



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
DARE TO BE WISE



Teacher of Mathematics (2 posts)

*MPS/UPS*

*Start date - September 2026*

*Permanent*

Crossgate Moor, Durham, DH1 4SU

[www.durhamjohnston.org.uk](http://www.durhamjohnston.org.uk)

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# Letter of Introduction

Roslyn McFadden

**Headteacher**



Dear Applicant,

Thank you for your interest in being a Teacher of Mathematics at Durham Johnston Comprehensive School.

Durham Johnston Comprehensive School is a happy, high performing, oversubscribed 11-18 school in Durham city. We have a national reputation for academic excellence and are well respected in our local community both for our excellent outcomes and our strong pastoral care. The success of our school is built on positive relationships at all levels, and our dedicated staff work together to prioritise the wellbeing and best possible outcomes for all our students. As a Local Authority school, we care for our own community; our focus is always on, 'how will this benefit our students?' and 'what impact will this have on our staff?'. Teachers often stay at Durham Johnston for a significant period of time as wellbeing, professional autonomy and subject specialism are respected and protected.

At Durham Johnston all staff, including leaders, are first and foremost teachers. Our intake is fully comprehensive and we highly value expert practitioners with both a deep interest in their subject and a genuine commitment to social justice. We have many students joining us in Year 7 with the potential to achieve outstanding success academically alongside students who can find accessing education challenging for a variety of reasons. It is important to us that all these students benefit from their time here and they have access to strong subject specialists.

We are seeking two highly motivated and passionate teachers of Maths who are both expert practitioners and colleagues with a deep interest in the subject to join our successful Maths department. Progress and attainment of our students is very strong at GCSE and we offer both A-Level Mathematics and Further Mathematics.

We encourage colleagues at any stage in their career to apply to work in our school. We will always appoint the best people for our school community regardless of age or experience. Our senior leaders and post holders have a genuine commitment to ethical leadership and if you share these values we would welcome your application.

The vacancies are both full time, however for the right candidate we may be able to offer a 0.8FTE or 0.6FTE contract.

Informal visits to the school are very welcome. If you would like meet with us, please contact Jane Bewley ([j.bewley@durhamjohnston.org.uk](mailto:j.bewley@durhamjohnston.org.uk)) to book a time.

The closing date is **9.00am on Monday 27<sup>th</sup> April 2026**. If you are returning your application by email please use the following address: [recruitment@durhamjohnston.org.uk](mailto:recruitment@durhamjohnston.org.uk)

We look forward to hearing from you.

Yours faithfully,

**Roslyn McFadden**

Headteacher

# Core Values

Teacher of Mathematics September 2026

Permanent



At Durham Johnston Comprehensive School all members of our school community are expected to exemplify the school's core values.

- 1. Academic Excellence;** a belief in progress for all.
- 2. Acquiring Knowledge;** the importance of being an educated person and knowing things.
- 3. Social Justice;** providing opportunities for all, regardless of background.
- 4. Public Service;** the importance of making a contribution to the school community and wider society.
- 5. Diverse Opportunities;** a rounded education that 'opens doors' regardless of location or specialism.

In their time with us we want all of our students to make excellent academic progress based upon their starting points, to acquire knowledge, to access opportunities regardless of previous experiences or circumstance, to support others within and beyond our community and to leave us for further success as adults. We are a big and busy comprehensive school, and all teaching and support staff are united in wanting the best for our students. We work hard, and look for ways to adapt, improve, and create new opportunities for our young people. We don't always get things right and sometimes encounter issues and circumstances for which there aren't easy solutions, but we are honest about that and seek to work collaboratively with parents and carers.

We believe firmly in social justice and equality of opportunity for all; when students cross our threshold each morning, they have access to the same opportunities. As a school we believe in education in its widest sense; students can learn a huge amount both in and beyond the classroom, and, of equal importance, by interacting and working with others. The personal development of each student is key to their future success, and we offer a diverse range of extracurricular opportunities, as well as encouraging participation in public service, particularly through our well established House System.

# Job Description

*Teacher of Mathematics September 2026*

*Permanent*



At Durham Johnston Comprehensive School everyone's first responsibility is to ensure our work remains aligned with our school's core values and ethos and contributes to our long-term strategic vision. Whilst job descriptions vary, our common commitment to the welfare and success of our young people does not.

At Durham Johnston Comprehensive School everyone's first responsibility is to work towards the fulfilment of the school plan. While job descriptions vary, our common commitment to the welfare and success of our young people does not.

## **General Responsibilities**

- To fulfil all duties in line with the Teachers' Standards and the professional expectations of the school.
- To provide successful teaching and learning opportunities for all students so that everyone is able to achieve academic excellence and acquire essential knowledge and prepare them for global opportunities.
- To be committed to improving the quality of your teaching in pursuit of academic excellence for all and to take a full and active part in CPD to this end.
- To be a committed and supportive member of your department, cohort team and the whole school community, working collaboratively to ensure the best outcomes for every member of our school community in the name of both social justice and public service.
- To fulfil the role of the form tutor as an essential part of a student's day and their educational experience. The form tutor is in a unique and privileged position, able to see a fuller picture of a student's life and able to support them in being successful.
- To promote good order and discipline in school by maintaining and supporting whole school routines and performing duties as instructed.
- To celebrate and encourage the achievements of all students.
- To promote the aims of the school plan as appropriate to the professional role of a teacher.
- To participate in appropriate meetings with colleagues and parents.
- To take part in the appraisal and professional development system.
- To follow staff procedures and the procedures and instructions of the LEA and the governing body.
- To work at the reasonable direction of the Headteacher.

Some of the above tasks may be delegated to other postholders in the department but overall responsibility and accountability will remain with the Subject Leader.

This job description is current and was reviewed on 2<sup>nd</sup> February 2026, but following consultation with you, may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title. All posts will be reviewed annually.

# Person Specification

Teacher of Mathematics September 2026

Permanent



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"><li>• Appropriate Honours Degree</li><li>• Qualified Teacher status</li></ul>	<ul style="list-style-type: none"><li>• Evidence of further study and/or Further Professional Qualifications</li></ul>
Experience	<ul style="list-style-type: none"><li>• Evidence of being an outstanding classroom practitioner</li><li>• Experience of working successfully and collaboratively to improve outcomes for all students, especially those who need additional support</li></ul>	<ul style="list-style-type: none"><li>• Experience of supporting students with additional needs</li><li>• Experience working collaboratively with middle leaders</li><li>• Experience working with pastoral colleagues</li><li>• Experience of communicating with parents and other stakeholders</li></ul>
Knowledge and Skills	<ul style="list-style-type: none"><li>• Ability to help create a strong culture of success in the classroom</li><li>• Ability to work collaboratively and strategically</li><li>• Ability to build, forge and sustain partnerships</li><li>• Ability to inspire, challenge, and support students</li><li>• Awareness of inclusion, equity, and diversity in lesson planning</li><li>• Strong analytical and problem-solving skills</li><li>• Strong knowledge of the national curriculum for Mathematics</li><li>• Ability to use ICT proficiently and digital media software</li></ul>	<ul style="list-style-type: none"><li>• Ability to use data and other information to self-evaluate and improve your own practice</li><li>• Strong understanding of safeguarding and child protection procedures</li></ul>

# Person Specification

Teacher of Mathematics September 2026

Permanent



## Personal Attributes

- Commitment to the school's ethos, core values, and strategic vision
- Commitment to safeguarding and promoting the welfare of children
- A passion for Maths that inspires both students and staff
- Commitment to continuous professional development
- Commitment to promoting equality, diversity and inclusion
- High expectations of self, colleagues, and students
- Ability to model professional standards, integrity and behaviours articulating clear values and moral purpose
- Ability to communicate effectively
- Ability to build effective working relationships with staff at all levels
- Ability to engage with and motivate students who may find school challenging
- System orientated, extremely well organised and able to solve problems.
- Passionate about supporting young people
- Calm, approachable, and emotionally resilient
- Reflective and open to feedback
- Kind, tolerant and considerate with a sense of community and a commitment to public service
- Considerate to the wellbeing of colleagues and students

# Department Overview

Teacher of Mathematics September 2026

Permanent



The Mathematics department at Durham Johnston is a highly successful department with a strong team ethos. Our high achievement is built on a passion for teaching engaging lessons, a spirit of collaboration and a desire to continually improve. The maths team is made up of 8 full time teachers, four part-time teachers and two members of the senior leadership team. The leadership structure includes Subject Leader, Second in Department and three additional departmental postholders.

All members of the department have degrees in mathematics or a related discipline and we are proud to be able to offer a complete range of mathematics courses at all levels. Our students have the opportunity to take part in national mathematics contests, the uptake to which is high, and we have a very good record of success both locally and nationally.

## GCSE Results:

		2025	2024	2023	2022	2019
GCSE	Grade 9	11%	11%	10%	11%	11%
	Grades 7-9	43%	42%	44%	38%	43%
	Grades 5-9	73%	70%	74%	69%	73%
	Grades 4-9	86%	83%	85%	82%	86%

GCSE Cohorts have ~270 students.

## A Level Results

		2025	2024	2023	2022	2019
A2 Mathematics	Grades A*-A	75%	57%	52%	55%	75%
	Grades A*-B	84%	77%	77%	80%	84%
A2 Further Mathematics	Grades A*-A	94%	100%	74%	69%	94%
	Grades A*-B	100%	100%	74%	69%	100%

A2 Mathematics Cohorts have 70-90 students

A2 Further Mathematics Cohorts have 15-30 students.

There are also a number of students who sit AS Mathematics only.

# Department Overview

Teacher of Mathematics September 2026

Permanent



## Setting

At KS3 and KS4, all students are placed in sets according to ability. Setting is reviewed on a regular basis to ensure that each student is placed in the appropriate teaching group. We endeavour to provide an ethos of challenge within a supportive environment for students of all abilities. In KS5, students are taught in mixed-ability groups, but all students are required to have achieved at least a grade 7 at GCSE (grade 8 for Further Mathematics).

Year Group	Class Breakdown
7	12 teaching groups arranged in 3 parallel populations
8	11 teaching groups arranged in two parallel populations
9	12 teaching groups arranged in two parallel populations
10	11 teaching groups arranged into two populations
11	12 teaching groups arranged into two populations
12	4/5 Maths groups and 1 Further Maths group
13	3/4 Maths groups and 1 Further Maths group

## Key Stage 3

Our KS3 curriculum is continually under development, led by the KS3 Coordinator and supported by other postholders. We have used the White Rose schemes as the basis for our Year 7 and 8 curricula, adapting them to align with the values and context of our school and to meet the needs of our cohort. Our Year 9 curriculum provides a transition from the White Rose scheme of learning into our GCSE curriculum.

## Key Stage 4

Our students follow the AQA GCSE course for Higher Mathematics and the Pearson/Edexcel course for Foundation. There is also an opportunity for selected students to study for an additional qualification, currently the AQA Level 2 FSMQ (Free Standing Mathematics Qualification) in Further Mathematics.

As with KS3, the KS4 scheme of work is continually developed to prepare students to solve more open-ended, problem solving, and multi topic questions. Curriculum development is led by the KS4 Coordinator, with support from other postholders. We aim to embed tasks that encourage and develop reasoning, foster the ability to make inferences and deductions, and enable students to challenge the validity of an argument.

# Context of Durham Johnston Comprehensive School



## **Comprehensive Nature**

Durham Johnston Comprehensive School is a truly comprehensive school that genuinely serves a social cross-section. We strongly believe that all students regardless of background or ability should have access to a knowledge rich curriculum and are unique in our commitment to both academic rigour and social inclusivity. We have high ambitions for all our students, and we are determined to ensure that every child, no matter where they grow up, whatever their personal circumstances, whatever life has given or denied them, has the opportunity to fulfil their potential and to be happy. For many colleagues, it is this unique opportunity to teach across the ability and social spectrum that is one of the main draws of the school.

## **Leadership**

Durham Johnston is a local authority school and has no plans to join or form a Multi Academy Trust. This allows the school to have its own unique identity and ensures that leadership decisions are made for the benefit of our students and our community. The school is led in a way that seeks to maximise the autonomy of individual classroom teachers and departments, as we recognise that highly dedicated, educated and trained professionals are the people best placed to determine how to teach their subject to the individuals in their classroom. The leadership of the school look to ensure that departments and classroom teachers are supported in a way that allows them to focus on this as much as possible; we keep good order and let our teachers teach.

At a leadership level we are committed to the values of ethical leadership. As a leadership team we listen and respond to staff concerns and our staff are able to raise problems and tough issues when necessary. In a recent staff survey, an overwhelming majority of our staff said they felt well supported by the school's senior leadership team.

## **Staff Wellbeing**

The wellbeing of our staff is central to the ethos of Durham Johnston Comprehensive School and this is evidenced in our exceptionally high staff retention. Leaders are very conscious that our staff are what makes Durham Johnston special; we value them and look after them. We have a strong sense of community within our school and our staff work very hard as a team to support one another. We welcome opportunities to come together as a staff and these can range from tea and scones in the staff room, to the highly competitive end of term departmental quizzes. Many staff socialise both inside and outside of school and in school run sessions such as sport and fitness clubs and wellbeing sessions. Our staff like each other and enjoy spending time together.

## **Pastoral Care**

Students at Durham Johnston benefit from exceptional pastoral care. One of the greatest strengths of the school is the strong, caring relationships between staff and students and the warm, harmonious ethos is regularly commented on by external visitors. We are incredibly proud of our students and who display a positive attitude to their studies and demonstrate a consistently strong desire to learn - we have an unusual culture where it is "cool to be clever". Behaviour in lessons and around school is consistently calm and purposeful due to effective systems built on strong relationships. Our strong pastoral systems help to ensure that every child feels valued and cared for and we offer a bespoke range of support where needed. Our pupils and parents and carers report that bullying is rare but, when it happens, it is dealt with highly effectively. Attendance at our school is very high.

# Context of Durham Johnston Comprehensive School



## **Sixth Form**

Our sixth form has a national reputation for excellence and is a specialist A-Level centre. We have over 350 students who join us from a wide geographical area and a range of schools. We offer 25 traditional A-Level subjects and our results consistently place us as one of the highest performing state schools nationally. The vast majority of our students go on to study at Russell Group universities and around 15% of our students each year typically secure places at Oxford, Cambridge, or for Medicine/Veterinary courses. Pastoral support in the Sixth Form is highly specialised and our expert staff and our students receive excellent guidance on transition, UCAS applications, personal statements as well as support on mental wellbeing and building resilience and good habits.

In addition, we offer an exceptional super curricular programme to develop our students beyond the exam syllabus. Our Sixth Formers are remarkable young people and they engage in a wide range of enrichment and leadership opportunities. This includes student led societies ranging from the very academic (quantum computing) through to those that are more social (the Taylor Swift society). Our House leads organise and run house events and competitions, as well as charity fundraising events. Other activities they engage in include: Debate, MedSoc group, Oxbridge group, Year 11 mentoring, Year 7 paired reading, Library leads, Mental health ambassadors, Subject ambassadors, Sports and Music.

## **Extra-Curricular**

We are proud of the range of sports our young people can take part in and the school has regularly been recognised in the top 1% of sport schools nationally by School Sport magazine. This reflects both the range of sports offered, as well as the high standards that many of our students achieve. Our music department lead a series of highly popular orchestras and choirs and we are excited about our upcoming musical. However, it is not just in these two areas that children can access a wide range of opportunities, our offer extends from coding to gardening; from film club to Ancient Greek. There are clubs for everyone and our young people always meet students with a shared interest. We actively seek to ensure that all children find something they can enjoy during their time at Durham Johnston. We were chosen as The Sunday Times National Comprehensive School of the Year for 2019/20 and we are very proud that the award was based upon a wide range of factors, including the opportunities that we provide for students regardless of their backgrounds or personal circumstances. We regularly receive regional awards for academic excellence.

## **Living in the North East**

Living in the North East is an attractive proposition. Many of our staff live within our catchment area and house prices in the region mean that it is ideal both for those seeking to establish themselves on the property ladder, or for families in need of more space. As well as the historic city of Durham, the surrounding area offers much in the way of natural beauty for people to enjoy, whether walking in the Wear valley, visiting the Borders or North York Moors, or surfing in the North Sea on the Northumberland Coast. Equally close is the vibrant city of Newcastle upon Tyne. Well served by transport links, the school is close to both Durham train station, a key stop on the East Coast Mainline, and the A1 (M), allowing easy access to Newcastle, York and London.