



Clifton High School

co-educational nursery school to sixth form

Head of Mathematics Candidate Brief





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Clifton High School

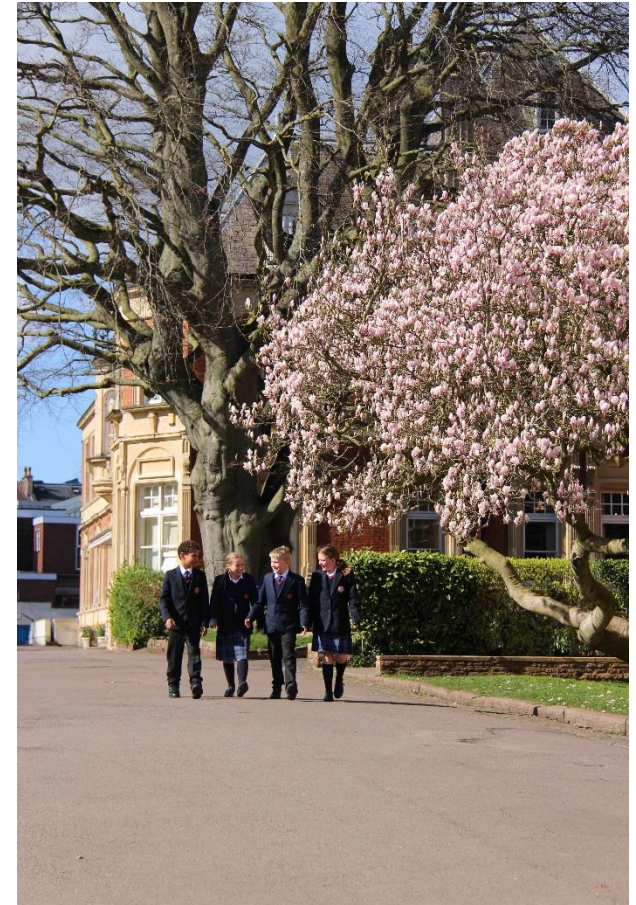
An Introduction

Clifton High School is a forward-looking school set in beautiful surroundings in the heart of Clifton. We are a mid-sized, all-through, independent school of 600 pupils, educating boys and girls from 3-18 years. 'Realising Individual Brilliance' is central to our approach at Clifton High. We believe each child has unique talents and our aim is to nurture and celebrate the brilliance of all. Our approach to education is distinctive in that on transition into the Senior School, boys and girls are taught separately in core subjects. Research has shown, and our experience has borne out, that this gives our pupils the best environment in which to learn. At the same time our boys and girls benefit from having social interaction on a day-to-day basis which is crucial for their personal, social and emotional development. We call this the Diamond Edge Model of education.

Clifton High School is known for its strong pastoral and family ethos. Principally we are a school for parents who want their child's emotional and personal development to be given the same level of importance as their academic achievements. Parents comment on the excellent relationships between staff and pupils - relaxed but always respectful. The rapport, encouragement and support available to every single child, pupil and student create an atmosphere where children and young people can develop happily and progress successfully.

Academic success is extremely important to us at Clifton High School and we have a selective admissions policy. Typically, our students receive excellent results, and year on year the majority go on to secure their first choice of university. There is a firm belief, however, that there is more to school life than just good grades and we put as much emphasis on our pupils' development as on their achievement. Our pupils and young people want to extend themselves beyond the classroom to acquire new skills and develop character traits which will equip them for life. We support our boys and girls wholeheartedly as they embrace with conviction and enthusiasm the rich extra-curricular opportunities available to them. As a school, we believe that the privilege of excellent education brings with it responsibility and we send young people out into the world who are ready to make a real and positive contribution to society.

Four 'Houses' named after the School's founders, Percival, Pears, Wollaston and Winkworth, offer community structure across all ages. The majority of teaching is on one site with facilities including music technology and ICT suites, dance and theatre studio and hall with the latest audio-visual technology and, most recently, a new dedicated STEM room. The School has two senior computer laboratories and a junior computer room. Teaching rooms are equipped with interactive whiteboards and in many rooms, the latest interactive televisions and projectors. There are bespoke resources for learning and for play, including an environmental pond, eco garden, vegetable beds, outdoor classroom, fire-pit and mud kitchen. On-site sports facilities include swimming pool, climbing wall and gymnasium, strength and conditioning room, and outdoor multi use games area. At our nearby sports ground, Coombe Dingle, which is shared in partnership with the University of Bristol, there are international standard pitches, tracks and courts.



The Diamond Model

Clifton High was the first school in the South West and is the only school in Bristol to follow the Diamond Edge Model of Education. Issues relating to gender and education have been debated for many years and it is widely accepted that boys and girls learn better in single-sex groups for certain subjects. It is also clear that young people benefit from interacting with both genders at all stages of their education and development. The Diamond Edge Model is where boys and girls are taught together until Year 6, then in Years 7-9 are taught separately in subjects where this is most beneficial and together in other subjects where mixed work is productive, before coming back together for Years 10-13 to study their chosen examination subjects for GCSE and A level. We believe that this offers the best of all worlds both socially and academically, allowing boys and girls to thrive and achieve their full potential.

Nursery School to Year 6

Our Nursery School currently has one class of children. There are two or three classes in all other year groups from Reception to Year 6. The curriculum is informed, but not constrained by the National Curriculum and the school chooses to enrich rather than accelerate learning. We are proactive in providing children with plentiful opportunities for self-discovery and make the most of the talented teaching from right across the school. Children from Nursery School to Year 6 benefit from specialist teaching and facilities in our sports, science, art, design technology, music, languages and enhanced learning departments. Children in Years 5 and 6 are also taught by specialist mathematics teachers.

Years 7-9

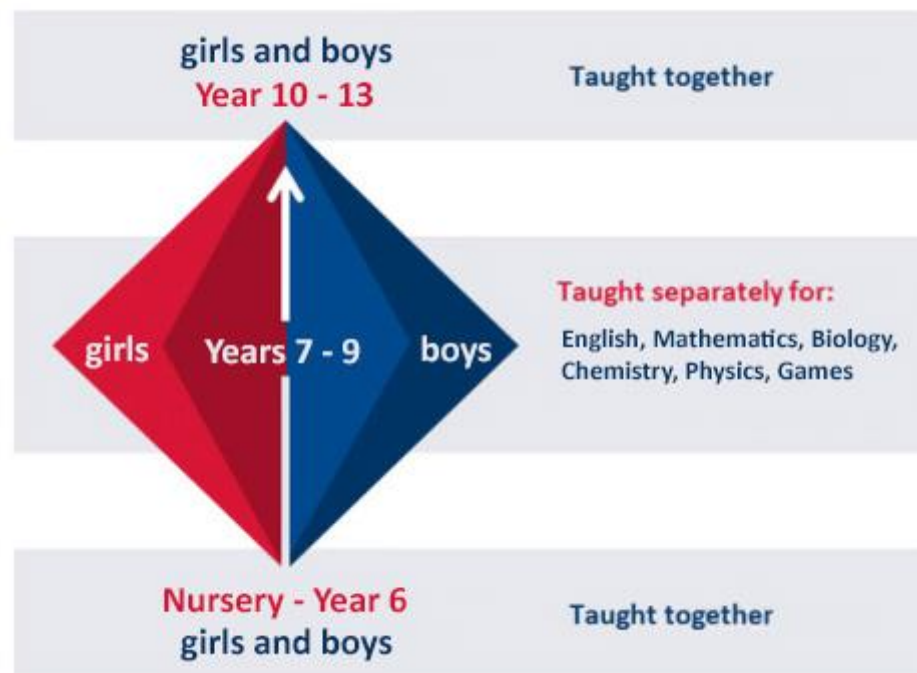
Clifton High School is now well established in its delivery of the Diamond Edge Model of education. This model has proved to be highly popular amongst pupils and their parents, offering single-sex teaching when it is most beneficial, together with opportunities to interact socially amongst pupils and their parents.

Years 10-11: GCSE

Our pupils achieve superb examination results. A broad curriculum, small class sizes and excellent teaching are instrumental in this. At GCSE, pupils are encouraged to take nine subjects, including the separate sciences. They also have a comprehensive Life Skills and Competencies programme.

Sixth Form

Our Sixth Form is a centre of excellence within the School. Academic performance is high, both in terms of students achieving outstanding grades but also in terms of those who exceed expectations and do better than predicted. We offer a flexible and broad curriculum with courses running subject to demand; students may also complete an EPQ and have access to a full extra-curricular programme. All students follow the School's bespoke 'Futures and Skills Programme'; the support Clifton High students receive in terms of their UCAS applications is second to none. Typically, over 80% of students achieve their first choice of university.





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Extra-Curricular and Co-Curricular

There are over 100 weekly extra-curricular clubs at Clifton High School ranging from Young Contrarians, Astronomy and Animation to Fencing, Drama and Taekwondo. The School actively encourages pupils to partake in activities to ensure a range of skills are being developed and individual talents are nurtured. The School welcomes many specialist coaches and has developed unique partnerships with outside sporting associations which provide our pupils with elite coaching and player pathways into participation up to international standard. Pupil performance in music and drama is exceptional. There are a wide range of musical ensembles to choose from and an annual school theatre production and school concert. The Junior School performs regularly in the Shakespeare Schools Festival.

International Pupils and Students

Clifton High School welcomes international pupils and students and operates a host-family boarding scheme for those students who are 16 or over. Bristol is home to large French-owned companies and, as such, has a growing population of French professionals. Clifton High School has met this need and is the only school in the South West that operates FECP, allowing French pupils to follow the French and English curriculum concurrently. Additional support is given from a well-structured English as an Additional Language (EAL) Department.



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Department Overview

Mathematics is among the most popular subjects at A level, and we have a strong record of success at Further Mathematics A level. Our Mathematics Department is staffed by a talented team of teachers who, working together, deliver the very best in mathematics education. The aim is to ensure that boys and girls enjoy this all-important subject and are encouraged and challenged in their learning, making lessons interesting and enjoyable. The vast majority of our pupils achieve a grade 9-4, with that figure expected to be 100% for our current year 11. At A level 91% of students have achieved A* to B grades over the same period, with 100% achieving A* to C.

The Mathematics Department at Clifton High School consists of six teachers, one of whom is part time. In addition there is a dedicated Tutor of Mathematics in the Enhanced Learning Department who supports pupils' learning, both on a one-to-one basis and within mathematics lessons. We are a united and enthusiastic team who work together to foster an interest in and genuine enjoyment of Mathematics, whilst providing excellent teaching for academic success. The department has a wide range of subject expertise and an excellent record of examination success.

The Head of Mathematics oversees all Mathematics in the school from Nursery to Year 13. As a department we support teachers in Nursery to Year 4, while being responsible for directly delivering all teaching from Year 5 to Year 13. In Year 5 and 6, children are taught in mixed ability tutor groups. The Diamond Edge Model means that boys and girls are also taught separately in Mathematics in Years 7-9, before returning to mixed-gender groups for years 10 and 11. Pupils are also setted by ability from Year 7 to Year 11. Classes typically consist of between 10 and 20 pupils. We follow the new OCR specifications for GCSE and A level. The department has the expertise to support pupils who wish to apply to Oxbridge or other universities requiring additional qualifications such as STEP, MAT or AEA.

There are four dedicated Mathematics teaching rooms all with interactive whiteboards. There are also two IT suites which are regularly used by the department. The Mathematics Department office has very good facilities and can accommodate the whole department. This enables the informal discussions that facilitate the sharing of good practice in addition to regular department meetings. We are well resourced with practical equipment, subscriptions to web-based platforms including MyMaths, MathsWatch and MathsBox and a range of textbooks and other support material.

The Mathematics Department supplements classroom work with a range of additional activities. We enter pupils for the UKMT team and individual maths challenges at all levels. We offer lunchtime help sessions and puzzle clubs, as well as competing in the National Cipher Challenge run by Southampton University. For

several years the department has also welcomed a Mathematics Ambassador undergraduate student from the University of Bristol who works with teachers and pupils on a weekly basis for one term.

Professional development is important and all members of the department have the opportunity to attend external courses to enhance their development. They are expected to share expertise gained from these courses with the rest of the department. The Head of Department is also a member of a cluster group of local schools which meets termly to share ideas and to arrange inter-school competitions.

Head of Department

Mr Chris Collins cmgcollins@cliftonhigh.bristol.sch.uk



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The School Ethos and Aims

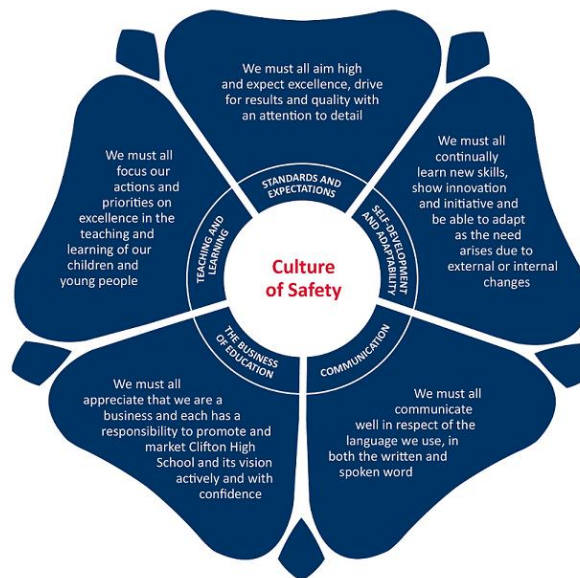
Our Ethos

We aim to produce young people with the ability to think independently, who have a strong belief in themselves, confidence to pursue their ambitions and the resilience, flexibility and adaptability to succeed whatever life presents.

Our Aim

At Clifton High School, our aims are based around five key areas:

- Teaching and Learning
- Standards and Expectations
- Self-development and Adaptability
- Communication
- Business of Education





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Independent Schools Inspectorate

Quotes from the Integrated Inspection Report February 2016

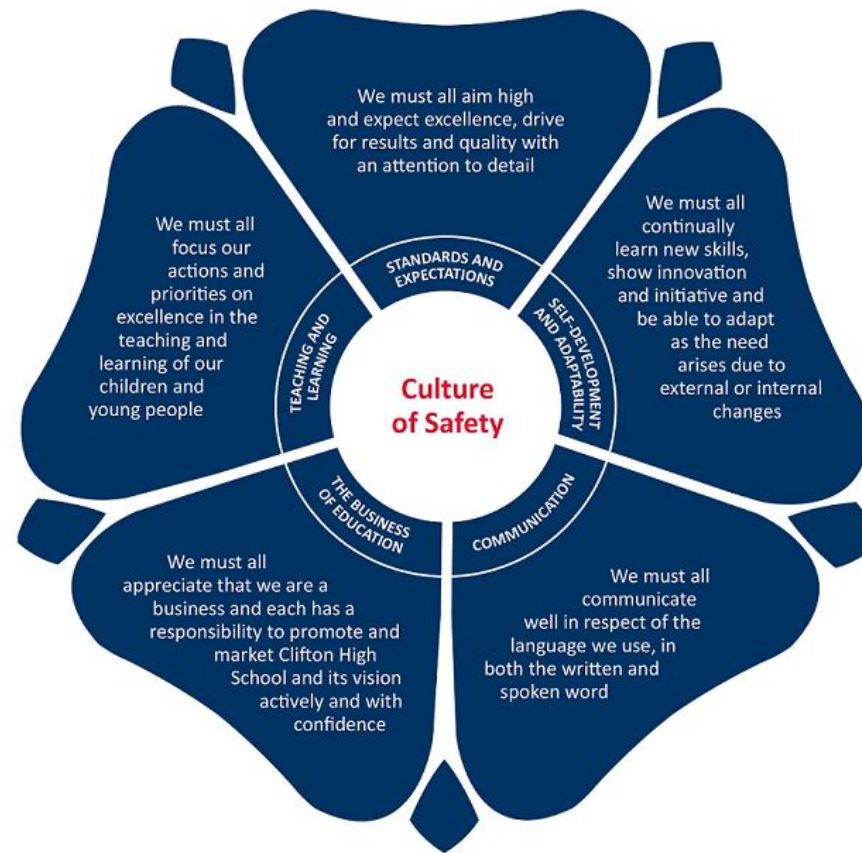
"The qualifications they gain and the skills they develop enable pupils, on leaving the Sixth Form, to proceed to courses at a variety of universities and other higher level institutions, a large majority of which have very demanding entrance requirements".

"Pupils throughout the School, including the Sixth Form are highly enthusiastic about and have responsible attitudes towards their studies and their participation in extra-curricular activities".

"The curriculum fulfils the School's aim of providing an inspiring and challenging environment that fosters curiosity, creativity and confidence, and hence contributes significantly to pupils' excellent personal development and achievement".

"The pupils are able to choose from a wide range of courses at both GCSE and A level. In the pre-inspection questionnaire, responses and discussions with pupils and parents indicated that they are highly satisfied with the range of subjects offered".

HEAD OF MATHEMATICS





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ACCOUNTABILITES AND DESCRIPTION OF POST

TEACHER OF MATHEMATICS

JOB TITLE:	HEAD OF MATHEMATICS
DEPARTMENT:	MATHEMATICS
REPORTS TO:	LEADERSHIP

1.	<p>GENERAL QUALITIES</p> <p>The Head of Department responsibilities at Clifton High School are central for the further development of the department, the school and the individual and this role occupies a critically important position as the link between staff and senior management. These responsibilities will be held in addition to the post of teacher by an individual who is an excellent teacher, articulate and inspiring, confident, stable and supportive, and a highly able, effective and innovative manager. She/he will have stamina, energy and drive in abundance, with the ability and determination to take the department forward, raising standards of achievement to the highest levels, through good teamwork, excellent management and inspirational leadership.</p> <p>SAFEGUARDING</p> <p>The Clifton High School teacher will be committed to Safeguarding and promoting the welfare of children and young people across this 3-18 School, both in and out of the School when in their charge and care. She or he will also ensure that any volunteers they have engaged to work with the children and</p>
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	young people are also committed to Safeguarding and are fully aware of the School's policies and procedures beforehand.
2.	<p>MAIN RESPONSIBILITIES:</p> <p>TEACHING AND MANAGING STUDENTS' LEARNING</p> <p>The Head of Department will ensure that:</p> <ul style="list-style-type: none"> • There is full curriculum coverage, continuity and progression in all subjects for all students, including those of high ability and those with special educational needs. • Teachers are clear about students' learning objectives in lessons and can assess and understand the sequence of teaching and learning in their subjects. • Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subjects and of different students. • All the teaching in the department enables students to develop study skills and to learn more effectively with increasing independence. <p>ASSESSMENT AND EVALUATION</p> <p>The Head of Department will be able to:</p> <ul style="list-style-type: none"> • Analyse and interpret relevant evidence to revise policies, refine departmental practice, raise expectations and targets and improve teaching methods. • Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, using this information both to recognise achievement and to assist students in setting targets for further improvement. • Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning and use this analysis to guide further improvement. <p>STUDENT ACHIEVEMENT</p> <p>The Head of Department will be able to:</p> <ul style="list-style-type: none"> • Establish clear targets for students' achievement and evaluate progress and achievement by all students, including those with special educational needs. • Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.

3.	<p>KNOWLEDGE AND UNDERSTANDING:</p> <p>The Head of Department will know and understand:</p> <ul style="list-style-type: none"> • What constitutes excellence in teaching and learning. • The main strategies for raising students' achievement.
4.	<p>COMMUNICATIONS:</p> <p>RELATIONS WITH PARENTS AND THE WIDER COMMUNITY</p> <p>The Head of Department will be able to:</p> <ul style="list-style-type: none"> • Establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets. • Develop effective external links in order to extend and enrich the department and the school as a whole, enhance teaching and develop students' wider understanding. • Communicate effectively, orally and in writing, with parents, external agencies and the wider community.

5.

RESPONSIBILITY FOR:

PLANNING AND SETTING EXPECTATIONS

The Head of Department will be able to:

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Establish, with the involvement of the department team, short-, medium- and long term department development plans which:
 - Contribute to whole-school aims, policies and practices
 - Are based on a range of comparative information and evidence, and in particular, the attainment of students.
- Identify realistic and challenging targets for improvement.
- Be understood by all those involved in putting the plans into practice.
- Be clear about action to be taken, timescales and criteria for success.
- Work with the appropriate colleagues, to ensure that individual education plans are used to meet the learning needs of students with exceptional learning needs, that those plans set subject-specific targets and that work is well-matched to students' needs.
- Think creatively and imaginatively to anticipate and solve problems and to identify opportunities.
- Make full use of additional opportunities for curriculum enrichment.

MANAGING AND DEVELOPING STAFF AND OTHER ADULTS

The Head of Department will be able to:

- Help staff achieve constructive working relationships with students.
- Create effective and supportive staff teams.
- Establish clear expectations and constructive working relationships among staff, devolving responsibilities, delegating tasks and evaluating practice, all within a framework of clearly understood professional accountability.
- Appraise staff as required by school policy and use the process to develop the personal and professional effectiveness of teachers.
- Ensure that new teachers are appropriately monitored, supported and assessed in relation to defined professional standards and requirements of the school's job description.
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, and subject associations.

MANAGING RESOURCES

The Head of Department will be able to:

- Establish staff and resource needs and advise senior managers of likely priorities for expenditure.
- Manage the department's budget effectively.
- Allocate available resources with maximum efficiency to meet the objectives of the school improvement plan and subject plans, and achieve good value for money.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

STRATEGIC LEADERSHIP

The Head of Department will be able to:

- Create a strong and shared sense of a unified and vibrant department
- Develop and implement policies and practices to ensure that the Head is well informed about department provision, about the department's success in meeting objectives and targets, and about department-related professional development plans.
- Create a climate which enables other staff to develop and maintain positive attitudes and confidence in their teaching.
- Stand aside from their department/subject responsibilities and take a whole school view.
- Think laterally in terms of seeing their department/subject alongside others.
- Have logical thinking to understand the effects of their decisions on others.
- Have an ability to take a wide perspective and see department/subject or area concerns in the context of the whole school.

MANAGING OWN PERFORMANCE AND DEVELOPMENT

The Head of Department will be able to:

- Prioritise and manage her/his own time effectively, particularly in relation to balancing the demands made by teaching, department management and involvement in school development.
- Achieve challenging professional goals.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.



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PERSON SPECIFICATION

HEAD OF MATHEMATICS

JOB TITLE:	HEAD OF MATHEMATICS		
DEPARTMENT:	MATHEMATICS		
REPORTS TO:	LEADERSHIP		
ASPECTS	Essential Qualities which are essential to the satisfactory performance of the job and without which an applicant cannot be appointed	Desirable Qualities additional to those described as essential which may enhance your application. This is not an exhaustive list and you may add anything you feel is relevant to your application for the role.	Assess by AF = application form T = Teaching I = Interview
Skills and abilities	<ul style="list-style-type: none">• Proven ability to performance manage staff through excellent interpersonal skills• Excellent verbal and written communication skills• High level teaching skills and an excellent		AF/T/I

	classroom practitioner in an academic subject <ul style="list-style-type: none"> • Provide leadership to achieve academic excellence • Ability to work in collaboration with Senior Leadership • Strong communication skills to facilitate effective teamwork 		
Knowledge	<ul style="list-style-type: none"> • Excellent subject knowledge • Knowledge of current national initiatives • Understand the use of data in improving pupil performance • Excellent analytical skills 		AF/T/I
Experience	<ul style="list-style-type: none"> • Experience of effective leadership and line management of a team • Experience of monitoring academic progress by the use of data tracking and target setting to raise attainment and identify under-performance 	<ul style="list-style-type: none"> • Experience of teaching in an Independent School setting 	AF/T/I
Qualifications and Professional Development	<ul style="list-style-type: none"> • Degree and QTS 	<ul style="list-style-type: none"> • Higher degree • Evidence of professional study • Evidence of management training 	AF/T/I
Personal competencies and qualities	<ul style="list-style-type: none"> • Commitment to the Safeguarding of our pupils • Excellent analytical skills and interpersonal skills • Willingness to undertake training as required • Flexibility to undertake any other responsibilities as many be reasonably required by the Head of School 		AF/T/I

	<p>commensurate with this post</p> <ul style="list-style-type: none"> • A willingness to be involved in the wider life of Clifton High School 		
Attitudes and Outlook	<ul style="list-style-type: none"> • Boundless energy and vision • Ability to work under pressure and a capacity for hard work • Ability to appreciate the needs of the whole school • Positive and proactive approach to continuous improvement 		T/I