

Job Title: Graduate Teacher of Mathematics

Reports to: Head of Teacher Training and Head of Department

Job Purpose

The Graduate Teacher Development Programme (GTDP) provides the opportunity for graduate teachers to begin their professional journey in teaching by immersing them in a full-boarding environment for a two-year fixed-term contract, commencing in September 2027 and ending in August 2029.

The programme offers structured, wide-ranging, personalised training, development, and mentorship. It embodies Eton's holistic vision of education, providing extensive experience and skills development within the three intersecting spheres of school life: academic, pastoral, and co-curricular.

Across the two years of the programme graduate teachers will build the foundations for a successful and fulfilling career in teaching. Year One will follow an in-house Foundations programme, run by the Teaching and Learning team at our Centre for Innovation and Research in Learning (CIRL). Year Two will provide graduate teachers with a PGCE and QTS, through our partnership with the National Institute for Teaching and Education (NITE) and the University of Coventry, enabling them to teach in both the state and private sectors.

Department

If you have a genuine passion for Mathematics, and the desire to explore the teaching of Mathematics then you will find friendly, like-minded people who are happy to assist in your development.

We are a large and lively department of 25 full-time teachers with a collegiate, open-door culture with regular sharing of ideas, enthusiasm and expertise. There is ample opportunity to teach pupils of a wide range of abilities.

As a Graduate Teacher, you would have the opportunity to develop on both a pedagogical level but also mathematical; the chance to observe a range of approaches to teaching from colleagues, and to use a range of resources.

We are embracing innovations in teaching and learning, particularly developing the use of technology in the classroom; it would be beneficial for candidates to embrace this technologically fluid approach to teaching and learning.

We are continuing to build a culture of mutual observation and sharing of best practice; open door days enable high frequency, low-stakes opportunities to see some of the wonderful teaching that goes on in New Schools.

Last Updated: August 2026

This role profile highlights the key tasks and responsibilities of the role, it is not designed to be an exhaustive list of duties. Roles naturally change and develop over time and it is expected that incumbents will perform tasks which are not included within their role profiles.

We cover all ranges across the mathematical spectrum: pure maths, applied maths (primarily statistics and mechanics), maths & philosophy.

About 260 pupils study Mathematics in each of years 9, 10 and 11. Roughly 120 will go on to study Single Mathematics in the lower sixth, alongside 60 further mathematicians. We follow the Edexcel IGCSE specification in year 11 and the OCR specification (A) to A level for both Further and Single Mathematics. In 2019 pupils achieved 81% grade 9-8 at IGCSE, 73% A*-A in A Level single Mathematics & 90% A*-A in further mathematics. About half a dozen pupils apply to read Mathematics at university each year.

Classroom learning is enhanced by participation in lively Mathematical societies and Olympiad competitions and a culture that promotes independent study and investigation beyond the syllabus. The department contributes significantly to our Partnership programme through well-established pupil mentoring projects.

The depth of experience and expertise within our Mathematics department means that we are well equipped and excited to be developing and supporting recent graduates into the profession.

Key Tasks and Responsibilities

ACADEMIC

With the close support of your mentor and the Head of Teacher Training, you will:

- Develop as a classroom practitioner, through a calibrated process that allows for a gradual increase in responsibility. From observing and reflecting and acting as a teaching assistant, through team-teaching or co-teaching responsibilities to taking sole responsibility for your classes in the second year.
- In Year 1, work with the Teaching and Learning team at our Centre for Innovation and Research in Learning (CIRL) on our Foundations course, which focuses on teaching fundamentals and building confidence and competence in the classroom.
- In Year 2, complete QTS (Apprenticeship Route) with PGCE delivered online through the National Institute for Teaching and Education (NITE) and the University of Coventry.
- Get fully involved in the busy life of an academic department. You could, for example, be developing resources; helping deliver partnership activities; providing one-to-one support sessions or clinics; assisting with university applications; providing cover; attending department INSET; supporting society meetings; invigilating internal examinations; and assisting with trips.

CO-CURRICULAR

With the guidance of a co-curricular mentor, you will:

- Contribute to the sports programme. Your involvement will depend upon your experience and expertise, but could range from shadowing, co-coaching, and assisting with practices and providing supervision and guidance, to 1-2-1 coaching, refereeing, and taking full responsibility for a team. Appropriate training and support will be provided.

Last Updated: August 2026

This role profile highlights the key tasks and responsibilities of the role, it is not designed to be an exhaustive list of duties. Roles naturally change and develop over time and it is expected that incumbents will perform tasks which are not included within their role profiles.

ROLE PROFILE

- Contribute to other areas of the co-curriculum depending on your skills, experience, and interest. There are a host of areas to be involved in, including drama, outdoor education, CCF, debating, social impact, environmental or inclusion education, partnerships activities or additional sports.
- Work with our Summer Schools team to help deliver our Into University and Eton Connect summer schools for three weeks each summer.
- Provide logistical support for major school events, such as open days, parent teacher meetings, as well as social events, trips, and the supervision of school transport at the start and end of holidays.

PASTORAL

You will:

- Undertake all pastoral and safeguarding training provided as part of the programme.
- Develop an understanding of the nature of a boarding community and the role of boarding house teams in the lives of students by joining a house team as an 'assistant' in your first year, undertaking a weekly duty evening and eating regularly with the boys in the house.
- Further develop your pastoral experience in the second year as a Resident House Tutor, tutoring a group of six boys, and becoming more fully involved in the life of a boarding house.

All employees of Eton College are also expected to:

- Develop a good understanding of safeguarding procedures, given all positions at Eton are classed as 'regulated activity';
- Demonstrate a commitment to safeguarding and promoting the welfare of children. This includes, but is not limited to, completing safeguarding training as required, complying with all safeguarding procedures, and ensuring any safeguarding updates issued by the College are read and understood.
- Understand and comply with procedures and legislation relating to confidentiality;
- Display a commitment to and promotion of equality, diversity, and inclusion.

Skills and Competencies Required

To be successful in this role, you will need:

Academic Achievement:

- A good undergraduate degree (2:1 or above) in a curriculum subject (or a subject closely related to the school curriculum) and a clear passion for that subject;
- A standard equivalent to grade C/4, or above, in GCSE English and Mathematics, in order to meet the criteria for the QTS Apprenticeship Route and PGCE course in Year 2.

Knowledge and experience:

- Prior experience of working with, teaching, coaching, or mentoring young people in any capacity;
- Experience of working in a team to achieve a shared goal;
- Knowledge, experience, or interest in extra-curricular (co-curricular) activities.

Personal Qualities and Skills:

- An interest in a career in teaching and an understanding of Eton's holistic vision of education;
- A desire to contribute to the extra-curricular (co-curricular) activities offered by the College;
- A commitment to the pastoral well-being of young people and to uphold the highest standards of pupil welfare and safeguarding procedures;

Last Updated: August 2026

This role profile highlights the key tasks and responsibilities of the role, it is not designed to be an exhaustive list of duties. Roles naturally change and develop over time and it is expected that incumbents will perform tasks which are not included within their role profiles.

ROLE PROFILE

- The desire to be fully involved with the life of a busy boarding school – this will include co-curricular and pastoral duties that fall on evenings and weekends; you appreciate a boarding school operates 24/7 during term time and this can sometimes impact on your personal plans;
- The ability to actively reflect on your own practice, and the willingness to take on board advice and constructive feedback;
- Excellent written and verbal communication skills which will allow you to communicate effectively with a wide range of people;
- Excellent attention to detail with high levels of motivation, personal organisation, energy and initiative;
- Positivity, flexibility, and the ability to juggle a variety of tasks.

In addition to the above, in order to enrol on the QTS Apprenticeship Route with PGCE, you will need to demonstrate that you hold the right to work and study in the UK and have been normally resident in the UK/EEA for the last three years.

Working Pattern

This is a two-year fixed term contract, commencing in September 2027 and ending in August 2029. During school term-time, the working pattern will be 6 days per week and approximately 40 hours per week. However, these hours may fluctuate depending on the needs of the College. The role is contracted to work for 37 weeks per year (school term time, plus three days before the start of each term, plus 3 weeks of Summer Schools which support the school's partnership programme). On top of these working weeks, the post holder is entitled to 5.6 weeks paid holiday, meaning they will be paid for 42.6 weeks in total. The remaining 9.4 weeks are considered unpaid leave, but the salary is paid over 12 months. The post holder is required to take their annual leave during non-term periods, excluding the 3 days before the start of term and the 3 weeks of Summer Schools – which normally run from early July, as these are periods they are required to work.

Accommodation on site will be provided. This is free of rent (although there will be a small personal tax liability for this benefit). In their first year, Graduate Teachers live in a shared house in the centre of the school. This accommodation comprises individual en-suite bedrooms and communal areas. The accommodation is part-furnished and is suitable for a single person. In their second year Graduate Teachers live in individual self-contained flats within boarding houses as a Resident Tutor.

Disclosure Checks

Eton College is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including, but not limited to, reference checks with past employers, an Enhanced Disclosure from the Disclosure and Barring Service (including Barred List information), an online search and, where applicable, Prohibition checks. If you are successful in your application, you will be required to complete a DBS Disclosure Application Form. Any information disclosed will be handled in accordance with any guidance and/or Code of Practice published by the DBS. The College is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions, reprimands, and final warnings (including those which would normally be considered as "spent" under the Act) must be declared, subject to the DBS filtering rules. It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at the College.

Last Updated: August 2026

This role profile highlights the key tasks and responsibilities of the role, it is not designed to be an exhaustive list of duties. Roles naturally change and develop over time and it is expected that incumbents will perform tasks which are not included within their role profiles.