



BALLARD

BESPOKE EDUCATION



Appointment of Maths Teacher

Information for candidates

“Simply the best school everyday.” (Parent)

Independent Co-Educational School of the Year
2024/25 (ISOTY)

Welcome from the Headmaster

Thank you very much for your interest in this role.

At Ballard, we are passionate about providing a truly bespoke education. We recognise that every child is different and that success can be achieved in many ways. Our aim is to nurture each pupil's strengths, interests and ambitions, helping them to flourish academically, socially and through the co-curriculum within a community that celebrates the richness and diversity of its people.

I am immensely proud of our dedicated and talented staff team. From our youngest children at the age of two through to our senior pupils preparing for life beyond Ballard, our staff in all roles work together with commitment, warmth and professionalism to guide, support and inspire every child throughout their educational journey.

If this ethos resonates with you, and you are excited by the opportunity to contribute to a caring, ambitious and forward-looking school community, we would be delighted to receive your application.

Before submitting an application, if it would be helpful to make contact with me or another senior colleague, please do not hesitate to reach out so that we can ensure you feel fully informed about the role.

Best wishes,

A handwritten signature in black ink, reading 'S W Turner' with a stylized flourish at the end.

Mr Stuart Turner
Headmaster



Introduction - *"Simply the best school every day."* Parent

Ballard is a thriving co-educational day school from Nursery to GCSE, set in 34 acres on the Dorset/Hampshire border.

A multi-award-winning school, Ballard was crowned Co-educational School of the Year 2024/25 in the Independent School of the Year Awards, having reached the finals for Sport in 2023 and Performing Arts in 2022. This year, we have been recognised by The Telegraph as one of the UK's Best Value Private Schools, an accolade based on a combination of academic outcomes, facilities and school fees, highlighting the exceptional value and opportunities offered to our pupils.

This recognition, alongside our recent Global 100 Award for Best Education Management Business of the Year, United Kingdom, cannot be applied for and provides independent external recognition of all that Ballard offers. We also won the ISA Award for Fine Arts and Design, retained our School Games Mark Gold status, and were finalists for the MTI Award for Musical Theatre Provision.

Our Eco-Ambassadors also achieved Eco-Schools Green Flag status with Distinction for the second year running and took part in the recent COP30 Summit, interviewing Professor Matt Frost for the COP30 Virtual Ocean Pavilion.

As well as team success, individual pupils have succeeded in the academic world, Sport and the Performing Arts to a high level and our alumni include four Paris Olympians, three Olympic medallists, world champions, successful authors, actors, an international opera star, and a pop band amongst others. So, what makes an award-winning education?

We are delighted to celebrate another outstanding year of GCSE results, with the Class of 2026 achieving Ballard's highest-ever value-added score of +1.34, almost three times the national gold standard. These exceptional outcomes demonstrate the remarkable progress made by our pupils, who achieved an average of 1.34 grades above their nationally standardised baseline predictions across every subject studied. Nearly half of all grades awarded were at the top levels (9-7), double the national average, while the overall pass rate reached an impressive 94%. There were many individual success stories, including pupils achieving straight Grade 9s and perfect scores in Maths and Textiles. Eleven subjects recorded a 100% pass rate, underlining the breadth and strength of achievement across the year group.

At Ballard, we believe abilities and intelligence are not fixed – all can flourish and excel when given the tools and environment to develop self-knowledge and resilience. We provide a vast array of opportunities, including 161 co-curricular weekly activities, but it is how we empower and inspire our pupils to seize them, that we believe, sets us apart.

Co-education is at the heart of our inclusive philosophy. All pupils are equal - boys and girls learn with and from each other, through collaboration and lively competition. In an atmosphere of inclusivity and kindness, every child is stretched in their talents and encouraged to tackle what doesn't come easily. Boy, girl, expert, novice - no subject nor interest is beyond reach.

We pride ourselves on our forward-thinking curriculum, providing an aspirational, academic and holistic education. Our staff inspire and guide our young people, challenging and supporting them in

equal measure. The school's drive to deliver a first-class education, with a close eye on the future, is shaping our ambitious investment and development plans.

Our pastoral care is rooted in kindness and respect and underpinned by Christian values. The Ballard family's wellbeing is central to the ethos of the school. Our inclusive approach to school life values individuality and fosters generosity of spirit; our young people look out for each other and the wider community. Ballard educates the whole child, providing a wide range of sporting, cultural, artistic and academic clubs and activities. Our aim is to ignite passions and develop skills, identifying and unlocking every child's inner genius.

It is an exciting time to be joining Ballard, with our Leadership Team moving the school forward with confidence. The school places great emphasis on supporting and developing its staff so that the best possible educational provision is provided throughout the three pillars of the school: Pastoral, Academic and Co-curricular.

“Pupils are reflective and have high levels of self-esteem and empathy. They are highly successful in displaying these characteristics through academic study as well as the wealth of sporting, performing arts and extra-curricular opportunities in which they participate.” ISI



Mission Statement and Aims

Our mission:

To provide a supportive and caring environment for learning, and excellent teaching designed to ensure all pupils achieve their academic best.

Our aims:

1. To identify and build on strengths to help each individual pupil reach their potential within a secure, caring community and to equip our young people to be well-behaved, resilient, rounded and resourceful members of society and prepared for their future working lives
2. To aim for academic excellence, so that each individual pupil may achieve his or her personal best. We believe all our pupils are entitled to an education that extends beyond the purely academic. Pupils are actively encouraged to take part in a wide range of artistic, creative, cultural, musical, sporting and other co-curricular activities.
3. To recognise the worth, dignity and contribution of each member of the Ballard Family and to foster self-discipline, self-esteem, mutual respect and co-operation within an atmosphere of friendship and trust promoting an appreciation of the needs and gifts of others.
4. To offer scope for spiritual, moral and personal development within a disciplined and mutually supportive environment which affirms Christian values.
5. To expect high standards of achievement by developing in pupils the ability to manage change, to think and research independently and communicate confidently and effectively.
6. To celebrate our achievements, gifts and diversity irrespective of individual differences.
7. To respond to the wider needs of society through community projects, charitable fundraising and outreach and by increasing awareness of local, national and world issues.
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Department Details

Ballard's Mathematics Department currently has 11 Mathematics teachers who teach across the school from Years 3 to 11 in their area/age of expertise: 5 in Lower Prep (Yr3-5) and 6 in Upper Prep & Senior sections (Yr6-11). It is a strong team comprising an experienced group of practitioners with a diverse range of skills and expertise. Our pupils study the Pearson IGCSE Mathematics course in Years 10 and 11 and top set pupils have the opportunity to take GCSE Statistics in Year 10 and / or Edexcel Further Mathematics in Year 11 as additional qualifications.

Ballard pupils have 4 Maths lessons a week from Year 7 - 11; Further Maths / Statistics is delivered in extension to this as an optional additional course and part of the Co-Curricular programme for the most able pupils and high achieving pupils. Year 6 and upwards are taught by specialist Mathematics teachers while Year 5 and below are taught in form groups to encourage stability and confidence in the classroom. Each classroom is equipped with a state-of-the-art Promethean ActivPanel whiteboard.

Maths has achieved strong results in 2026 with a value-added progress score of +1.31 and averaging +0.61 over the past five years. In 2026, the department achieved a 93% pass rate with 54% achieving grades 7+.

For the past ten years the Mathematics Department has been an outstanding teaching team within the School, delivering excellent results and academic enrichment to our pupils. The Department always seeks to encourage and enable pupils to achieve their full potential. Key to this success is the Department's focus on developing pupils' confidence and fundamental understanding of core topics and problem-solving skills.

The image shows a teacher from behind, standing in front of a large interactive whiteboard. The whiteboard displays a list of arithmetic sequences for a class exercise. The sequences are labeled (a) through (k). Some sequences have handwritten red annotations showing the common difference and the formula for the nth term.

Question 1: Find the n^{th} term for each of the following

(a) 5, 8, 11, 14, ...	(b) 9, 14, 19, ... <i>+5</i>
(d) 10, 14, 18, 22, ... <i>+4</i> <i>$4n+6$</i>	(e) 2, 7, 12, ...
(g) 31, 51, 71, ... <i>+20</i>	(h) 20, 23, ...
(i) 5, 150, 175, ... <i>+145</i>	(k) 13, 22, ... <i>+9</i>

The Role

We seek a colleague who is passionate and knowledgeable about their subject and able to communicate this with empathy to the pupils steering them to achieve success at GCSE. It would be highly desirable if the successful candidate also had a keen interest in Sport and supporting the Games provision. The role could suit an outstanding ECT candidate, or for a more experienced teacher, there is potential for the role to include further responsibility as Second in Charge of Maths.

General

The teacher is accountable to the Head of Department and has responsibility for promoting and supporting the School's aims and policies and the School's code of ethics.

Key Responsibilities

Teaching, Learning and Assessment

- Preparation and planning of lessons in accordance with departmental schemes of work.
- Demonstrating a range of teaching methods and keeping abreast of developments in the subject area at KS3 and GCSE; employing a range of teaching resources including the display of pupils' work.
- Carrying out assessment according to departmental and School policies. Recording assessment grades/reports etc. within deadlines set and keeping clear records.
- Setting and marking of class work and homework according to relevant School and departmental policies.
- Reporting to parents on progress at parents' evenings or on reasonable request from parents.
- Providing pupils with appropriate challenges.
- Recognition of the specific needs of each pupil and of classes as a whole. Setting an appropriate pace for lessons and adapting teaching methods to the needs of pupils.
- Establishing a structured learning environment conducive to learning and where pupils know that high standards are always required.
- Managing the classroom effectively with appropriate use of sanctions and rewards in accordance with departmental and School policies.
- Motivating pupils to learn and establishing a rapport with pupils conducive to learning.
- Attending departmental meetings and sharing departmental responsibility; attending staff meetings and School or departmental INSET; seeking opportunities for professional development; participation in the School Professional Review (appraisal) scheme; participation in induction arrangements.

Other

- Promoting high standards of work and behaviour inside and outside the classroom.
- Contributing to the pastoral and co-curricular life of the School and carrying out the role of Form Tutor effectively.
- Carrying out the normal supervision duties as laid down in School policies.

Safeguarding

Ballard School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practices and pre-employment background checks will be undertaken before any appointment is confirmed.



Person Specification

Experience required

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	• Good honours degree, or equivalent, and recognised teaching qualification	• Evidence of continued CPD
Experience	• Experience in secondary school teaching N.B. For NQTs, a placement will suffice. • Experience of teaching GCSE Maths	• The ability to teach Further Maths GCSE & Statistics GCSE • The ability or willingness to support the Sport and Games provision
Knowledge, skills and abilities	<u>Job Related</u> • Excellent and motivational teaching skills • Ability to teach a wide and varied ability range • Knowledge of requirements of curricular Mathematics at all Key Stages particularly GCSE	• A well-developed understanding of SEND and successful experience of teaching pupils with SEND

	• Sound understanding of algebra, number, shape and data handling to grade 9 GCSE level • Expected to teach a variety of ages (Years 6-11) <u>Personal</u> • The resilience, drive, strength of character and sense of both humour and perspective to thrive in a fast-paced, demanding and ambitious environment • Excellent organisational skills • Reliability, energy, integrity, resilience, and enthusiasm • Ability to form good relationships with staff and pupils • Ability to work well in a team • Versatility and adaptability • IT competent • Someone who understands children and wants the very best for them academically whilst being fully committed to their safety and wellbeing • Willing to be fully involved in the life of a busy and purposeful independent school which will mean taking co-curricular activities and being involved with a form group.	
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The Appointment

- The school operates a programme of induction for new members of staff, and the successful applicant will be supported by the Head of Department.
- Normal School hours are 8.30am – 5pm, Monday to Friday with an 8.15am briefing every Monday morning. A full-time staff member would run 3 afterschool activities until 5pm, on the other two days, staff can generally leave at 4.00pm. This is pro-rated for part-time staff.
- Salary will be determined according to qualifications and experience, plus an allowance for Deputy Head of Department if applicable.
- Contributory pension scheme with 16% employer contribution.
- School lunch and refreshments are available for all staff during term time.

Applications

How to apply:

Applicants are asked to complete a Teaching Application Form, along with their letter of application, and send it, addressed to the Headmaster (recruitment@ballardschool.co.uk), to arrive no later than **9.00am on Monday, 21st September 2026**.

Interviews: Week commencing 28th September

Start date: Spring Term, January 2027

The school retains the right to interview and appoint at any time during the application process, so early applications are strongly encouraged.

Shortlisted applicants will be invited to the school for interviews and will also have the opportunity to see the department, meet departmental staff, and demonstrate their teaching skills in the classroom.

Ballard School is committed to safeguarding and promoting the welfare of children and young people and expects all employees to share this commitment. The successful applicant must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (Enhanced Disclosure). As part of the referencing process, the school will undertake digital screening, including online searches of candidates and any potential matters of concern will be discussed with the candidate.

This post is exempt from the Rehabilitation of Offenders Act.

The successful candidate will be required to complete and sign a medical form.

Ballard School is committed to Equal Opportunities and welcomes applications from all sections of the community.

For further details and an application form, please visit: www.ballardschool.co.uk/vacancies