



Stretford Grammar School

Inspiring ambition and aspiration





March 2017.

Dear Colleague,

Thank you for your interest in the post of teacher of Mathematics at Stretford Grammar School.

Stretford Grammar School is a mixed selective foundation grammar school with a diverse ethnic, cultural and social intake. One of the strengths of the school is its harmonious atmosphere and positive multicultural environment as highlighted in both the 2012 and 2015 inspections which noted that our students “make an outstanding contribution to a highly aspirational learning and harmonious school community”.

Academic standards in external examinations are well above national standards with 94% of all students achieving 5A*-C grades, including English and Maths at GCSE and over 45% of students gaining five grades at A*/A in 2016. Equally, the Progress 8 and Attainment 8 scores are very strong. These results are achieved through the promotion of a learning community which is inclusive, supportive and friendly whilst ensuring students are challenged, motivated and engaged. Consequently, you will have the opportunity to work with some very talented and ambitious students.

The school was last inspected in March 2015 and was rated as a “good and rapidly improving” where the behaviour of the students was judged to be “outstanding”. However, our ambition is to become an outstanding school. I feel that we are moving towards this goal and the recent GCSE results confirm this progress. We are now regularly placed amongst the top performing grammar schools in Trafford and recent analysis suggests that there is not another school within a 50 mile radius that performs better than Stretford Grammar school with a similar intake.

There is a strong commitment to raise standards across the school and the successful candidate will be expected to make a significant contribution to the Design and Technology department in driving forward change and, ultimately, towards achieving outstanding status.

In joining Stretford Grammar School, you will be joining a staff who are committed, hardworking and passionate about making a difference to the lives of the students whom they teach. Whilst we are a grammar school, our students are by no means drawn from the most affluent areas of the borough. Our IDACI score places the school towards the lower end of the deprivation index but we are blessed with supportive parents and a committed governing body who work hard to ensure that every child has the potential to follow their dreams and aspirations.

A handwritten signature in black ink, appearing to read 'Michael Mullins', with a stylized flourish at the end.

Michael Mullins.
Headteacher.



The Mathematics Department

STAFF

The Maths Department is managed by a Head of Department assisted by a Second in Department. There are currently four full-time and five part-time members of the department, plus another colleague who also teaches Chemistry. One member of the department also acts as the School's data manager.

Everybody is expected to teach from Year 7 to Sixth Form level, although some of the part-time staff only teach in one Key Stage. Many of the department staff fulfil the role of form tutor.

TIMETABLE

The successful applicant will be expected to teach 32 periods per fortnight, across the age and grammar school ability range.

PREMISES

The majority of Maths lessons take place in rooms allocated to the Department. Where possible, staff have a teaching base, although some room changes do occur. Classrooms are well resourced, benefiting from projectors and interactive whiteboards. The school has an excellent ICT infrastructure which is maintained by a dedicated team of technicians, led by a Network Manager. Use is made of Maths software, including Autograph and Cabri Geometry, as well a subscription to the MyMaths website. The department has 15 netbooks for classroom use.

CURRICULUM

All lower school classes are taught through the National Curriculum. There are Schemes of Work which cover legal requirements, but allow staff the freedom to adapt the lessons to match their own style. At Key Stages 4 classes have six Maths lessons per fortnight; at Key Stage 4 there are seven lessons per fortnight.

At GCSE, pupils follow the AQA subject specification for Mathematics and all students are entered for the Higher Tier at the end of Year 11.

In the Sixth Form, A Level Maths and Further Maths are popular courses, often with three groups following the Mathematics courses and one studying Further Maths. Each class has nine allocated lessons per fortnight, shared between two teachers. The Further Maths course allows for some flexibility for content to be selected to fit in with students' interests and aspirations.

PUPIL GROUPS

In Year 7, pupils are taught in their form groups of (usually) 32 pupils. In Years 8 to 11, students are set according to ability. This allows for an extra group to be created, which reduces the set sizes, especially for students who need additional support.

In the sixth form, students are taught in mixed-ability groups, with a separate group studying Further Maths. In Year 13, students are completing the old A Level course, with separate groups studying Core Maths/Mechanics and Core Maths/Statistics. In Year 12, students will be following the new A Level courses from September 2017. It is envisaged that the teaching will continue to be shared between two teachers.

We are committed to the safeguarding of children and DBS checks will apply to this post



RESULTS

At GCSE in 2016, 94% achieved A* to C grades, with 47% A or A*.

In 2016, 50% achieved grade A/A* at A Level, with 83% achieving grade C or higher.

EXTRA CURRICULAR ACTIVITIES

Students participate in the UK Maths Challenges at Junior, Intermediate and Senior levels. Many receive certificates for their performance in these, with an increasing number qualifying for follow-up rounds. Recently, based on their performances in the national competitions, two students have been invited to attend UK Maths Trust residential schools. Trips offered include the Maths Inspiration Lectures and the PGCE course activities at Manchester University. We are always looking for further opportunities to enrich students' experience of mathematics.

GENERAL

The Maths staff are well qualified and knowledgeable. There is a strong ethos of commitment and mutual support. Academic and teaching standards are high and pupils enjoy their lessons. Resources and premises are accessible, making the daily routine easier. The pupils are mostly enthusiastic and well behaved; they hand in their homework and work hard. Parents are very interested in their children's work and expectations are high.

The post on offer is a demanding one with a substantial work commitment, but the rewards of working in a very good school with a strong team and able pupils, are significant.

*In applying for this post please complete the school application and equal opportunities form (curriculum vitae will not be considered) and return this to school with a covering letter of application of no more than two sides of A4 **by 12 noon on Friday 22nd March 2015.***

*All completed application forms should be returned to the above address or via recruitment@stretfordgrammar.com marked for the attention of the Headteacher. We anticipate that interviews will take place in the week commencing **Monday 27th March 2015.***

I hope that the information provided encourages you to apply for the post of Teacher of Maths at Stretford Grammar School.

I look forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Michael Mullins', with a stylized flourish at the end.

Michael Mullins.
Headteacher.

Job Description

You will be a successful teacher delivering good and outstanding lessons, who is able to enthuse, motivate and inspire students to reach their potential and exceed their aspirations. The successful

We are committed to the safeguarding of children and DBS checks will apply to this post



candidate must have a commitment to high standards and hard work to secure high quality outcomes for all students. They must also be enthusiastic about the development of the school and be willing to play an active part in the school's progress.

In addition to the specific responsibilities outlined below, the member of staff will be required, under the reasonable direction of the Headteacher, to carry out the professional duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD) and to have due regard for the Professional Standards for Teachers.

Specific Responsibilities

- Maintain clear expectations and high standards of professionalism at all times
- Organisation and planning of your lessons to ensure rapid progress and high academic attainment
- Monitoring of and being accountable for student attainment and progress, in accordance with the school's policies.
- Being accountable to the Curriculum Leader for your standards of teaching and learning
- Working collaboratively and sharing good practice within the school, to continually raise standards and develop the ethos in all areas of the school, not just the academic provision.
- Attend school events and activities as directed by the Headteacher.
- To make contributions to and develop their expertise through in-house CPD and external providers
- Staff will be expected to share their expertise across all the school

The Curriculum Area

- Lead by example in a professional way; Model the high standards which will ensure the attainment, progress, discipline and motivation of all of the students
- Support the Curriculum Leader in the effective setting of targets and monitoring of the students within the Department, through effective operation of quality control systems measured against national quality standards and performance criteria
- Ensure departmental rooms have displays which are vibrant, stimulating and regularly refreshed
- Ensure reporting of the students' progress is professional and informative with clear targets set
- Apply effective strategies to support individuals and groups of students who are underperforming in order that they meet or exceed their targets
- Monitor the impact of these strategies; adapt and develop them when necessary to ensure the best outcomes for each student
- Liaise with parents/carers to offer information and guidance to ensure the students gain maximum benefit from the learning opportunities
- Ensure that the departmental resources and equipment are well cared for
- When required, be responsible for the organisation of departmental visits and excursions in accordance with school policies
- Keep up-to-date with national developments in the subject area, teaching practices and methodology
- Support the Curriculum Leader as required



The School

- Ensure that all school policies are adhered to and consistently applied
- Ensure all areas of the school are maintained to a very high standard
- Promote and publicise the work and achievement of the staff and students in the Department
- Support, through the department’s specialism, the wider curriculum and extra curriculum of the school

Additional responsibilities

- You will be required to carry out the duties of a Tutor and work with your Tutor Group on the delivery of the wider and extended curriculum
- Any other duties as may from time to time be reasonably required

The duties of this post may vary from time to time without changing the general character of the post or of the level of responsibility within it.

Post: Teacher of Mathematics

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

We are committed to the safeguarding of children and DBS checks will apply to this post



| Qualities and Attributes | Essential | Desirable | Evidenced by |
|---|------------------|------------------|-----------------------------------|
| Qualifications, Education and Teaching | | | |
| Degree and teaching qualification in the relevant subject(s) | ✓ | | Application |
| Recent, relevant in-service training | ✓ | | Application |
| A commitment to CPD in order to develop oneself and others | ✓ | | Application |
| Further professional qualifications | | ✓ | Application |
| Knowledge, Understanding and experience | | | |
| An excellent classroom practitioner, with the ability to communicate a passion for the subject | ✓ | | Interview/Observation |
| Thorough knowledge and understanding of the KS 3 National Curriculum | ✓ | | Application/Interview |
| Thorough knowledge and understanding of the course requirements for GCSE and A Level | ✓ | | Application/Interview |
| An understanding of the role of assessment and student tracking systems in raising standards and promoting progress | ✓ | | Application/Interview |
| Successful teaching experience, including the teaching of the subject to A Level | | ✓ | Application/Interview |
| Evidence of a contribution to areas such as the wider curriculum and extracurricular opportunities | | ✓ | Application/Interview |
| An understanding and appreciation of the positive impact a proactive Form Tutor can have on a students' school experience | ✓ | | Application/Interview |
| Leadership/Management | | | |
| Evidence of good student management and discipline | ✓ | | Interview/Observation |
| A commitment to raising standards and evidence where this has been achieved | ✓ | | Application/Interview |
| Excellent organisational and planning skills with the ability to adapt | ✓ | | Interview/Observation |
| General/Personal Qualities and Characteristics | | | |
| An effective team player who can think and work independently | ✓ | | Interview |
| A commitment to care and support for every student and the ability to find the difference that makes a difference | ✓ | | Application/Interview/Observation |
| An ability to motivate students and staff | ✓ | | Interview/Observation |
| An effective communicator with strong interpersonal skills | ✓ | | Interview/Observation |
| A commitment to the responsibility for and practices concerned with the promotion of the welfare and safeguarding of young people | ✓ | | Application/Interview |



The Application Process

Application

1. Complete the Stretford Grammar School teaching staff application form. (*Please do not include a CV*)
2. Provide a letter of application of *no more than two sides of A4* which should address your teaching and learning philosophy for your subject/subjects, other skills you can offer to the school and why you wish to join the staff of Stretford Grammar School.

Send your application by email to recruitment@stretfordgrammar.com or post it to Stretford Grammar School, Granby Road, Stretford, Manchester, M32 8JB

Closing date

Applications close at 12 noon on Friday 22nd March 2017.

All this information is available on the Stretford Grammar School website: www.stretfordgrammar.com or contact Mrs. E. Hayes (PA to the Headteacher) for an application pack: recruitment@stretfordgrammar.com or telephone 0161 865 2293.