



CHARLTON SCHOOL

Building Knowledge • Developing Character • Inspiring Futures



Lead Practitioner of Maths



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Salary: Leadership Scale 1 - 5

Contract: FTE

Contract Term: Permanent

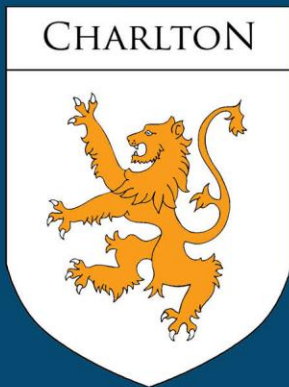
Closing Date: 9am on 16th October 2026

Interviews: w/c 19th October 2026

Job Start: January 2027



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 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.

Professional Development and Teamwork

Teachers engage regularly with professional development, departmental meetings and whole school priorities. Early Career Teachers receive structured support, and all colleagues are encouraged to share effective practice and contribute to ongoing improvement.

Ethos and Expectations

Teachers 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.

Joining our Maths Department as Lead Practitioner means becoming part of a passionate team, committed to shaping the next generation of mathematicians, innovators, and problem-solvers.

Joining our Mathematics Department as Lead Practitioner means becoming part of a passionate and ambitious team committed to securing the very best outcomes for all students. This role offers an exciting opportunity for an exceptional classroom practitioner to extend their influence beyond their own teaching, driving excellence in pedagogy and contributing to the continued development of the department. Working closely with the Curriculum Leader, the successful candidate will lead on the sharing of best practice, support colleagues through coaching and mentoring, and champion evidence-informed approaches to teaching and learning. As a recognised expert in mathematics education, the Lead Practitioner will play a pivotal role in raising standards, strengthening curriculum delivery and ensuring that every student is challenged, supported and inspired to achieve their full potential. This is an ideal opportunity for an ambitious educator who is committed to professional excellence and wants to make a lasting impact on both students and colleagues across the school.





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Purpose

To provide exemplary classroom practice and leadership in teaching and learning within the Mathematics Department. The Lead Practitioner of Mathematics will drive continuous improvement in the quality of teaching, learning and assessment, supporting colleagues to enhance their practice and improve student outcomes. The post holder will work collaboratively with the Curriculum Lead of Mathematics and Assistant Principal (Teaching and Learning) to develop and implement strategies that secure outstanding teaching across the department and contribute to whole-school improvement through coaching, mentoring and professional development.

Key Responsibilities

Teaching and Learning

- Demonstrate consistently outstanding classroom practice in Mathematics.
- Deliver engaging and challenging lessons that secure excellent progress and outcomes for all students.
- Promote high expectations of achievement, attainment and mathematical fluency.
- Develop students' confidence, resilience and problem-solving skills within Mathematics.
- Ensure learning environments are stimulating, inclusive and conducive to high levels of engagement.
- Implement effective assessment practices that inform planning and improve student progress.
- Support the development of innovative approaches to Mathematics teaching that meet the needs of all learners.

Leadership of Teaching and Learning

- Work in partnership with the Curriculum Lead of Mathematics and Assistant Principal (Teaching and Learning) to identify strengths and priorities for improvement within teaching practice.
- Contribute to the development, implementation and evaluation of the Mathematics Development Plan.
- Lead by example through modelling outstanding teaching, curriculum planning and assessment practice.
- Support colleagues in developing effective pedagogical approaches and classroom strategies.
- Promote the use of evidence-informed practice to improve outcomes in Mathematics.
- Keep abreast of developments in Mathematics education and disseminate best practice across the department and wider school.



Job Description

Coaching, Mentoring and Professional Development

- Provide coaching and mentoring to support colleagues in developing their teaching practice.
- Deliver professional development and instructional coaching programmes.
- Support early career teachers, trainee teachers and colleagues requiring targeted support.
- Foster a culture of professional reflection, collaboration and continuous improvement.
- Facilitate opportunities for staff to observe, share and develop excellent practice.

Quality Assurance and Improvement

- Contribute to the monitoring, evaluation and review of teaching, learning and assessment within the Mathematics Department.
- Participate in lesson observations, learning walks, book scrutiny and curriculum reviews.
- Analyse student progress, attainment and assessment data to identify strengths, trends and areas for intervention.
- Support colleagues in implementing effective strategies to close achievement gaps.
- Contribute to departmental self-evaluation and school improvement planning.

Curriculum Development

- Support the development of an ambitious, challenging and inclusive Mathematics curriculum.
- Work with departmental colleagues to ensure curriculum sequencing promotes deep understanding and long-term retention.
- Ensure curriculum planning reflects national curriculum requirements, examination specifications and best practice in Mathematics education.
- Contribute to the development of teaching resources and assessment materials.
- Promote opportunities for enrichment and wider participation in Mathematics.

Wider Professional Responsibilities

- Undertake the duties of a teacher as outlined in the current School Teachers' Pay and Conditions Document.
- Act as a Form Tutor and contribute fully to the school's pastoral system.
- Support and participate in extracurricular and enrichment opportunities, including Mathematics clubs, competitions and intervention programmes.
- Promote and uphold the school's values, policies and ethos.
- Ensure compliance with safeguarding, health and safety, and statutory requirements.
- Undertake any other duties reasonably requested by the Principal commensurate with the grade of the post.

Person Specification

Factors	Essential
Qualifications	• Qualified Teacher Status (QTS) • Degree in Mathematics or a closely related subject • Evidence of continuing professional development.
Experience	• Successful teaching experience within a secondary school Maths department • Evidence of securing strong student progress and outcomes • Experience of coaching, mentoring or supporting colleagues • Experience of leading professional development for staff • Experience of curriculum development and review • Experience of quality assurance activities such as lesson observations and work scrutiny
Skills / Knowledge	• Excellent subject knowledge in Mathematics • Strong understanding of effective teaching, learning and assessment strategies • Understanding of curriculum design and development • Understanding of data analysis and its use in school improvement • Knowledge of current educational research and evidence-informed practice • Ability to inspire and motivate colleagues and students • Ability to lead and manage change positively
Personal Qualities	• Commitment to raising achievement for all students • High expectations and professional standards • Resilient, adaptable and solution-focused • Collaborative and supportive team member • Commitment to safeguarding and student wellbeing • Strong commitment to professional learning and development • Ability to act as a positive role model for staff and students

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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