

From September 2026

Assistant Director of Mathematics



AN INTRODUCTION FROM THE EXECUTIVE HEAD



Thank you for applying to work at Wilson's. I have been the Head here since 2014, having joined the school eighteen years ago, and can genuinely say that it is a wonderful place to work. Our efforts were recognised by The Sunday Times which named us as State Secondary School of the Year, 2024 and again recently as State School of the Year for GCSEs 2026. Our focus on excellence, alongside a culture where "everyone is valued", was also recognised in the outcome of our Ofsted inspection in 2022, being awarded an Outstanding judgement in every category.

Our teachers and support staff are our greatest asset. Morale is high because there is a sense of mutual endeavour at all levels. We have a tradition of seeking views from members of staff about how the school can be improved and there is a culture of praise and good humour. There is a lively staff room and much beyond that to build a sense of collaboration. Senior leaders are highly visible at Wilson's and you will likely bump into us regularly on the way to our own lessons or doing duties alongside colleagues at lunch and break.

Wilson's was founded in 1615 when the vicar of Camberwell, Edward Wilson, obtained letters patent from King James I to the effect that "for all time to come there shall be one Grammar School for the education, institution and instruction of children and youths in Grammar to be called The Free Grammar School of Edward Wilson". From its beginnings as a local grammar school in inner London, and forty years on from its relocation to Wallington in Surrey, the school has become established as one of the finest boys' state funded schools in the country. It continues to embody the ethos of a grammar school in providing the opportunity of a first class academic education to children regardless of their financial status or social standing, alongside first rate pastoral care.

Despite the challenge of recent years the school has never been stronger than it is today. Our academic profile is very impressive; our teachers are first rate; the school is hugely oversubscribed; our financial position is sound and our facilities are excellent. More importantly, the school has a strong sense of its distinctive identity; our students and our staff have a genuine pride in the school and its achievements and derive great satisfaction and pleasure from their work here. The values of excellence and ambition in all aspects of the school's activity are deeply rooted and explicitly supported by all sections of the school's community. Our students, nearly all of whom continue into the sixth form, leave with rich and varied experiences gained both within and outside the classroom that have helped to make them impressively well rounded, engaging and deeply civilised human beings.

I would encourage you to familiarise yourself with the school's website which contains a wealth of information about the school, its ethos, curriculum and activities and of course our Ofsted report, which confirms so much of what we value about the school. You might also enjoy our introductory video at: www.wilsons.school/prospectus/.

I very much look forward to receiving your application for this post and would encourage you to get in touch if you would like any further information!

A handwritten signature in blue ink, appearing to read 'N J Cole', with a horizontal line underneath.

N J Cole
Executive Head



FROM THE STAFF AT WILSON'S

"Staff wellbeing and workload are considered very carefully. Consistently the actions taken speak louder than words and this helps manage workload and leads to a happy and social team."
(Sam, Teacher of Chemistry)

Sarah joined Wilson's in 2010

The first day I walked into Wilson's I felt a warm welcome and knew that I wanted to work here. Looking back I feel grateful to have joined Wilson's as an NQT where the initial support and training allowed me to grow into a confident teacher. Given the opportunity to teach eager and bright young minds, in a caring and friendly environment, I very quickly fell in love with my job.

Expectations are high at Wilson's, but the real active collaboration with colleagues and high professionalism helped me to rise to the challenge of being a teacher here. After several years at the school I can see the huge impact working here has had on my own personal growth and development, and to this day I still love my job as much as when I first started.

Emma joined Wilson's in 1992

I began my career at Wilson's in 1992 as a part time teacher of Art. I lived in London and combined this with freelance design work. I loved the flexibility that I had of doing both jobs that I loved. When I moved to Brighton I didn't want to give up teaching at a school that gave me so much fulfilment. So I kept the job, enjoyed the commute and carried on to become a full time teacher and am now Head of Art. I also have the unexpected, but am very proud of honour, of being the longest-standing member of the teaching staff at an exceptional school.

Sam joined Wilson's in 2020

I previously worked with a former student of the school and only heard of positive experiences. Upon further inspection the school's expectations and teaching is of the highest regard. Meeting the passionate, caring and intelligent young people all around the school verified more than the examination results.

Staff wellbeing and workload are considered very carefully. Consistently the actions taken speak louder than words and this helps manage workload and leads to a happy and social team.

Research based professional development is of a very high standard. Authentic methods rooted in good classroom practice mean a high success rate is achieved.

Strong exam performances may lead to assumptions that Wilson's is solely academically driven. In reality, there is a strong ethos ensuring the students are expanding their horizons culturally and stimulating any passions from the beginning of their school career. The resulting boy becomes a well-rounded young gentleman both capable and resilient for any challenge they may face.

Patrick joined Wilson's in 2010

I attended a very diverse London state school and the idea of working in a similar school really appealed to me. The prospect of teaching the subject I love to very intelligent, highly motivated students was also very appealing – and has proved to be hugely enjoyable and rewarding. English is a popular subject at A level and I can't imagine encountering more intelligent and engaged sixth-form students anywhere else. Working at Wilson's has also afforded me the opportunity to explore career options both within and outside the English department. It's a very friendly place to work, too, with a wide range of staff activities to take part in, and lots of supportive – indeed, inspiring – colleagues.



"I arrived at Wilson's over 20 years ago and very quickly realised I didn't want to leave." (Phil, Teacher of German)

Phil joined Wilson's in 2001

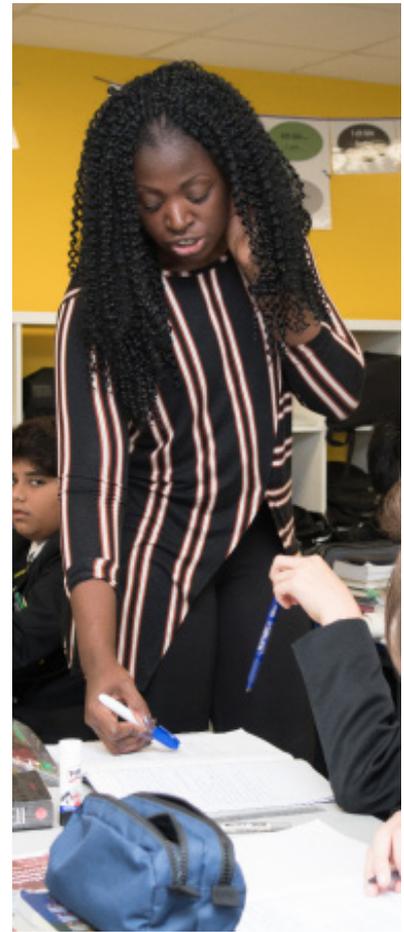
I arrived at Wilson's over 20 years ago and very quickly realised I didn't want to leave. I quickly found that once I had established myself in the school I could enjoy my lessons and have lots of fun in the classroom with highly able, motivated and often very amusing pupils. I have also been lucky enough to work with really generous, kind and supportive colleagues who always go the extra mile. There is a very active staffroom committee (Team Fun!) and people are always up for a night out (or a run, or a game of football or a cycle ride...).

My main role over the last decade or so has been Head of Year in the Lower School and it has been a privilege looking after these bright, young individuals, helping them settle into high school life. I have always found Wilson's to be a very nurturing environment for pupils and colleagues alike and I have loved my time here. I have also accompanied a lot of trips to Germany (and Wales and Iceland) but the undoubted highlight was when I was invited to go to Barbados with the first X1 cricket team; I don't know how I pulled this off but it was a great 10 days!

Audrey joined Wilson's in 2014

I have worked at Wilson's for several years now and am very happy here. When I first saw the job advertised I was hesitant to apply. Other than the fact that my cousin had once attended the school and I knew it to be a "very good school", I knew little else. I was worried that there might be a lack of diversity and inclusivity. I could not have been more wrong!

What I love most about working here is how valued I feel by staff and students alike. I started as an NQT and have had three TLRs since (as KS3 English and Literacy Coordinator a few years ago, as Deputy Director of Sixth Form and my current role as Equalities Lead). In these roles, I have felt supported and have felt as though my efforts have been acknowledged. Indeed, it is still heartening to read an e-mail from the Head thanking me for something I did not expect to be noticed. Likewise, our students' gratitude and kindness is sometimes overwhelming to comprehend. Not a day goes by without students thanking me for a lesson or performing a lovely gesture, such as offering to carry a stack of books from one building to another. The only thing that perhaps rivals our students' kindness is their dry sense of humour!



STAFF WELLBEING AND DEVELOPMENT

“Pupils’ behaviour is exemplary and the atmosphere is warm. Professional relationships between pupils and staff are respectful. This creates a harmonious and collaborative community.... Leaders manage staff’s workload well and staff appreciate the support for their well-being.” Ofsted, 2022

A commitment to a healthy work-life balance in term time

- Time for writing form tutor reports is allocated on a day when the school is closed to pupils.
- There are only three points in the year when teachers have to input assessment data about their pupils onto the school system.
- Each subject department decides how and when pupils’ work should be marked, to ensure manageable workload for staff.
- Almost all professional development opportunities take place during ‘early finish’ days so that the school day ends at 3.30pm.
- We never expect staff to read or reply to emails in the evenings, weekends or holidays.
- The school calendar is planned over a year in advance and shared with staff for comment before it is finalised.
- All members of staff can raise questions, suggest innovations and acknowledge the contribution of colleagues via a formal process each half term.

A vibrant place to work

- The school is a cheerful place to work, with professional relationships characterised by warmth and good humour.
- Pupils at Wilson’s are a pleasure to work with. They are particularly proud to be at the school and they work hard.
- There is very strong provision for the welfare of pupils. Pupils of all ages behave very well.
- We have an active Staff Association, which organises social events, alongside staff yoga, football, badminton and book club.
- We appreciate the importance of family and will always do our best to enable members of staff to attend important events.
- The Wilson’s School Trustees provide complimentary tea and coffee for staff and little treats at several points in the year!

A place to advance your career

- Wilson’s has a national reputation for excellence given the outstanding outcomes of pupils and the successes they go on to achieve.
- Whatever their level of experience, all new staff receive mentoring from an excellent, experienced teacher within the school. New leaders are allocated a leadership mentor.
- We have a reputation for spotting and nurturing talent. Many of our school leaders joined as Newly Qualified Teachers. We operate specific programmes for ECTs, aspiring middle leaders and aspiring senior leaders.
- Professional learning opportunities encourage staff to debate the way they teach and take risks. Teachers are very much involved in the planning of these programmes.

A commitment to on-going improvement

- We have a Lead Teacher (outside of SLT) who is the workload champion for teaching staff.
- We regularly invite staff to suggest innovations to the school’s practice, including in relation to workload.
- A biennial anonymous staff survey allows us to address concerns and questions from members of staff.
- All leaders within the school operate an ‘open door’ approach so that queries are answered and problems solved quickly.
- Parents and colleagues are regularly given the opportunity to acknowledge the contribution made by staff.



Not familiar with the area? If you do not know the area well, the school is well connected to all areas of London and Surrey by rail and bus. Unusually for London, we have extensive free parking on site. If you are considering relocation and may need short term accommodation, this is sometimes available.

ADMISSIONS

The school is undoubtedly one of the most popular and well-regarded schools in the country.

We draw our students from a wide area, although approximately 70% live within a five mile radius of the school. The remaining students travel from other inner London boroughs and from Surrey. Good public transport makes the school accessible from a wide area.

Students are selected by examination. The school collaborates with other South London grammar schools in running a Selective Eligibility Test as a first round selection test. Each year approximately 3,500 boys sit this test and around 1,200 are passed for the second round tests. We examine students in challenging Mathematics and English tests that we write and mark ourselves.

We receive applications from between 150 and 200 students a year to join the Sixth Form. Each year we admit a small number of these.



TEACHING AND LEARNING

"Pupils thrive in a culture of high expectations." Ofsted 2022

There is a strong culture of pedagogical development and interest within the staff room as well as in departments. A significant number of staff are actively engaged in delivering CPD and in support for ECTs and new teachers at the school. We encourage debate and discussion about the way we teach.

We are strongly committed to ensuring that all teachers have the opportunity to develop their professional skills to a very high level. We have a shared vision for what excellence in learning for our students should look like. Based closely upon the Classroom Quality Standards for Gifted & Talented education, we strive to create a real passion for learning in our students and a real enthusiasm for pedagogy amongst our staff. These overriding principles in no way stymie innovative practice!

All members of staff pursue a well-supported range of professional development routes. Many other staff are actively engaged in pedagogical and professional training and development. Our CPD programme also supports teachers in developing their career as well as their teaching. We have an excellent track record of rewarding talent and hard work via promotion. Indeed,



almost all of our Heads of Department and Heads of Year began their career in the classroom here and have not wanted to leave! The Senior Leadership Team itself is 'home grown'. For those aspiring to Senior Leadership the Head provides bespoke support via a programme called Developing the Whole School Mindset.



Candidates should familiarise themselves with the school's current programmes, details of which can be found at: www.wilsons.school/careers/tandl/.

CO-CURRICULAR ACTIVITY

Activity outside the classroom is intrinsic to the character of Wilson's. The experiences that students gain through participation in these activities are among the most enriching and rewarding aspects of their school life and they derive much enjoyment from them.

"An exceptional enrichment curriculum in all years gives pupils rich and varied experiences." Ofsted 2022

One of our key aims is to ensure that all pupils participate in co-curricular activity and this is supported by a number of different structures at the school, not least the House System, which provides for a full range of competitive and charitable activity.

A number of very well developed activities, all of which are marked by genuine excellence, lie at the heart of the school's extra-curricular and co-curricular offering. School sport is exceptionally strong. Football and cricket are the school's main sports: in a typical year, as many as four hundred football fixtures will be played. The school is a badminton academy and we are one of the country's most successful badminton schools. The Sports department aims to develop elite sportsmen alongside the parallel objective of securing the widest participation. Simple participation is valued and encouraged for its own sake and forms the foundation for a developed competitive structure.

Music is equally strong, providing an extensive range of opportunities for involvement and participation. There is a full range of ensembles, orchestras and choirs and standards of performance are very impressive. Other equally strong and impressive aspects of the school's provision include the very well supported and run CCF, the Duke of Edinburgh Award (bronze, silver and gold), drama, chess and debating.

It is important to stress that at Wilson's we do not have a hierarchy of talents. We excel in a wide range of areas but we do not see ourselves as defined by any one of them in particular. We simply want boys to find something to immerse themselves in that they enjoy.



PASTORAL CARE

The pastoral system of the school is a particular strength and does much to maintain high levels of motivation and wellbeing among the students.

"Pupils' behaviour is exemplary and the atmosphere is warm." Ofsted 2022

Our aim is to provide scope for every student to explore his own strengths, to understand and begin to tackle his weaknesses and to develop teamwork skills. We aim to support students in developing a resilient, optimistic, confident and ambitious outlook. NON SIBI SED OMNIBUS (not for oneself, but for all) defines all that we do.

Each key stage has its own Director who manages a team of Year Heads. Pastoral support is provided by a team of tutors who monitor progress and deal with any difficulties promptly. Each form group has two tutors and so we really know our boys.

We strive to be a caring community and to provide a challenging environment in which everyone feels valued and accepted and, consequently, can have the self-confidence, motivation and opportunity to fulfil their potential. Behaviour management systems in the school are good-natured but firm, with a strong emphasis on educating pupils in self-discipline and in adopting a positive and public-spirited approach.

Relationships between students and staff are very positive, a feature of the school frequently commented on by visitors. The excellent relationships between teachers and students make Wilson's a very pleasant school to work in. The students are engaging, courteous, well-motivated and well behaved.



THE MATHEMATICS DEPARTMENT

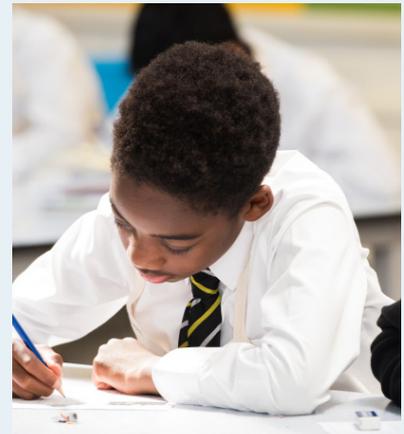
The Mathematics department at Wilson's is exceptionally successful, with twelve Mathematics teachers for whom collaboration and sharing of good practice are key to maintaining this success.

The department provides a supportive and dynamic environment for teaching and learning. All students are fully engaged and stretched by high quality enrichment material which goes well beyond exam board specifications. The programmes of study for students consists of a two-year Key Stage 3, followed by our GCSEplus course. All students in Years 9 - 11 take part in an extended programme of study incorporating work from Level 2 Further Mathematics, A level content and the UKMT Maths Challenges. Students are extremely successful, as demonstrated by the examination results achieved year on year. Our results rank among the best of any state school in the country and are stronger than the most successful independent schools.

Students achieved exceptional outcomes across all mathematics qualifications in 2025. In A level Mathematics, 97% of students secured grades A*-B, with 92% achieving A*-A and an impressive 51% awarded the top grade A*. A level Further Mathematics results were equally strong, with 92% of students attaining grades A*-B, including 74% at A*-A and 49% at A*. At GCSE, 99% of students achieved grades 8-9 with 82% achieving the top grade 9. In Level 2 Further Mathematics, all students achieved grades 8-9, with an outstanding 89% securing the highest grade 9. These results reflect both the dedication of our students and the strength of our mathematics teaching provision.

The success and enthusiasm of the students leads to a high percentage continuing to A level. We currently have over 300 students studying Mathematics in the Sixth Form, many of whom are also studying AS/A level Further Mathematics. In addition, a significant number of students, some of exceptional calibre, go on to study Mathematics or a related subject at university and we offer a special programme of study including preparation for university admission tests (including TMUA, ESAT and STEP) and university interviews.

The department is committed to providing a varied and engaging mathematical experience for all its students and as such is proactive in providing additional opportunities for students. This includes arranging for students to take part in individual and team mathematics challenges, including the Hans Woyda Team mathematics tournament as well as many other competitions. There are also weekly problem solving clubs for all Key Stages, all of which are very popular. In addition, we run a series of Maths Circle lectures for sixth form students from local schools, often including talks from top university academics.



THE OPPORTUNITY

With a proven track record of outstanding teaching, including clear evidence of sustained impact on raising pupil achievement at GCSE and A Level, the Assistant Director of Mathematics will be an exemplary classroom practitioner with the ability to think strategically about the development of mathematics across the school.

The successful candidate will demonstrate imagination, vision, drive, and resilience, alongside the ability to deliver results. They will model the highest standards of professionalism and show a strong commitment to current developments in teaching and learning, as well as best practice within mathematics education.

Working collaboratively as part of the departmental leadership team, the Assistant Director of Mathematics will take responsibility for a Key Stage (likely Key Stage 4), leading and inspiring colleagues to further enhance outcomes and student progress.

Personal Specification

You will have:

- Qualified teacher status
- A good degree in Mathematics or a closely related discipline.
- Good academic qualifications resulting from your school career.
- A consistent record of strong teaching standards.
- Excellent organisational skills.
- Commitment to professional improvement.
- High energy levels and a willingness to work hard.
- Strong communication skills and high levels of literacy.
- The potential to support and advise other colleagues.
- Strong interpersonal skills in working with colleagues.
- Ability to get things done with imagination, vision, drive, strength and character.
- A willingness to participate in enrichment and extra-curricular activities.

Remuneration

- Remuneration will be TLR 2b (Outer London)
- All members of the teaching staff are part of the Teachers' Pension Scheme.

Personal Attributes

The successful candidate will:

- Be committed to student learning and raising achievement of all students through his/her teaching.
- Have very high expectations for the learning and ability of students.
- Demonstrate consistently the qualities of an outstanding learning practitioner through his/her own professional work.
- Be a model of professionalism, through his/her conduct in and around the workplace and when representing the school.
- Exemplify excellence in his/her relationships with, and attitudes to pupils, parents, colleagues, governors and other professionals with whom they have contact as part of their role.
- Demonstrate a willingness to contribute to enrichment and co-curricular activities.
- Possess a good sense of humour.

The Application

You should complete the application form and submit a covering letter, addressed to the Executive Head, Mr N Cole, which outlines how your experience and qualifications demonstrate your suitability for the post.

Whilst the closing date is Wednesday 15 March 2026 we may interview prior to this and therefore actively encourage early applications. Further details and an application form can be downloaded from our website. We are always delighted to talk about the school and so do please contact Naomi Hamilton on 020 8773 2931 if you would like to do so.



SAFEGUARDING AND CHILD PROTECTION POLICY

Please read the Wilson's School [Safeguarding and Child Protection Policy](#) which includes information on the employment of ex-offenders.

REHABILITATION OF OFFENDERS ACT 1974

(Exceptions) Order 1975 (as amended)

Wilson's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. As employment with Wilson's School allows access to children and young people this legislation entitles us to ask applicants for employment to disclose ALL cautions and convictions even if they are "spent" (unless they are protected as defined within the rules). Prior to employment we will obtain an

Enhanced Disclosure from the Disclosure and Barring Service revealing details of all unprotected convictions and cautions, both unspent and spent, and also any intelligence information which a chief officer of police reasonably believes to be relevant to the application. Any offer of employment will be subject to clearance, satisfactory to Wilson's School, that you are suitable for employment within the category of the post applied for.

EQUALITY

Wilson's School wants to meet the aims and commitments set out in its equality duty plan when considering applicants for employment. This includes not discriminating under the Equality Act 2010 on the basis of a protected characteristic (sex, race, age, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity). Wilson's School also

ensures it has due regard to the need to eliminate discrimination and other conduct that is prohibited by the act; advance equality and opportunity among people who share a prohibited characteristic and people who do not share it and to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

