

**WARBLINGTON
SCHOOL**

Candidate Information Pack

Maths Teacher

**Required from January 2027
Main/ECT**



A very warm welcome to Warblington School

Respectful

Kind

Resilient

Ready



Dear Prospective Candidate

Thank you for taking an interest in our unique community. Three times over the last year I have been asked that exact question: “So, *what is it that makes Warblington so unique?*” Probably the timing of that question in February, as I walked around with the lead Ofsted inspector during the inspection was the one that made me smile. We had just come out of a lesson, where every child was focussed and on task. We’d looked in books and spoke to a few students. But it was the year 7, who just looked up to him and with all the confidence in the world, “I really love this school, the teachers are really nice and I’ve learned so much already. Will you put that in your report?” That’s why this school is unique and perhaps why schools are unique: there is no other job in the world where you get to see young people grow daily during their formative years. It remains an honour to be headteacher of school that puts that at the heart of everything we do.

So, what is it? Is it the emphasis we place on Great Teaching? Well, that certainly plays a huge part of what we do and how we go about it at Warblington is quite different. Whilst we may use research to inform the best teaching strategies, we have found that developing our own and creating our own ‘Warblington Blueprint’ to be the most effective way to ensure children are learning all the time. They use whiteboards, highlighters and thumbs to indicate understanding, teachers skilfully check for misconceptions and knowledgeably scaffold to ensure all learners are able to achieve. We are proud that many schools now come to visit to see how good we are and learn from our journey.



But Great Teaching can only happen in lessons where there is high expectation for learning culture. We want children to be able to concentrate on their learning and feel safe to make mistakes. This is key to the learning process. Therefore, using our values of Ready, Respectful, Resilient and Kind to reward those children exhibiting these key characteristics is also a fundamental part of what we do.

“Pupils feel proud to be members of the school and that teachers help them to do their best.

They are, understandably, very positive about behaviour and feel treated fairly.”

Ofsted, February 2026

I am consistently in awe of the character and resilience shown by our young people. Students constantly face challenges as they grow up – and the importance of secondary school is making those mistakes and understanding themselves as they head into the world of training and employment once they leave us. I find students now are more determined than ever to work hard and achieve well, taking advantage of the range of activities that we were once again able to

put on. It was great to see students getting excited for the trip to China this year and going into a school in Shanghai to immerse themselves in Chinese education – I’m not sure how comfortable I would have

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been as a teenager doing that! So many students throw themselves into Sports Week trying new sports and activities, staying late for rehearsals for the school show, going out on trips and visits or just being able to have Christmas lunch or an assembly with the whole school together; it all emphasises the importance of working on something collectively. And in our case, makes Warblington is something quite unique.

"The school's pastoral support is a highlight of the school. Adults know pupils very well and help them effectively. The pastoral team enables pupils to be in school and learning, including some disadvantaged pupils who have challenges engaging with school positively.

Pupils appreciate how tutors are key contacts for them and trust their tutors to deal with any concerns or problems effectively."

Ofsted, February 2026

Along with every Hampshire school, we have been able to be part of a #BeeWell survey which annually looks at student wellbeing. Much is written around the performance of UK schools in PISA tables by politicians, however, rarely does this focus on how poorly UK schools come out when it comes to student wellbeing. What the #BeeWell survey has shown us is that Warblington bucks this trend, with students saying they feel safe, experience bullying below Hampshire and National averages and feel they have staff that will listen and support them all the way through school. This is something we have strived for and now have the evidence to show!

The improvement journey the school is on is one that presents challenges but also real successes. We now sit with a full Key Stage 3, and waiting lists in years 7-10. The number of students on roll has gone from 548 to 863 in a very short space of time. With that rapid increase in students comes the needs to review the curriculum and we are delighted that we continue to grow and develop our curriculum offer at a time where many schools are reducing the numbers of subjects. Following the introduction of RE last year, this year saw the first set of Business Studies outcomes, the development of the Technology subjects and a significant increase in the number of students studying STEM based subjects both at KS4 and beyond into Post-16. I am a firm believer that breadth in curriculum is fundamental to a learner's enjoyment of school. On top of this, we are also seeing a growth in alternative routes through subjects, with our pathways curriculum allowing more students to gain qualifications that enable them access to college. Again, no other school I know has an 'course choice satisfaction quotient' that measures the happiness rating of a student with their curriculum based on their choices. Perhaps another area that we are unique to many other places.

The curriculum is very important to us and has played a key role in our improvement in outcomes over the last three years. Further information on our curriculum can be found in our **curriculum information booklet** and on our website. We recruit specialist teachers in every subject as we know they are passionate about the subjects they teach and we believe students need to experience a wide range of subjects for as long as possible. To help bridge the gap from Primary to Secondary, we have also actively recruited a number of primary colleagues to help make the transition as smooth as possible.

"The well-sequenced curriculum is ambitious and designed effectively across subjects in key stages 3 and 4."

"...teachers deliver the curriculum well."
Ofsted, February 2026



"Positive classroom routines and high expectations are in place. Pupils engage well in their learning and enjoy making contributions to lessons."
Ofsted, February 2026

Perhaps the uniqueness of the building is something I talk less of, but is also part of our fabric. Whilst we go about our day in our Grade 2 listed building (yes it really is a national treasure!) that has recently seen millions spent upgrading the glazing to ensure rooms are fit for purpose, with the technology department the latest to see improvements. We remain a small but rapidly growing secondary school. At only 860 students we can do things differently here as we know individuals well. This is picked up by everyone who visits us. But it goes deeper than that. Everyone who visits will tell you just how welcoming the school is for new staff and students; over 40 students joined us mid-way through the year last year, with each one saying how they had settled in well and were enjoying school. Indeed, one of our senior prefects this year joined us outside of the normal admission round, yet you wouldn't notice that from speaking to her. This is a thriving community and I am proud to say our students are well behaved, friendly, kind and considerate. They welcome visitors and they are proud to speak of their school. Our staff are passionate about improving learning and aim to inspire and challenge the young people we work with.

As I mentioned before, the recent inspection (February 2026) highlighted exactly what I am talking about here. They described the teaching as "Sparkly, delightful, glorious, lovely and sophisticated" in the feedback meeting – sadly only sophisticated made it to the final report thanks to their QA process. Not only did the report highlight this as a strength, it also pointed out the pastoral team, safeguarding team and the work on inclusion as strengths of the school.

Here, we believe that children have the right to the best education and during their time with us, we aim to equip all our students with the skills they need to flourish in modern society; to make the best of opportunities and to be able to positively contribute once they leave Warblington School. The way we work with individuals on the Personal Development Curriculum has continued to build, and during our recent Hampshire Inspection, it was commented that, *"The enrichment curriculum covers careers, equality and diversity, relationship and sex education and safeguarding. ...all teachers deliver this within teams becoming more expert in their area. Leaders place value on this aspect of their work and this is highly visible across the school"*



We have high aspirations for everyone who wears the *redesigned* Warblington School logo and we strive to improve ourselves through a clear focus on learning and achievement in a supportive environment. As a parent myself, I know that children and young people learn best in an environment which is secure, happy and caring. Our learning community works hard to create the right

Leaders are role models of professionalism, making sure that pupils' best interests are at the centre of all of their work.
Ofsted, February 2026

Respectful

Kind

Resilient

Ready



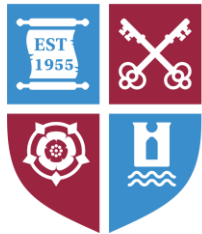
atmosphere and we pride ourselves on seeing each child as an individual. We take time to celebrate achievements together, whether they are academic, sporting, artistic or dramatic.

Here at Warblington, we are committed to bringing the best out of each and every student entrusted to us and being a small secondary school allows us to get to know each individual and provide them with the support they need that will enable them to thrive.



We know that the ingredients are there for Warblington School to be a unique place for years to come and we'd be delighted for you to join us on that journey. I hope you enjoy finding out about Warblington School, speaking to our amazing students and dedicated staff. Having access to a broad and balanced curriculum and learning opportunities outside the classroom are key to our students developing into young adults. I sincerely hope that we will be welcoming you into our growing community in January 2027!

Mike Hartnell
September 2026



WARBLINGTON SCHOOL

MATHS TEACHER

Required from January 2027 Main/ECT

Due to a large increase in student admissions, we are seeking to appoint an enthusiastic and dedicated teacher of Maths for January 2027. This is an excellent opportunity for a newly qualified or experienced teacher to join an effective department, and a school that is committed to inclusive education, where *'Excellence is our expectation'*.

The successful applicant will be required to teach Maths across the curriculum and to students of all abilities and be encouraged to take a full and active part in helping us to maintain and enhance our school's reputation as a thriving and improving school where staff are supported with a comprehensive professional development programme.

As a new member of staff, you will be well supported through a tailored induction programme in a school where training for staff is of a high quality and is a strength of the school and we see professional learning as a major strategic priority.

Key Responsibilities:

- Delivering well-planned and engaging lessons tailored to individual learning needs.
- Ensuring high standards of work, behaviour, and attitudes within the classroom and school environment.
- Planning and teaching a varied curriculum for students across different year groups and abilities.
- Using appropriate assessment strategies to monitor progress and provide constructive feedback.
- Working collaboratively with the Head of Department and colleagues to develop teaching materials and strategies.
- Actively contributing to the positive and inclusive school culture.

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What We Offer:

- A competitive salary and benefits, including an excellent pension scheme
- Professional development opportunities including tailored induction and ongoing training within a supportive and high-quality learning environment.
- The chance to work with motivated students and a dedicated team of professionals.
- An inclusive culture where all staff and students are valued.
- Free access to Doctor Care 24/7 healthcare for you and up to 5 dependents
- Complimentary tea and coffee in our friendly staff room

Join us in making a difference in the lives of our students and be part of a school community where excellence and development are at the heart of everything we do.

If you would like to apply for this position please visit the school website to download an application form. If you would like to discuss the role in more detail, please contact us via the school reception on 02392 475480. Please note that we do not accept CV applications.

www.warblingtonschool.co.uk

Closing Date: 14 October 2026

Interview Date: 21 October 2026

We would strongly recommend an early application as we reserve the right to close the vacancy if a suitable candidate is found.

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JOB DESCRIPTION

MATHS TEACHER

Core purpose of the role

- To offer all learners an effective education in a stimulating environment, which provides equality of opportunity for all
- To deliver the curriculum as relevant to the age and ability group/subject, other relevant initiatives, including ECM and the school's own schemes of work
- To work in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies
- To be responsible for promoting and safeguarding the welfare of children and young people within the school

Duties and Responsibilities

All teachers are required to carry out the duties of a school-teacher as set out in the current *School Teachers Pay and Conditions*. At this school the following areas have been highlighted as being of particular importance.

- Be a positive role model in terms of behaviour, work and attitudes
- Set high standards of work and behaviour in the class and all other areas of the school
- Plan for progression across the age and ability range you teach, designing effective lessons/programmes of work in accordance with the needs of individual learners
- Teach challenging, well organised lessons, using an appropriate range of teaching strategies which meet individual learners' needs that follows the GTT guidance.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development
- Deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own schemes of work
- Advise and work collaboratively with the Head of Department and others on the preparation and development of teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements as appropriate.
- Strong knowledge of KS2 and bridging the gap between primary and secondary maths is desired but not required.

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Other General Responsibilities

- Carry out breaktime and other duties as directed
- Communicate and consult with the parents/carers of learners
- Communicate and co-operate with any relevant external bodies
- Be fully conversant with the school's procedures and policies
- Responsibility for monitoring and tracking progress of a Tutor Group and building relationships with parents to support mentees in their learning. Establishing strong home school links to ensure all students have correct equipment and uniform.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management
- Participate fully with arrangements made in accordance with the revised Performance Management/Appraisal Regulations 2015.

Health and Wellbeing

- Establish a purposeful and safe learning environment for learners
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Use a range of behaviour management techniques and strategies adapting them as necessary to promote self control and independence of all learners
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any learner with the appropriately identified person
- Be responsible for promoting and safeguarding the welfare of children and young people within the school



Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions*
- Participate in arrangements for external examinations and assessment within the remit of the current *School Teachers' Pay and Conditions*

Other General Responsibilities

- To be flexible and responsive in all aspects of the post, undertaking duties as required.
- To assist in the recruitment, selection and induction of staff within the Faculty.
- To effectively plan the resources required to deliver the curriculum and support for students and staff, resources and accommodation to ensure value for money is delivered.
- To undertake staff duties in line with school policy.
- To be a Tutor as part of a house team, ensuring the well-being of all tutees.
- To undertake an agreed teaching timetable in line with school policy and in accordance with the agreed loading.
- As this is a new post, this job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.
- **In addition to this job description, all teaching staff must carry out their professional duties as outlined in the Teachers Professional Standards.**



EXPLANATORY NOTES

Application Procedure

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school (HCC) application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
 - a) Why you are applying for this post.
 - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged, and we reserve the right to close the vacancy early if we receive sufficient applications for the role or if a suitable candidate is found.

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful, you will receive a telephone call or email inviting you to attend an interview. It is therefore important that you give us your email address.

Pre- Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.
- 4) Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form



Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The School is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

TEACHING APPLICATION FORM



Application for the post of					
Advertised at school					
Applicant's details					
Last name				First name	
Any other last names				Title	
Address					
				Postcode	
Day time contact no.				Evening / Mobile no	
Email address					
Education and qualifications (If part-time study, state and give details throughout). N.B. details of courses studied and not completed successfully must also be given.					
Secondary / further education					
Name of school / college	Dates		Subject and Qualification	Grade and date awarded	
	From	To			
Higher Education and Courses leading to other relevant qualifications Such as those leading to qualified status or graduate status and to membership of professional institutions.					
Higher Education: Establishments attended	Dates		Qualification obtained and date of award	Subjects	
	From	To		Main	Subsidiary

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Present appointment

School/College/ Establishment			
Local Authority (if applicable)		Number on role	
Post Held (specify any additional allowances)			
(If part-time, please give details)		Date appointed	
Subjects, age groups taught and other responsibilities			
Notice required and / or date available if appointed			
Current gross salary	£		

Previous experience

If part-time appointment please state. You **should not** provide a curriculum vitae as a substitution.

A continuous employment history is required from when you left full time education.

Teaching (most recent employment first)[illegible]

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Other paid employment (including Service in H.M. Forces, industry). State responsibilities and reasons for leaving. Please indicate details of gaps in employment here

Statement in support of application.

Please provide evidence of how your experience, skills and abilities are relevant to your suitability for the post advertised and how you meet the requirements of the post and the person specification

Applicants should confine this to approximately two sides of A4. An additional letter is not required.

Statement in support of application cont.

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Statement to illustrate how your experience meets the **threshold criteria of the school -
(**relevant only if the post for which you are applying sits on the Upper Pay Range**).**

Please provide evidence of how your experience, skills and abilities demonstrate that you are 'highly competent' and have a 'sustained' impact on teaching and learning across the school.

In addition, you must also illustrate how your experience meets the school's threshold criteria, which are as follows:

Applicants should confine this to one side of A4. An additional letter is not required.

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Confidential References (Please ensure referees know this reference is being requested)

Names, addresses and status of two referees (one of whom, if employed, must be your present manager e.g. your Headteacher). References will be sought on short listed candidates and previous employers may be contacted to verify particular experience or qualifications before interview. Current or previous employers will be asked about disciplinary offences relating to children including penalties that are “time expired” and any child protection concerns.

Present employer		Other			
Name		Name			
Address		Address			
Tel No (<i>inc. STD code</i>)		Tel No (<i>inc. STD code</i>)			
Fax No		Fax No			
Email address		Email address			
Occupation		Occupation			
Further information					
National insurance no					
Teacher Reference Number					
Qualified Teacher Status?	YES	NO	Date		
Statutory induction year completed? (if qualified after 7 May 1999)	YES	NO	Date		
Would you require sponsorship (previously a work permit) to take up this post?	YES	NO	Date		
Where did you see the advertisement for this post?					
Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975					
This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are “spent”. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website: https://www.gov.uk/government/collections/dbs-filtering-guidance					

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Further information

- If your application is successful, prior to taking up your post, you will be required to undergo a **Formal Disclosure** process through the **Disclosure and Barring Service**. This will require you to complete a separate DBS application form and to provide a range of more than one piece of documentary evidence of your identity unless other restrictions are in place through the Children's Barred List, DBS or Teacher Regulation Agency.
- Although a criminal record involving offences against children is likely to debar you from appointment of this type of post, the existence of other criminal convictions will not necessarily be a bar to employment.
- **Any criminal record information arising out of the disclosure process will be discussed with you before any final decision is made about your employment.**
- It is a criminal offence to apply for or accept a position (paid or unpaid) working with children if you are excluded from such work by virtue of a court order or exclusion by the DBS.
- A copy of the Criminal History (DBS) and Non-Police Personnel Vetting Checks Policy is available on request.
- Criminal record certificates will only be issued directly to the applicant. The Local Authority/your employer will request that you show them your certificate and will record the Disclosure number and issue date and retain this on your personnel record and on its computerised personnel record system in accordance with the General Data Protection Regulation 2016 and Data Protection Act 2018 .(the Data Protection Legislation) The school and Local Authority abide by the DBS Code of Practice and Keeping Children Safe in Education which state that a copy of the DBS Disclosure Certificate may only be retained with the permission of the applicant and shall not be retained for longer than 6 months, in order to comply with the requirements of the Data Protection Legislation.

Please state whether, to the best of your knowledge, you are related to a County Councillor, senior member of Hampshire Children's Services Department, or a governor or senior employee of a school maintained by this Authority.

YES

NO

If YES, please state the nature of relationship and the name of the County Councillor, senior member of Hampshire Children's Services Department, governor or senior employee of the school.

Nature of relationship

Declaration

I hereby confirm that the information I have given above is true.

I understand that, should any of the particulars I provide in this application be found to be false within my knowledge, or should there be any wilful omission of material fact, this may be reported to the Police as well as leading to my application being rejected or the contract being null and void if I have already been appointed.

Signature of Candidate

DATE

Privacy notice

The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and,

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if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

We will keep your personal information for 1 year following the interview date if you are not successful, and for the duration of your employment plus 7 years if you are successfully appointed.

You have some legal rights in respect of the personal information we collect from you. Please see the Schools website for further details on their privacy notice and data protection policy.

You can contact the Schools Data Protection Officer if you have a concern about the way they collect or use your data.