

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 department is in an excellent place. We have been on a journey of continuous improvement and are in a position where our systems and schemes of learning are of an outstanding standard. We are a big team, 15 teaching staff in total. The department has a diverse range of backgrounds and includes several staff with leadership roles across the school, hence the support day-to-day is excellent. We also have 2 specialist maths teaching assistants who support progress with targeted students. Colleagues in the maths team are happy and supported well with everything required to work effectively. The leadership structure within the department is currently composed of a Curriculum Leader supported by two Lead Practitioners and three Assistant Curriculum Leaders who oversee the three Key Stages.

The Maths department is an extremely supportive and friendly team. We care about our results, and we care about each other while we strive for success. There is a vast range of support for anyone who needs it, and I am proud to lead a team of colleagues where support and care is at the heart of how we operate. As a team we regularly share best practices and work collaboratively to support our work. A healthy work life balance is considered with all departmental policies, structures and expectations.

Mathematics Teaching

We currently teach mixed attainment to Year 7. In Year 8 and 9 we have mixed attainment groups but also include a high attainment stream for each band. This has been maintained for several years, and we have noticed significant improvements in our ambitions and outcomes of the students who sometimes find maths challenging. The inclusivity of this setting structure has meant all pupils feel valued, challenged and have greater aspirations for their own success. For Years 10 and 11, we set higher groups by attainment, and the small number of foundation groups we have are generally also mixed.

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.

Results

This year, we have more students than ever being entered for higher tier Maths at GCSE, and our 6th form intake for both Mathematics and Further Mathematics has grown significantly. We have maintained good results at GCSE, which have been equal to highest performances for several measures over the past 3 years. As a team, we are now driving to improve on these further and striving towards achieving record breaking results. At A-Level we have implemented new dynamic systems to improve on our results. The provision of GCSE further Maths throughout year 10 and 11 has noticeably improved the standards of students in our 6th form cohort.

The Facilities and Resources

The school is coming to the end of a large expansion project, with new classrooms and facilities. Classrooms are well equipped with interactive displays, visualisers and textbooks. The department is based in ten well-appointed classrooms, along with a resource base. 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. Further to technological resources, each

classroom is equipped with all the relevant resources you would need to teach Mathematics. 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 also a good selection of practical materials available in the resource base. The department also has a fully resourced classroom for small group intervention. 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.

Statement from a current ECT

'Choosing to start my career at Stratford school is one of the best decisions I have ever made. As a first year ECT, the large department has allowed me to gain so much knowledge from a variety of experienced colleagues who are always willing to lend a hand, answer a question and offer advice. I have been offered so many opportunities both within the department, to improve my teaching, and outside of the department, to participate in trips and extracurricular activities with the students. The school felt right for me from my interview, and I hope it will for you too.'

Statement from a Maths Teacher

The Head of Maths and the entire department have been incredibly supportive since I've joined. I always feel comfortable reaching out to anyone in the department for guidance or to discuss any issues, and there's always a helpful and collaborative attitude, which makes a big difference. The students here are very friendly and welcoming, which provides a great foundation for building strong, positive relationships. Their openness makes it easy to connect with them and foster a positive classroom environment. There's a really nice, vibrant feel to the school as a whole. The atmosphere is lively and positive, with an overall sense of community that makes it a great place to work and spend time. It's easy to see that people enjoy being here, which contributes to the overall good energy in the school

In summary

The Maths and Economics 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 can 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 & Economics