3 and Key Stage 4, following the National Curriculum and Edexcel GCSE specifications. Lessons are designed to develop secure understanding, fluency and mathematical reasoning. Staff implement the Learning Community Trust Learning Framework which is centred on the Science of Learning. This includes the use of retrieval, purposeful practice and regular checks for understanding to address misconceptions and ensure all learners including those with SEND and higher attainers are appropriately challenged and supported.

Enrichment and Support

Teachers contribute to wider mathematics provision, including intervention sessions and numeracy support activities. The department aims to build students' confidence, enjoyment and understanding of how mathematics applies to real world contexts and future careers.

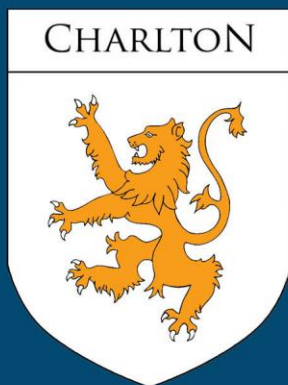
Ethos and Expectations

All staff are expected to uphold Charlton School's values, maintain high standards of behaviour and learning, and build positive relationships with students. The department believes strongly that all students can succeed in mathematics and is committed to fostering resilience, independence and a positive learning culture.

Maths Academic Mentor Role

The Maths Mentor role has been created to help students who need extra support with basic maths skills, especially in foundation learning. Many learners start with gaps in their knowledge, which can affect their confidence and progress. The Maths Mentor will provide targeted support through small groups and one-to-one sessions, helping students understand key concepts and build confidence. This role supports our aim to improve results, close learning gaps, and ensure all students can succeed in their studies and future pathways.





Job Description

Title:	Maths Academic Mentor
Contract:	32.5 hours
Contract Term:	September 2026 - Fixed Term for 1 year (term time only)
Salary:	£21,295 - £22,738 (pro-rata)
Purpose of Job:	To support students in Mathematics particularly those who are underachieving, lack confidence, or require additional intervention, so they can make good progress academically and develop positive attitudes to learning.

Duties and Responsibilities

Student Support

- Provide targeted one-to-one and small-group support for students following Foundation Maths courses (KS3 and KS4).
- Support students with gaps in numeracy skills, exam techniques, and mathematical understanding.
- Build students' confidence, resilience, and engagement in mathematics learning.
- Support students with SEND, low prior attainment, EAL, or attendance concerns where appropriate.
- Monitor and track student progress, providing feedback to teaching staff.

Classroom Support

- Work alongside class teachers to support learning during Maths lessons.
- Adapt resources and explanations to meet individual student needs.
- Reinforce key concepts taught in class using alternative strategies.
- Promote positive behaviour and compliance with school behaviour policies.

Intervention & Catch-Up

- Deliver structured intervention programmes (before/after school or during the day).
- Support preparation for GCSE Foundation Maths examinations, including revision sessions.
- Use assessment data to identify students requiring additional support.

Pastoral & Mentoring

- Act as a learning mentor for identified students, offering guidance and motivation.
- Encourage good attendance, organisation, and independent learning habits. Build positive relationships with students

Collaboration & Communication

- Liaise regularly with Maths teachers, SENCo, pastoral staff, and leaders.
- Communicate effectively with parents/carers when required.
- Contribute to review meetings, intervention planning, and progress discussions.

Professional Responsibilities

- Maintain accurate records of support and intervention outcomes.
- Uphold safeguarding procedures and school policies at all times.
- Engage in professional development relevant to maths support and mentoring.

Person Specification

Experience, Knowledge and Skills

Criteria	Qualities
Qualifications and experience	• Experience working with secondary-age students. • Ability to explain mathematical concepts clearly and patiently. • Experience supporting GCSE Foundation Maths.
Skills and knowledge	• Strong numeracy skills (Math's at GCSE) • Positive behaviour management and mentoring skills. • Knowledge of SEND strategies and learning barriers. • Previous experience as a learning mentor, teaching assistant, or intervention tutor. • Familiarity with GCSE exam requirements and assessment objectives.
Personal qualities	• Good interpersonal and communication skills. • Commitment to safeguarding and inclusive education.

ADDITIONAL INFORMATION

Maths Academic Mentor

32.5 hours per week

Term-time only

NJC Scale 5 (points 13 to 17)

Term time only will mean that you will only be required to work the 190 days that the students are in school, the 5 Professional Development Days are worked only if required.

(These will be paid)

Therefore, your salary is calculated on a pro-rata basis, i.e. your salary is calculated by the following simple formula:

Hourly rate X weekly hours X annual working weeks and this will give you your salary. It is then divided into 12 equal monthly payments.

Annual working weeks are 43.51

The NJC Scale 5 Point 13 to 17 salary range is £29,064 to £31,022

Pro rata salary is as below:

£21,295 - £22,738

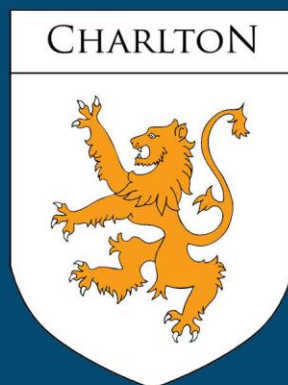
If you have any questions regarding this salary and how it is calculated, please contact the school, or ask at your interview.

Sorry but CV's will not be accepted.

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy [here](#).



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