

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. Although not a ‘deep dive’ subject during our latest inspection, we have made excellent progress in developing our curriculum over the last 12 months.

We have experienced rapid improvement through developments in schemes of work, assessment processes, 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 14 specialist maths teachers, and depth of subject knowledge is very good. The department has a diverse range of backgrounds and includes staff with leadership roles outside of the department.

Typically, teachers are deployed across 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 a number of the department have timetables that include KS5 (includes Maths and Further Maths). We have also been running the ‘Maths in Context’ (Core Maths) 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 leadership structure within the department is currently composed of a Curriculum Leader supported by a Deputy Curriculum Leader and two Assistant Curriculum Leaders who are in charge of the three Key Stages.

The Facilities

The department is based in ten well-appointed classrooms, along with a resource base. All Maths classrooms have an interactive Smart board installed, with an associated PC, multimedia projector and audio facilities. 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. Currently one maths classroom is also equipped as an ICT suite.

The resource base is used as a working area for planning and preparation when not in classrooms; as a space for relaxation during break and lunch times; and as an area for small group intervention. 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.

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 in order 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 KS3 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.

At KS5, 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.

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.

In summary

The maths department are an extremely hardworking and high performing team who work well together to deliver excellent outcomes for the students. The team have come a very long way in recent years and are well placed to continue this improvement towards being the best in the country. This has been achieved through a culture of mutual respect and professional trust in each member of the team. 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 Rick Cannings
Curriculum Leader of Mathematics
January 2022