

APPOINTMENT OF MATHEMATICS TEACHER

“Staff have high expectations for what pupils can achieve. Pupils are challenged in their work” OFSTED (January 2020)

Thank you for taking the time to read through our contextual information and hopefully you will have a good sense about what we are about and feel like you could play an important part in our team.

The Mathematics Department

The Maths department are on a journey of continuous improvement. We continue to make excellent progress in developing our curriculum and resources. We have experience rapid progress through developments in schemes of work, our assessment processes, our marking and feedback processes, and a focus on developing the learning and teaching that happens in our classrooms. Above all, it is down to teamwork in seeking to identify and share best practices, and to seek out new and innovative ideas.

The department currently consists of 15 maths teachers and 2 specialist maths teaching assistants who support progress with targeted students. The department has a diverse range of backgrounds and includes several staff with leadership roles outside of the department. The depth of subject knowledge is very good, and we pride ourselves on the supportive nature of the maths team. The leadership structure within the department is currently composed of a Curriculum Leader supported by a Deputy Curriculum Leader and three Assistant Curriculum Leaders who oversee the three Key Stages.

Typically, teachers are deployed across a range of year groups to maximise progress for students but also to aid staff development and interest. As part of this staff are usually all expected to teach a wide range of year groups and ability levels, and several of the department have timetables that include KS5, which includes Maths and Further Maths A-Level as well as the ‘Maths in Context’ AS course in Y12.

The teaching vacancy has arisen from a need to increase capacity in the department. We are in the process of developing/expanding our site due to our increasing popularity and increased admissions applications.

The Facilities

The department is based in ten well-appointed classrooms, along with a resource base. All Maths classrooms have a multimedia projector and audio facilities- laptops are provided for staff to work on. Network and internet connections give all classrooms access to a range of software and e-learning resources. All maths classrooms also have a telephone enabled to make external phone calls, and currently one maths classroom is also equipped as an ICT suite. Further to technological resources, each classroom is equipped with all the relevant resources you would need to teach mathematics. The department also has a fully resourced classroom for small group intervention.

The resource base is used as a working area for planning and preparation when not in classrooms and as a space for socialising with colleagues during break and lunch times. All staff e-mail, and network drives are accessible securely from home via a suitable internet connection. There may well be additional developments in future as we are in the process of developing/expanding our site due to our increasing popularity and increased admissions applications. This is certainly an exciting time to join a successful, growing school.

We are a well-stocked department with a wide variety of resources, and we have a developing range of collaboratively planned lessons that are evolving as an on-going project. There is a good selection of practical materials available in the resource base.

Curriculum

The school has seized the initiative in developing our curriculum.

“They benefit from a carefully planned and organised curriculum. Leaders’ careful checks on what is happening mean that they know where learning is really strong and where there is still some work to be done.” (Ofsted 2020)

Subjects are expected to have common schemes of work and are in the process of developing common evidence-based strategies to reinforce learning and the retention of knowledge. Students “*are taught the things they need to know, in the right order, so they can remember this new knowledge and build on their learning. But this is not yet consistent enough.*” (Ofsted 2020).

You will be expected to have, or be developing, a strong grasp of curriculum related issues to help shape our future direction.

The school timetable sees Maths being set within third-year blocks in KS3 and half-year blocks in KS4. Each block in Years 7, 8 and 9 has a ‘top set’ and varying numbers of mixed-attainment groups. In KS3 around 13% of the timetable is dedicated to Maths (average is 6.5 lessons per fortnight), and this rises to 16% in year 11 (average is eight lessons per fortnight). Lessons are 1 hour long, and a student’s full timetable will consist of 50 periods per fortnight.

The Key Stage 3 scheme of work is designed to promote the ‘Mastery’ curriculum expected at KS3 and designing resources that allow students to develop a deeper understanding of mathematics. We are continuing to develop a range of shared resources to augment this provision to further enhance the student’s experience. In addition, we are embedding a new scheme of work to account for the changes to the national curriculum and future GCSEs to ensure our KS3 students are well prepared. The Key Stage 4 scheme of work is designed to prepare students for the 9-1 GCSE with Edexcel at the end of year 11. Content is taught in units, with fortnightly ‘check-ups’ where teachers and students assess understanding and plug knowledge gaps as needed. At the end of each taught unit, students will sit an end of unit assessment. Further to this, Year 10 and 11 students will also sit termly mock papers in class.

At Key Stage 5, students are offered 11 taught hours per fortnight to study A-Level Mathematics with a further 2-3 hours per fortnight of directed supervised study time. Currently the department has two Maths and one Further Maths teaching groups at both Year 12 and Year 13. The department has adopted the new Edexcel specification for both Maths and Further Maths A level and has recently invested significantly in new specification resources in support of these courses. In line with whole school policy, both courses run for two years leading to full A levels with no AS level offered. Wider participation in Further Maths is something we are looking to develop further over the coming years. Since Autumn 2019 we also offer Mathematical Studies (Core Maths) in Year 12 as an option to support students in other subject areas.

In summary

The maths department is an extremely hardworking and high performing team, who work well together to deliver excellent outcomes for the students. We have made excellent progress in improving our provision, and are well placed to continue this improvement as we strive to ensure the experience of students is outstanding. We are a supportive team with a culture of mutual respect and professional trust in each other. We are determined to continue to enhance our performance, one that YOU have the opportunity to be a part of.

I hope you feel enthused about the opportunities that this appointment offers, and we look forward to receiving your application.

Mr Dom Horton
Curriculum Leader of Mathematics
January 2023