

Teacher of Mathematics and School Leader of STEM

Anticipated start date—13th April 2026

Candidate Pack

Salary: M1—UP3 (£32,916—£51,048) plus TLR 2a

Contract Type: Permanent

Contract Term: Full Time

Location: Clifton Road, Runcorn,
WA7 4SY



Teacher of Maths and School Leader of STEM

Salary

M1—U3 (32,916—£51,048) Plus
TLR 2a (£3,527)

Hours

Full time

Contract Type

Permanent

Closing Date

2nd February 2026

Are you passionate about Maths and ready to inspire the next generation?

We are seeking a dedicated and enthusiastic Teacher of Maths to join our thriving team at The Heath School. This is a fantastic opportunity to motivate students, work with supportive colleagues, and contribute to our vibrant school community.

About the Role

As a Teacher of Maths, you will:

- Teach engaging lessons across KS3 and KS4 in Maths
- Plan, assess and track progress in line with curriculum and school policies
- Support both academic achievement and personal development
- Provide pastoral care as a form tutor
- Model our values of Kindness, Integrity and Tenacity, and inspire students to Know more; Do more; Be more
- Collaborate with colleagues to create an inclusive and stimulating learning environment
- Engage with parents/carers and outside agencies where needed
- Offer extra-curricular opportunities linked to your interests and skills
- Safeguard and promote the welfare of all students

In addition to the core teaching role, there is an opportunity for a suitably experienced and motivated candidate at M3 or above, to take on a lead for STEM within the school. This responsibility comes with a TLR2a, and reflects our commitment to developing a coherent and aspirational STEM offer across the school; to strengthen curriculum links, enrichment and careers pathways. The TLR is optional and would suit a Teacher of Mathematics with the experience, vision and enthusiasm to help drive forward STEM teaching and learning beyond their classroom practice.

About You

The ideal candidate will:

- Be an emerging or experienced teacher with a proven track record of success
- Hold QTS (or equivalent)
- Demonstrate strong subject knowledge, classroom management, and communication skills
- Be innovative and enthusiastic about teaching and learning
- Be committed to helping every student flourish academically and personally
- Show professionalism and high expectations at all times

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Why Join Us?

At The Heath School, staff wellbeing and development are at the heart of what we do. Many colleagues have grown their careers here, and our Principal is a proud former student.

We offer:

- A supportive, collaborative environment within school and across the Trust
- A positive teaching culture with maximum 42/50 lessons per fortnight (reduced for leadership roles)
- Extensive evidence-based training and professional development opportunities
- Non-pay-related performance management
- Access to an Employee Assistance Programme
- A flexible approach to personal leave requests
- Staff wellbeing support including flu jabs, social events, and even fortnightly cake!

About The Heath School

The Heath is a highly successful, oversubscribed school at the heart of the Runcorn community. We are proud of our strong academic outcomes, which consistently at or above national averages; and of our wide-ranging extra-curricular programme. Our student-centred approach, underpinned by The Heath Standard, ensures all pupils are supported to achieve their aspirations.

The Heath is committed to safeguarding and promoting the welfare of students. All posts are subject to a satisfactory enhanced DBS check. Shortlisted candidates will also be subject to an online search in line with our safeguarding procedures.

Job Description

MAIN DUTIES

Knowledge, Understanding, Planning and Assessment

Responsibility for specific subject knowledge and understanding and to use planning, tracking, assessment and progress reporting effectively for both individuals and groups

Working with other relevant teachers and support staff:

- To have a thorough and up-to-date knowledge of the relevant aspects of the National Curriculum and related National Strategies
- To take account of further curriculum guidance in changes and development
- To understand the contribution that ICT can make to teaching and have the appropriate knowledge and skills to use ICT in your teaching
- To promote progression in the relevant key stages and phases
- To regularly evaluate the progress of students in relation to their prior attainment
- To use analysis of data from internal school assessments and National Curriculum assessments to plan lessons and sequences of lessons
- To report to colleagues on the progress of an individual, group or class, e.g. when changing lessons
- To monitor the progress of students through the continuous assessment of attainment against the learning outcomes set
- To provide constructive, formative and summative feedback to students
- To report to parents on the progress achieved by their child and the action required for further improvement
- Liaise and work effectively with other professionals and agencies involved in the assessment and provision for students' needs, e.g. educational psychologist and SENCO
- To develop students' capacity for self-assessment so that they can become reflective and self-managing learners
- To apply effective teaching strategies and methods appropriate to motivate different students and groups of students
- To use a range of strategies to ensure that there is appropriate pace and challenge in lessons for all students
- To manage effectively and creatively the full range of resources available, including TA's and HLTA's
- To provide positive and targeted support for any students with particular learning needs
- To set clear expectations for maintaining appropriate learning behaviour.
- To manage challenging or difficult behaviour from students to minimise any negative impact on the learning of others
- To derive your planning from the school's agreed schemes of work and the National Curriculum
- To identify, record and communicate learning objectives for lessons and sequences of lessons
- To take account of the needs of individual students, groups or classes in your planning.
- To demonstrate progression in students' acquisition of knowledge, skills and understanding in your planning of sequence of lessons
- To use homework and other opportunities for learning outside of the classroom.
- To amend your planning to take account of your effectiveness of your teaching strategies.

Job Description

Pastoral

- To be a Form Tutor to an assigned group of students
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up to date student records as may be required
- To contribute to the preparation of Action Plans and progress files and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE and Citizenship and Enterprise according to school policy
- To apply the Behaviour Management systems so that effective learning can take place
- To demonstrate that all student make appropriate and consistent progress against their prior attainment
- To develop students' literacy, numeracy and ICT skills through all subject teaching.
- To demonstrate that the levels of students' progress is as good as or better than local or national student performance in similar settings
- To demonstrate that students of different background, behaviour and/or ability make appropriate progress
- To demonstrate that students meet or exceed their own challenging individual targets and that the rate of their progress is generally better than that achieved by students in similar settings both locally and nationally

Job Description

Professional development and use of resources

- To participate in and engage with school and/or external INSET and professional development activities
- To share the outcomes of professional development with colleagues
- To take action as a result of feedback and identified development needs
- To take part in self-evaluation activities in order to inform professional development needs
- To seek and use opportunities to develop further professional expertise within the requirements of your role
- To participate in professional development in response to school priorities or needs in order to improve standards of teaching and learning
- To implement school policies and procedures consistently
- To contribute to team, departmental or school improvement planning.
- To identify where your work contributes to the progress made by the school in achieving its priorities for development
- To promote school values through professional behaviour and commitment.
- To provide challenge and support to all students
- To inspire trust and confidence in students
- To build team commitment amongst students and with colleagues
- To engage and motivate students to do their best
- Communicate effectively with different groups, e.g. students, staff, parents, other professional services
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria
- To review from time to time methods of teaching and programmes of work.
- To maintain appropriate records and to provide relevant accurate and up to date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning
- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To follow agreed policies for communications in the school
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students

Governance

- Abide by the objectives and targets of the Principal and the Governing Body and follow the procedures and practices utilised in all aspects of the work, including computerised and manual systems and the maintenance of relevant records.
- Fulfil personal requirements, where appropriate, with regard to the school's policies and procedures, particularly in respect of health and safety, emergency evacuation, security, equal opportunities, customer care, work standards and promotion of the School's Core Values.

Note: Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job.

This job description is not intended to be either prescriptive or exhaustive; it is issued as a framework to outline the main areas of responsibility.

Person Specification

Characteristic	Essential	Desirable
Qualified Teacher Status.	X	
Graduate status, with appropriate levels of attainment and qualifications	X	
Excellent subject knowledge.	X	
Have a secure knowledge and understanding of the curriculum and related pedagogy.	X	
Ability to teach Maths to KS3 and KS4.	X	
Proven track record as a highly effective classroom teacher	X	
Proven track record of high-quality outcomes at classroom and or department level.	X	
A passionate interest in all aspects of the subject	X	
An interest in promoting the subject outside the classroom.	X	
Highly professional standards in the classroom and when working with colleagues	X	
Energy, enthusiasm and a concern for quality in all aspects of work.	X	
A capacity to work successfully as part of a team.	X	
The ability to enthuse, excite and engage students.	X	
An awareness of diversity and inclusion issues, and a determination to promote equal opportunities	X	
The ability to use assessment data to identify underperformance and advise reactive strategies within the department.	X	

Person Specification

A passion for inclusive education and a drive to ensure every student has the opportunity to maximise their potential.	X	
Commitment to safeguarding and promoting the welfare of children and young people.	X	
The ability to develop effective working relationship with students	X	
The ability to command the respect of staff and students alike	X	
The ability to work as a supportive team member.	X	
Excellent classroom teaching & management skills.	X	
A high degree of organisational ability both in a classroom and during practical lessons.	X	
A commitment to continued professional development.	X	
A willingness to share best practice and learn from others	X	
A commitment to ensuring student progress, by participating in extra-curricular activities.	X	
A desire and willingness to explore innovative methods of curriculum delivery to capture the imagination of students.	X	
Experience coaching and support teaching and learning at department or whole school level.		X

How to Apply

Applicants must have relevant qualifications and experience related to this role, please ensure that you meet the person specification before applying.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We ask that you do not send CVs. Please email your completed application to recruitment@theheathfamily.org.uk

Informal visits to the school are warmly welcomed - please contact Catherine Lockett, PA to the Principal in confidence by email lockettc@heathschool.org.uk to make arrangements.

Application closing date: 2nd February 2026—9am

Shortlisting Date: 3rd February 2026

Interview Date: 6th February 2026



About the Trust

Our work at The Heath Family Trust is rooted in our mission, our values and in a commitment to giving our pupils the best start in life. We collectively hold ourselves and each other to the highest standards. You will thrive in an environment that values **clarity** in communication and purpose, fosters **collaboration** across all levels, and champions a culture of **accountability**.

Academic rigour is our priority. We achieve this by ensuring our work is thorough and of the highest intellectual integrity.

✓ WHY WE EXIST: A SHARED PURPOSE

To empower our children to overcome barriers, be able to compete with the best, and shape the future.

✓ HOW WE BEHAVE: THE HEATH FAMILY VALUES

With kindness: we look out for each other.

With integrity: we do the right thing.

With tenacity: we do what it takes.

✓ WHAT WE DO

We lead schools in the North West to maximise attainment and nurture confident, resilient and compassionate individuals.



We Offer:

- ✓ An opportunity to work in a values driven organisation and be part of a welcoming and dedicated team
- ✓ Support and training so that you can flourish in your role
- ✓ Recognition of the importance of a work life balance and employee wellbeing
- ✓ Car lease scheme
- ✓ Cycle to work
- ✓ Appropriate pension scheme
- ✓ Employee Assistance Programme (EAP)

