

WE  
ARE  
HIRING

## Coordinator of GCSE & Functional Skills Maths

Full Time Permanent Contract

**Start Date:** 24th August 2026

**Application Closing Date:** 10am on Thursday 16<sup>th</sup> April 2026

**Interview Date:** Tuesday 21<sup>st</sup> April 2026

Salary Range: £41,248 - £59,497 Full time equivalent (inclusive of London Weighting)

### Are you exceptional teacher with a genuine passion for your subject?

We are seeking a dedicated practitioner who will deliver outstanding teaching and learning in GCSE Maths. If you are an exceptional teacher with a genuine passion for your subject, join us at Christ The King (CTK): Emmanuel, a Catholic Sixth Form for excellence, where students aspire to be the best and to reach the top in their chosen ambitions.

CTK Emmanuel is part of the Christ the King Sixth Forms group of three highly successful Catholic sixth forms located in south east London and Kent. The Sixth Form was rated Good with Outstanding features by Ofsted. As a professional centre for excellence, CTK Emmanuel offers T Levels, Applied Technical Qualifications, equivalent to 3 A Levels, and highly specialised routes to university. Located on the Blackheath borders with excellent transport links, Emmanuel students are inspired and motivated to succeed. CTK is a highly ambitious Catholic Sixth Form College, where all students are nurtured and supported to reach their full potential.

We are now looking for an exceptional **Coordinator of GCSE & Functional Skills Maths**, who has the ability to deliver outstanding teaching and learning to young people aged 16-19.

You will join a talented staff team in a successful Sixth Form and will be supported to develop your teaching practice in an environment of positive encouragement and mutual respect. You'll provide outstanding teaching, learning and assessment, stretching and challenging your students to reach their potential. You will ensure they feel confident about going out into the world and being extraordinary in life and in their future career.

Salary is based on SFCA teaching spine points 1-9 **£41,248 - £59,497** inclusive of London Weighting and a responsibility allowance.

We offer a wide range of competitive benefits, including private healthcare, season ticket loans, ride to work scheme, free on-site parking, free eye tests, free on-site gym, professional development and training, and generous employer pension contributions.

Christ the King Sixth Forms is committed to equity, diversity and inclusivity. We encourage applicants from all sectors of the community and are especially keen to encourage candidates from under-represented groups to apply. For details of how to apply and a job description please visit the vacancies page of our website: <https://www.ctk.ac.uk/vacancies/> If you have any queries, please contact us at [recruitment@ctksfc.ac.uk](mailto:recruitment@ctksfc.ac.uk) or 02082979433.

*Christ the King Sixth Forms is committed to the safeguarding and welfare of young people. An **enhanced DBS check** will be undertaken for the successful applicant along with appropriate child protection screening, as per safer recruitment guidelines.*





## Job Description and Person Specification

<b>Job Title:</b>	Coordinator of GCSE and Functional Skills Maths
<b>Responsible To:</b>	Assistant Principal
<b>Core Job Purpose:</b>	To provide inspirational leadership and exceptional management of the Department to ensure students make excellent progress and achieve the highest outcomes by delivering expert, high quality teaching, learning and assessment. To ensure wider opportunities meet the needs of students at the site.

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### 1. Job Description

This job description is in addition to that of a subject teacher. The main activities and responsibilities are:

#### 1.1 Key Areas

- To promote the Catholic mission of the sixth forms.
- To be accountable for student progress and development and to raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- To model the good practice expected of all subject teachers as defined in the Teacher Job Description and demonstrate high expectations by leading by example.
- To provide leadership and direction for the department and ensure that it is managed and organised to meet the aims and objectives of the Sixth Forms and the subject.
- To be responsible for securing high standards of teaching and learning as well as playing a major role in the development of Sixth Forms policy and practice.
- To monitor the effectiveness of the department by reviewing student performance and monitoring progress (including the Performance Management of the staff within the department).
- To manage and deploy teaching/support staff, financial and physical resources within the department effectively to support the department development plan.
- Promotion and management of extra curriculum at the site developing a strategy to engage more 16–19-year-olds in regular physical activity.

#### 1.2 Strategic Direction and Development of the Subject

- Develop and implement policies and practices for the subject which reflect whole Sixth Forms aims and objectives, policies and practices, encompassing the development and review of syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- Create a climate, which enables other staff to develop and maintain positive attitudes towards the subject and its teaching.
- Demonstrate both enthusiasm and high standards of teaching to members of the department and students.
- Establish short, medium and long term plans for the development and resourcing for the subject which contribute to whole-Sixth Form aims, policies and practices. Identifying these would initiate realistic targets for the development of the subject.
- Meet the requirements of Health and Safety within the Department at all times.
- Assist in the development of staff teachers within the department by actively supporting and mentoring them.

### 1.3 Teaching and Learning

- Ensure effective curriculum coverage, continuity and progression in the subject for all students by all members of the department.
- Ensure that teachers are clear about the teaching objectives in lessons, provide guidance on the choice of appropriate teaching and learning methods, and after evaluation of the teaching of the subject in the Sixth Form, take action to improve if necessary.
- Establish clear policies for assessing, recording and reporting on student achievement, and using these to set targets for further improvement.
- Establish high expectations and ensure that clear targets are set for student achievement including those with special educational needs and the more able.
- Use data effectively to identify students who are underachieving in the subject and create appropriate plans of action.
- Meet regularly with the department to model and disseminate good practice.

### 1.4 Recruitment/Deployment of Staff

- Be responsible for the efficient and effective deployment of the Department's staff.
- Undertake appraisal and lesson observations in accordance with Sixth Form systems.
- Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Be responsible for the day-to-day management of staff within the designated department and act as a positive role model.
- Ensure all new staff are inducted into the Department/Sixth Form and documentation is completed as set out in Sixth Forms' policies.

## 1.5 Quality Assurance

- Ensure the process of the setting of targets within the department is in line with Sixth Form processes and to work towards their achievement.
- Establish common standards of practice within the department and develop the effectiveness of teaching and learning styles.
- Seek/implement modification and improvement where required.
- Ensure that the Department's quality procedures meet the requirements of Course Reviews and the Sixth Form Development Plan.
- Produce examinations analysis as required and reviews which form part of the self-evaluation cycle and quality improvement plans.
- Complete all planning documents, reports and returns within the designated deadline.

## 1.6 Marketing and Liaison

- Contribute to Sixth Forms liaison and marketing activities.
- Lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.

## 1.7 10:10 & Pastoral System

- Ensure the performance monitoring system is implemented in the department so that effective learning can take place.
- Monitor and support the overall progress and development of students within the department.
- Monitor student attendance together with students' progress and performance, with the class teacher, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

## 1.8 Other Specific Duties

- Manage and monitor the allocated budget for the department effectively and appropriately.
- Play a full part in the life of the Sixth Forms' community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and students to follow this example.
- A commitment to Equity, Diversity and Inclusivity underpinned by willingness and ability to contribute to the holistic implementation of this demonstrated in performing the duties of the post.
- Continue personal professional development as agreed.
- Engage actively in the performance review process.
- Comply with the Sixth Forms' Health and Safety policy and undertake risk assessments as appropriate.

- To undertake other tasks, as required by the Executive/Deputy Principal, after due consultation

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

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## **2. Person Specification**

This person specification is in addition to that of a subject teacher. The post holder will be expected to have the following skills and attributes:

### **2.1 Leadership and Management**

- Ability to work strategically, shaping the future and securing the learning outcomes of the vision.
- Ability to plan, organise, prioritise and delegate workload effectively and meet deadlines.
- Experience of leading a team, performance management, mentoring and developing others.
- Desire, capacity and ability to develop others and challenge underperformance.
- Evidence of ongoing professional development in relation to leadership.
- Ability to evaluate and moderate the quality of learning and teaching within the department and effect change.
- Ability to produce reports and present information to a range of stakeholders.
- Excellent analytical skills and the ability to interpret and use data in order to raise achievement.
- Successful experience in raising student achievement and adding value.
- Understanding of the importance of equity, diversity and safeguarding procedures in an educational environment.

### **2.2 Experience**

- Use and development of Quality Assurance systems and policies to improve teaching and learning.
- Experience of using innovative digital technologies to engage learners and enhance student outcomes.
- Evidence of professional development relevant to the role.
- Knowledge of and competence in the successful management of budgets.

### **2.3 Personal Qualities**

- High standards: leading by example, professional, continually upholding Sixth Forms' aims and ethos.

- Positivity: sense of humour, ability to inspire and energise others, 'can do, will do' approach.
- Commitment: sustained energy and enthusiasm to achieve the Sixth Forms vision for improvement.
- Resilience and reliability: ability to remain calm under pressure, excellent attendance and punctuality.
- Innovative: passionate about embracing new technologies, methodologies, ideas and practices.
- Empathy: genuine care and passion for working with and developing young people and adults.
- Excellent organisation and problem solving skills.
- Excellent communication skills, verbal and written.
- Excellent eye for detail and a commitment to excellence.

**Job Title:** Teacher

**Responsible To:** Assistant Principal

**Core Job Purpose:** In the context of the Catholic mission of the sixth form, to be an outstanding teacher, ensuring students make excellent progress and achieve the highest outcomes by delivering expert, high quality teaching, learning and assessment.

## 1. Job Description

**The main activities and responsibilities are:**

- 1.1 Teaching as appropriate to Christ the King Sixth Forms.
- 1.2 Delivery of consistently high quality of teaching and learning. This will include:

### 1.2.1 Managing Teaching

- Having high expectations which inspire and motivate learners.
- Demonstrating the positive attitudes, values and behaviour which teachers are expected to engender in all learners.
- Working to a detailed scheme of work and ensuring that all lessons are thoroughly prepared.
- Building on students' prior knowledge and reflecting their capabilities.
- Challenging all students to make progress and to achieve, as a minimum, their baseline grades.
- Setting homework and preparation tasks as well as planning other out of class activities to consolidate and extend knowledge.
- Helping students reflect on their progress.
- Addressing non completion of work including homework and preparation tasks and implementing the Cause for Concern process as appropriate.
- Having relevant and accurate subject knowledge so that students are enthused and inspired to achieve.
- Making appropriate and effective use of relevant IT platforms including the uploading of course materials.
- Preparing students well for their public examinations. This includes examination practice, opportunities for revision and familiarising students with the format and layout of examination papers.
- Making use of relevant data to monitor progress and set targets.

### 1.1.2 Managing Learning

Delivering lessons which:

- Meet the needs of all learners, through effective adaptative teaching.
- Include the sharing of clear aims and learning objectives and have a structured beginning and conclusion.
- Include an appropriate variety of delivery methods.
- Actively engage students in their own learning.
- Include well managed and varied activities where the teacher determines who students work with.
- Take place in classrooms that are appropriately organised, well cared for and fit for purpose.
- Ensure all lessons have clear rules and routines for student behaviour in class.
- Have high expectations in relation to student behaviour and challenging poor behaviour where needed.
- Consistently uphold all Sixth Form standards.

### 1.1.3 Managing Assessment

Making accurate and productive use of assessment, including:

- Having a thorough knowledge and understanding of the subject examination specification
- Knowing and understanding how to accurately assess student work in line with awarding body requirements.
- Ensuring that assessment opportunities allow students to enhance their learning.
- Providing written feedback to students, which may also be supported by oral feedback.
- Marking work accurately, assessing in relation to baseline or target grades and providing details of how student work could be improved.
- Employing assessment methods that ensures students are regularly and consistently given feedback on what they need to do to improve.
- Recording assessment outcomes as per the assessment policy.
- Planning assignments and coursework appropriately throughout the year, including the use of interim deadlines and dates for feedback.
- Ensuring students receive accurate information on how and when they will be assessed.
- Undertaking a formal assessment prior to performance monitoring in order to inform the decision with regard to “meeting the academic standard”.

### 1.2.4 Managing Wider Professional Responsibilities

Demonstrating consistently high standards of personal and professional conduct including:

- Making a positive contribution to the wider life and ethos of Christ the King Sixth Forms.
- Delivering effective extension and wider learning activities.
- Completing performance monitoring reports accurately and to deadline.
- Communicating effectively with parents and other key stakeholders.
- Developing effective professional relationships with colleagues.
- Taking responsibility for reviewing practice, implementing agreed actions and delivering high quality teaching and learning.
- Adhering to the professional standards and requirements for staff outlined in the policies of Christ the King Sixth Forms.
- Ensuring that contact and communication with students always take place in a professional context and meet the requirements set out in the staff rules of conduct.

1.2 Undertaking the role of a personal tutor to a group of students. This will include:

- Delivery of a high quality 10:10 lesson as set out in the Sixth Forms' pastoral programme.
  - Monitoring the progress and well-being of tutees and liaising with parents as required.
  - Undertaking one to one review sessions with tutees.
  - Keeping abreast of developments in HE and other career opportunities and writing UCAS references as required.
- 1.3 Being a reflective practitioner and contributing to department and quality reviews and planning processes.
- 1.4 Meeting the Sixth Forms' requirement for excellent professional practice evaluated through appraisal and other quality processes and working to challenging professional goals.
- 1.5 Monitoring the condition, security and safety of the teaching areas and the equipment used.
- 1.6 Supporting the delivery of teaching and learning across the 16-19 phase, as appropriate.
- 1.7 Promote equal opportunities for students and staff.
- 1.8 A commitment to Equity, Diversity and Inclusivity underpinned by willingness and ability to contribute to the holistic implementation of this demonstrated in performing the duties of the post.
- 1.9 To undertake other tasks, as required by the Executive/Deputy Principal, after due consultation

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

## **2. Person Specification/Selection Criteria**

The post holder will be expected to have the following skills and attributes:

### **2.1 Mission and Ethos**

- An understanding of and support for the Catholic ethos of the Sixth Form.

### **2.2 Qualifications**

- Degree
- Qualified teacher status or equivalent or willing to work towards a recognised teaching qualification

### **1.3 Professional Attributes**

- Have high expectations of young people including a commitment to ensuring that students can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high professional standards.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and contribute to the development, implementation and evaluation of the policies and practice including those designed to promote equality of opportunity.
- Be able to communicate highly effectively with young people, parents, carers, colleagues and other stakeholders.
- An ability to evaluate own performance and be committed to improving practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt practice where benefits and improvements are identified.
- Be able to act upon advice and feedback in order to continually improve practice.
- Be highly organised and very reliable.
- Have excellent IT skills and be able to use these skills highly effectively in teaching and learning activities.
- A commitment to Equity, Diversity and Inclusivity underpinned by willingness and ability to contribute to the holistic implementation of this demonstrated in performing the duties of the post.

#### 1.4 Professional Knowledge and Understanding

- Have an excellent, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to differentiate learning to provide opportunities for all learners to achieve their potential.
- Know and be able to use a range of approaches to assessment, including an understanding of the importance of sharply focussed feedback.
- Know how to use statistical data to evaluate the effectiveness of teaching, to monitor the progress of those taught and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Have a secure knowledge and understanding of the subject/curriculum area and related pedagogy.
- Understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- In the context of whole class teaching, know how to make effective personalised provision for students, including those for who English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

#### 1.5 Professional Skills

- Be able to plan teaching and learning thoroughly, including the ability to write, review, update and work to highly effective schemes of work.

- Know how to plan for progression across the 14-19 age and ability range designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.
- Be able to teach challenging, well organised lessons and sequences of lessons across the post-16 age and ability range, using a very good range of teaching strategies and resources.
- Be able to manage the learning of whole classes, groups and individuals very effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Be able to teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Know how to provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.
- Be highly reflective and know how to review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining approaches where necessary.
- Know how to identify and use opportunities to personalise and extend learning through out-of-class activities where possible making links between in-class learning and learning in out-of-class activities.
- Be able to manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the Sixth Form code of conduct.