



FRENSHAM HEIGHTS

CANDIDATE INFORMATION
TEACHER OF MATHS
SEPTEMBER 2026



WELCOME FROM THE HEAD

I am honoured and humbled to lead the Frensham community as it enters its second century.

As a parent, I want my children to grow up being open minded and willing to embrace new experiences; I want them to be free to explore their own paths and experience the beauty and joy which exist in our world (without being naive to its many flaws). Most importantly, I want them to learn within a community of individuals who understand the importance of kindness, compassion, and optimism.

As a teacher, I believe that a traditional, linear, education system does not adequately prepare children for the world they will inherit. This world is a rapidly changing, uncertain and, sometimes, scary place. If an education only equips children with an armoury of facts and knowledge and the ability to pass exams, but it doesn't furnish them with the ability to think creatively, critically, and empathetically, then we have failed them. A Frensham education is one which ensures our children are well qualified and well educated and, most importantly, free to be kids in a world where we all grow up too quickly.

I look forward to meeting you in the near future.

Ben McCarey



ABOUT FRENSHAM HEIGHTS



Frensham Heights was founded in 1925 by educationalists Beatrice Ensor and Isabel King with the aid of a generous benefactor, Edith Douglas-Hamilton. They were passionate about offering an alternative style of education with the child at its heart. A school and a community based on mutual respect, tolerance and generosity of spirit which would educate the whole child – mind, body and spirit.

And so it has been ever since.

There is an energy about Frensham which is hard to describe. It's a feeling of happiness and lightness, a sense of freedom. It comes from all the children being comfortable in their own skins, their own clothes. As from our founding days, everyone at Frensham is on a level playing field, with no prefects or head boys and girls. Students can be who they are, and as a member of staff at Frensham, so can you. When you come here, you can just relax and be yourself. The teachers don't hide behind titles or formal clothes and the children's individuality isn't hidden behind uniforms or false respect. Egos are left at the door. The Head, the littlest nursery child, the newest teacher, the shyest sixth former, the part-time TAs, the support staff. Everyone is an equal, important, valued part of the community.

Contrary to what many believe, Progressive Education is not without boundaries. Respect underlies everything we do at Frensham; but it is respect that is earned,

rather than demanded or assumed. We give children more freedom than at other schools, but with freedom comes responsibility and we have high expectations of everyone in our community. It all comes from our foundation of exceptional pastoral care which thrives on the genuine relationships which develop between all members of the community - looking out for one another.

There is a misconception that a school without uniforms and with children walking together rather than in lines is a school without discipline. It is true that we don't give detentions, and the sanctions we do give out are not done on a whim. We acknowledge that our students make mistakes, because they're people and everyone makes mistakes, but we believe that this is how we grow. At Frensham, discipline is based on conversations. It's not an easy, laissez-faire option. These are difficult two-way conversations about putting your hands up, owning and accepting your choices, rectifying, moving on and becoming the best version of yourself.



OUR VALUES

Our values are at the heart of everything at Frensham, from our lessons and discipline structure to our enrichment programme and culture. We expect everyone in our community to actively live these values.

ORIGINALITY OF THOUGHT

FRENSHAM EMBRACES CREATIVITY

We encourage everyone to foster their boldness and innovation, seeking opportunities locally and globally to discover and bring fresh thinking to our community.

SPIRIT OF TOGETHERNESS

FRENSHAM NURTURES COMMUNITY SPIRIT

Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.



RESPECT OF INDIVIDUALITY

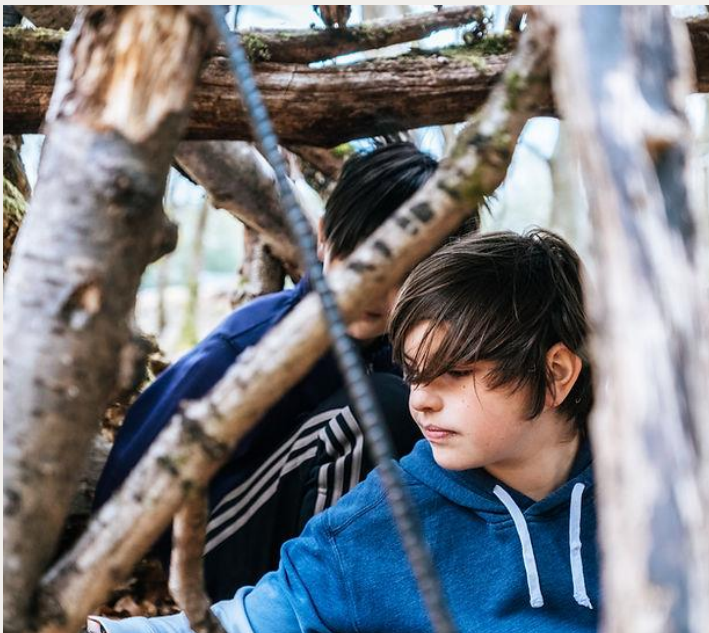
FRENSHAM CELEBRATES AUTHENTICITY

This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.

COURAGE TO TRY

FRENSHAM FUELS PERSONAL DEDICATION

We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement, and working collaboratively for the benefit of the whole community.



EQUALITY, DIVERSITY & INCLUSION



Frensham is committed to fostering an inclusive culture and community that promotes our core values: we believe that diversity makes our community richer and more vibrant and, as such, we aim to embrace and celebrate our differences. Fundamental to our school is our belief that every individual, regardless of their background, beliefs, or abilities, deserves the chance to thrive and reach their full potential. We are committed to a journey of improvement, even when this is challenging, and recognise that we need to examine our institution as a whole to achieve our goals. This is an ongoing journey, and we are committed to continuous improvement.

We oppose all forms of unlawful and unfair discrimination, harassment or victimisation. We are striving to attain a workforce that is representative of society to ensure we secure the widest pool of talent available. Applicants whose backgrounds are under-represented in the sector are encouraged. It is our aim to ensure that no job applicant or employee receives less favourable treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex or sexual orientation (the protected characteristics).

SAFEGUARDING:

Frensham Heights is committed to safeguarding and promoting the welfare of children and young people. Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.



WORKING AT FRENSHAM

At Frensham, we leave as we come – as individuals – but in our time here, we become more. We become stronger. Kinder. In this, our Centenary Year, it is clear that Frensham is bigger than any one of us, from our founders to our newest family; it is all of us. We are Frensham.



We believe passionately that our school thrives because of our members. When you become part of the Frensham family you are given the same freedom, trust and support as every member of our community. We have high standards for students and staff alike – and we support you in reaching and exceeding these. But we also give you the space and the freedom to take educational risks, to try new things, to take your students beyond the classroom to experience real-world applications and grow a love of learning.

As a member of staff at Frensham, you have the freedom to be you.

Below are some key practical benefits of working at Frensham:

- Competitive pay scales
- Free lunch in term time (Mon-Fri)
- Free on-site parking
- Access to the on-site fitness suites
- Access to an Employee Assistance Programme
- Afternoon sweet treats, plus tea and coffee throughout the day
- Generous pension scheme, provided through Royal London
- School fee remission for staff children
- Staff wellbeing initiatives
- Continuing professional development as part of our staff development programme
- Access to over 100 acres of beautiful land within the Surrey Hills
- Use of the school swimming pool (conditions apply)
- Discounted rates on many site facilities, subject to availability



JOB TITLE

Teacher of Maths

REPORTS TO

Head of Department

JOB PURPOSE

Teachers are responsible for delivering excellent lessons across the school, instilling in students a love of learning and passion for their subject. They should plan and resource lessons with creativity, academic rigour, and a focus on developing skills for life in their students. Teachers are expected to contribute to the success of their department by contributing to the ECA (extra curricular activities) and enrichment provision, writing reports and communicating with parents as required, and sharing best practice.

JOB SCOPE

To teach Maths from Key Stage 3, with the potential of A Level teaching for the right candidate. The teacher of Maths should both stretch and support students, helping them to become confident Mathematicians. The ability to teach A Level Maths and/or Further Maths is an advantage, but not a requirement.

This is a permanent role to begin in September 2026. A full-time or part-time position could be considered.

ABOUT THE DEPARTMENT

The Maths team at Frensham are a diverse group of Maths enthusiasts from a variety of teaching, academic and other professional backgrounds. The team are passionate, deliver high quality lessons and have ambitious aspirations of all students. We pride ourselves in being friendly, supportive and forward thinking. At Frensham we enjoy being creative and seek opportunities to engage students in learning outside of the classroom (where appropriate in our beautiful surroundings). A willingness to be collaborative, work effectively in a team and contribute ideas is essential.

We have a wide variety of abilities. Our most able students have the option to study Additional Maths alongside GCSE Maths. A willingness to adapt teaching to meet the differing needs of students and to nurture and build confidence is essential. Maths is a very popular A Level choice and we deliver Further Maths in the sixth form. We run regular trips, workshops, enter competitions and offer extra-curricular activities which deepen our student's curiosity in Maths.



OBJECTIVES

Teaching & Learning

1. To ensure that resources and lesson plans are effective, age appropriate, and scaffolded, offering suitable challenge and support to students.
2. To create a safe learning environment and set high expectations which inspire, motivate and challenge students.
3. To demonstrate excellent subject and curriculum knowledge, and to promote high standards of numeracy, literacy and articulation in lessons.
4. To set and mark appropriate homework tasks in line with school policy.
5. To mark student work and provide appropriate feedback, both orally and in writing, following the Celebrate and Challenge policy.
6. To ensure that examination classes are fully prepared for assessments, including examinations and coursework.
7. To form positive relationships with students and staff, based on a foundation of respect, authenticity, and genuine care.
8. To communicate effectively with tutors, Heads of Year, Heads of House, and Senior Leadership as appropriate, about students of concern.
9. To use iSams, Edulink, CPOMS and other school systems to keep a record of student attainment, behaviour, attendance and safeguarding incidents.
10. To follow Frensham's behaviour policy, making use of the AtL system to support students to make improvements in their behaviour and/or attitude.
11. To use baseline data as part of professional assessment and planning to ensure that all students are stretched to reach their full potential.
12. To liaise with Junior School colleagues as appropriate to have an awareness and understanding of the nature of teaching and learning taking place in the Junior School. Where appropriate, to contribute to the programme of study and drive the sense of a continuous provision from Year 5 to Year 9.
13. To work collaboratively with the department to mark and moderate internal assessments, and to contribute to departmental records of assessments.
14. To write timely, accurate and meaningful reports for students, in line with school policy.
15. To attend parents' evenings and to communicate effectively with parents about student progress.
16. To liaise with the SEND department to provide appropriate and guided provision for students.
17. To attend and contribute to departmental meetings and other staff meetings as required.
18. To inform the cover supervisor and Head of Department about any absences in a timely fashion, and to set appropriate cover work for classes when absent.
19. To use ICT effectively within lessons and to promote technological literacy in students.
20. To contribute to the pastoral support of the school, including by being a Tutor.
21. To participate in the day-to-day activities of the school, undertaking a share of staff duties, lesson cover, and ECAs, and to support the school aims and ethos.
22. To carry out other reasonable requests from the Head and SLT.



PERSON SPECIFICATION:

ESSENTIAL = E DESIRABLE = D

QUALIFICATIONS

- A good degree in Maths or equivalent relevant subject E
- Teaching qualification (PGCE or equivalent) E

KNOWLEDGE & EXPERIENCE

- An understanding of, and passion for, progressive education E
- Proven ability to teach excellent lessons which allow all students to achieve their best, regardless of background or learning needs E
- Ability to teach Maths from Year 7 to Year 11 E
- Ability to teach A Level Maths and/or Further Maths D
- Ability to teach an additional subject outside of Maths D
- Experience of supporting student wellbeing through excellent pastoral care E
- Ability to use ICT effectively in teaching and administration (particularly the ability to use, or willingness to learn to use, Microsoft 365) E
- Experience of using data to track and support student progress E
- Evidence of ongoing professional development E

SKILLS & VALUES

- Excellent classroom management, including the ability to build strong, respectful relationships with students E
- Excellent communication skills with stakeholders, whether through verbal, written or digital communication E
- Punctual, organised, and friendly E
- A belief in the goodness of children and value of holistic education E
- A strong desire to promote equity, equality, and inclusion E
- A commitment to the success of Frentham and willingness to contribute to the wider life of school E



APPLICATION PROCESS

Application forms should be submitted, along with a covering letter of application outlining suitability for the post, to the Head via the Heads PA (head@frensham.org)

Early applications are warmly encouraged, and candidates may be invited for interview before the closing date.

Frensham Heights is committed to safeguarding and promoting the welfare of children and young people. Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

Closing date for applications is Monday 4 March at 9am. Interviews will be held shortly after this date.



FRENSHAM HEIGHTS SCHOOL

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www.frensham.org

