

“Empowering our community to make a difference”



Wellington School

11 – 18 Single Academy Trust

Honesty Community Excellence Fairness Endeavour

TEACHER OF MATHEMATICS

APPLICATION PACK

CLOSING DATE: NOON, WEDNESDAY 11TH FEBRUARY 2026



Wellington School

11 – 18 School with Academy Status



Teacher of Mathematics MPS / UPS

**Required from September 2026
(part-time may be considered)**

We are seeking to appoint a well-qualified, highly motivated and enthusiastic Teacher of Mathematics to join our thriving and successful Maths department.

You will join a friendly and supportive staff who work together to ensure the highest achievement for all students. We welcome applications from both experienced and newly qualified teachers and there are excellent development opportunities for all staff.

The successful candidate will be able to demonstrate a high degree of commitment to effective teaching and have the ability to support students of all ages in developing their understanding and enjoyment of the subject. You should have high expectations of the learning and achievement of all students and be able to inspire commitment and enthusiasm through creative and interesting lessons.

This is an excellent opportunity to join a thriving school and work with students who are keen to learn. The person appointed will also demonstrate a willingness to participate fully in the wider life of the School; we love genuine team-players with a good sense of humour.

For further details and an application pack, please see the School Website www.wellington-school.co.uk or contact the School. Candidates are welcome to look around the School prior to formal application.

**Wellington School, Wellington Road, Timperley,
Altrincham, Cheshire, WA15 7RH**
Tel: 0161 928 4157 www.wellington-school.co.uk
Email: recruitment@wellington.trafford.sch.uk
Closing date: Noon, Wednesday 11th February 2026

Wellington School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, online searches and a satisfactory Enhanced Criminal Record with Barred List check through the Disclosure & Barring Service (DBS).



VISION STATEMENT

Empowering our community to make a difference

MISSION STATEMENT

To foster an inclusive community built on our shared values, where individuals thrive, find purpose, and make a positive impact on the world. Through education, we equip young people with the knowledge, skills, and mindset to effect meaningful change.

VALUES

Honesty

- Being true to yourself and others
- Self-knowledge is essential for growth and change
- Accepting responsibility for who you are and what you do

Community

- A sense of belonging and ownership
- Accepting our duty to and responsibility for others
- Collaborating to achieve

Excellence

- Being the best we can be in all that we do
- Holding the highest of standards and expectations
- Setting an example to others

Fairness

- Celebrating what we have in common and our differences equally
- Providing opportunities that are open to all
- Equality is not treating everybody the same

Endeavour

- Hard work and character are essential to success
- We should seek to challenge ourselves and take risks
- To fail is to learn

Wellington School

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January 2026

Dear Applicant

Teacher of Mathematics

Thank you for your interest in working at Wellington School. I hope that you gain a sense of the atmosphere, vision and ethos of Wellington School from both our website and the supporting information supplied for this post.

The successful applicant will join a hard-working and dedicated Maths department who will offer you every support.

If you believe you have something to offer our pupils, and that we are the right school for you, please complete the application form and return this to the School by noon, Wednesday 11th February 2026.

Thank you again for your interest; good luck in your application.

Yours faithfully,

Stuart Beeley
Headteacher

20 REASONS TO WORK AT WELLINGTON SCHOOL



1. Excellent student body, well supported by parents and carers, e.g., £200,000 raised for charitable causes in the past five years. Over £80,000 raised in our 80th year.
2. The Times newspaper recognised Wellington School as the 3rd best Comprehensive School in the North West.
3. Main Scale teachers and Middle Leaders all have their own classroom.
4. Staffroom has recently been refurbished along with other areas as part of the ongoing enhancement of the school estate. Coffee, tea and biscuits are provided at break time.
5. The school employs teachers specifically for cover. Teachers with a full teaching load rarely do cover. For the past five years none have.
6. As well as external exams, Year 11, and 13 Mock Exams are invigilated by exam invigilators rather than teachers.
7. A wide range of CPD activities as part of INSET and directed time, including high quality appraisal for all staff. 98% of external course requests have been granted.
8. All teachers have the opportunity to observe peers with cover being provided if necessary.
9. ECT's have the opportunity to do a two-week induction in July prior to starting in September. In addition, all ECT's are assigned a 'Teaching and Learning Coach', usually a member of SLT, as well as a subject mentor.
10. Lesson observations are developmental and haven't been graded for over ten years.
11. As a large school there are many opportunities for staff, at whatever level, to take on additional responsibilities. A number of middle and senior leaders have been internally promoted.
12. School holds the 'Investors in People' Award – indicative of the importance placed on staff wellbeing.
13. Opportunities to take part in, and organise trips and visits. Over 80 trips and visits took place last year. In recent years there have been trips to South Africa, Iceland and the United States, as well as an annual ski trip.
14. Headteacher always endeavours to accommodate leave of absence requests.
15. Staff activities, e.g., football, yoga, couch to 5k, wreath making at Christmas, the Wellington Wanderers and other 'social' based activities.
16. Teachers are well supported by middle and senior leaders through a clear relational behaviour policy. In addition, five non-teaching pastoral managers support Year 7 to 11 students.
17. Class sizes are a maximum of 30, the vast majority are smaller (including small nurture groups at KS3).
18. The school invests to ensure a broad curriculum, for example a number of 6th form subjects run with single figure students.
19. Turnover of staff each year is below the national average. Around 10 teachers have left in the past 3 years (approximately 100 FTE).
20. Excellent working environment with the facilities maintained to a high standard. Visitors always comment on the cleanliness and upkeep of the building.

ADDITIONAL INFORMATION FOR APPLICANTS



- Our culture (founded in our Vision and Values) pervades every aspect of school life
- We are an inclusive school and this is made possible by our relational approach to 'behaviour management'. N.B. we are the lead school for Trafford's attachment and trauma informed practice strategy (now the 'Belong' programme).
- 1516 pupils and 182 staff
- Academic Outcomes:
 - Prior to pandemic the School has received national recognition from SSAT in each of the of the previous 10 years – top 20% of non-selective schools for Attainment (A8) and Progress (P8)
 - In 2024 we achieved a P8 score of 0.56
 - Significantly above national average for attainment and progress in EBacc subjects.
 - ALPs grade 1 at A-Level putting us in the top 5% of 6th form providers for student progress in 2019 and grade 2 in the last 5 years (top 10%)
- Awarded Investors in People, Artsmark Gold Award, One Education Gold Reading Award, EAL Quality Mark Gold Award, Member of Enterprise Advisor Network for Greater Manchester (Careers)
- A very well resourced and 'excellent' school ('good' in Ofsted terms)
- Extensive building and continual refurbishment programme - over £3 million in recent years.
- 9 computer suites and several 'banks' of laptops
- Highly regarded for our SEND provision – students with an EHCP in Year 11 2024 achieved an average P8 score of 0.8. N.B. Part of an Autism in Schools project – strategies that ultimately benefit all students
- High levels of partnership/outreach work for reciprocal gain e.g., lead school for School Partnership Programme, SENDCo seconded to Trafford and SLE's on staff body
- High standards - discipline in school, appearance, attendance, punctuality and academic progress – achieved through our relational approach
- Study sessions in the Learning Resource Centre Monday – Friday and homework clubs for each year
- Extensive monitoring of pupils:
 - Classcharts system including parent app for rewards, sanctions and homework
 - Heads of Department monitor progress in their department
 - Directors of Key Stage monitor the academic progress of a year group with the relevant AHT
 - Highly effective Inclusion Team that monitor behaviour, attendance and welfare, comprising Senior Leaders, PMs, Attendance Manager, Hub Managers, Behaviour Support, Mental Health Lead, Specialist SEND teacher, Sixth Form Study Manager and Admin Support
 - Interim reports issued once a year and an end of year report
 - Parents evening (online) annually. Additional parent/tutor meeting in the first term.
- Outstanding Pastoral Care and Safeguarding Practice (see previous notes on Inclusion Team):
 - 5 Pastoral Managers one each in Year 7 - 11
 - Counsellors in school 4 days a week – counselling room
 - Outstanding separate alternative provision in form of Hub units to support young people with additional needs (particularly around SEMH)
 - Inclusion team liaises closely with outside agencies
- Rewards – Classcharts scheme leading to bronze, silver, gold and ambassadors' badges and significant rewards budget
- Huge range of extra-curricular activities and trips (including numerous opportunities for overseas travel)

- Zero tolerance of bullying and discrimination – large team of trained pupil anti-bullying ambassadors and anti-racism ambassadors. N.B. the School applies a process of 'logical response' to issues of behaviour (Relational policy).
- School Council/Year Councils (Student Voice generally) integral to School life and School's evolution. 6th form management team. Gender Equality Council, Race Equality Council, Eco Committee and LGBT group all active and thriving.
- Parents involved in all aspects of their child's education, i.e., letters home, regular monitoring, reports, parents' evenings, information evenings, parent forums and Classcharts app. N.B. ongoing initiative to review parental engagement.
- All our students receive PSHE at all levels from 11-18 with the addition of our C4L programme at KS3, KS4 & KS5 which develops all students SMSC needs and life skills in addition to our academic curriculum.
- Small but high achieving Sixth Form offering a full range of 22 'A' Levels.
- Sixth Form follow a full timetable – 3 A levels only with additional curriculum time for each, EPQ, Enrichment programme on Wednesday afternoon (sport, additional qualifications, community service etc.). Sixth Form have a formal dress code and act as role models in all respects.



MATHEMATICS DEPARTMENT

The Mathematics Department is staffed by 12 specialist experienced Mathematics teachers including a Key Stage 3 Coordinator, a Key Stage 5 Coordinator and a Second in Department. It has its own suite of rooms, all of which are equipped with Clevertouch Interactive Screens. Mathematics is taught to all students in Key Stage 3 for 6, one-hour lessons per fortnight and in Key Stage 4 for 7, one-hour lessons per fortnight.

Years 7 and 8 are taught in mixed attainment classes. We use a “Teaching for Mastery” approach to build on the work done in primary schools, developing an understanding of key mathematical concepts and processes, which provide a foundation for more advanced Mathematical study in Key Stage 4. All lessons for Years 7 and 8 have been centrally planned and we have a Teaching for Mastery specialist in the department who has led on the development of the scheme of work and provides professional development for staff. They also work for the MathsHub and support a network of local schools with their Teaching for Mastery development.

At Key Stage 4, students follow the Edexcel GCSE specification. The Department is justifiably proud of its GCSE results; in 2025 88.7% of all Year 11 students gaining their GCSE at grades 9-4. The department also offers an option for students to do GCSE Statistics in Year 10 and AQA Level 2 Further Maths in Year 11 – this has proved popular amongst students with approximately forty in each year choosing this as one of their options.

At Wellington School, students studying for A levels follow the Edexcel specification. In recent years the overwhelming majority of Key Stage 5 students have achieved success due to the high-quality teaching and support offered by staff, 83% of Year 13 students achieved A*-B in 2025. Due to the ever-growing popularity of Mathematics in the school, and the increasing number of students achieving top GCSE grades, we offer Further Maths at A Level.

The department are also keen to promote Mathematics beyond the classroom, and are widely involved in a variety of extra-curricular activities. Each year students participate in a number of trips and Maths Challenges. Others take part in clubs (including STEM Club and our KS3 Maths Club) and the department has promoted cross curricular numeracy activities. New to this year we now have a set of laptops available to the department.

The Governors seek to appoint an excellent classroom practitioner with the energy, drive and enthusiasm to continue to build upon and develop standards of achievement within Mathematics.

JOB DESCRIPTION



“Empowering our community to make a difference”

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Job Description - Teacher of Maths
Line Manager – Head of Department

Purpose of the Job

To support the Head of Department ensuring all aspects of the Department’s policies and procedures are implemented.

Principal Responsibilities

- Plan and prepare courses and lessons.
- Set and mark work in line with the Department and School Policies / Procedures.
- Set work and teach to a student’s educational needs and abilities.
- Assess, record and report on the development, progress and attainment of students.
- Promote the general progress and well-being of individual students / classes or groups assigned to the teacher.
- Provide guidance and advice to students on educational matters to further their education and future careers.
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils
- Communicate and consult with parents of students.
- Communicate and consult with persons and bodies outside the school as appropriate.
- Participate in Department meetings
- Participate in the Appraisal process
- Review methods of teaching and programmes of work.
- Participate in arrangements for further training and professional development.
- NQTs to participate in the School’s Induction Programme.
- Participate in the development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.
- Maintain good order and discipline amongst the students, safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere.
- Participate in meetings at school that relate to the curriculum for the school or the administration / organisation of the School.
- Participate in the School’s ‘rarely cover’ arrangements for absent colleagues.
- Participate in the School’s arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations, recording and reporting such assessments and participating in arrangements for supervision during such examinations where appropriate
- Contribute to the professional development of other teaching and non-teaching staff.

- Participate in assemblies and the School's arrangements for registering the attendance of students and supervision of students, whether these duties are to be performed before, during or after school sessions.
- Participate in the administration, co-ordination and organisation of tasks relating to the management or support of teaching and support staff in school.
- Order and allocate equipment and materials as required.

General Duties

- To be part of a duty team, under the direction of the team leader, carrying out supervisory duties in accordance with published rosters.
- To participate in appropriate meetings with colleagues and parents relative to the duties described above.

NOTE

This Job Description is designed to outline the main duties and responsibilities associated with the post but is not intended to be an exhaustive list of all duties performed.