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| <b>Job description</b>  |  |
| The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. |  |
| <b>Summary of the role:</b>   | Teacher of Maths   |
| <b>Reporting to:</b>  | Head of Mathematics  |
| <b>Department Overview</b>  | <p>The Mathematics Department currently consists of four full-time members of staff (including the Head of Department), and four part-time staff, all of whom are passionate about Mathematics.</p> <p>As in all subjects at Withington, excellent examination results are the result of the combination of the girls' high academic ability and the intellectually stimulating and rigorous manner in which they are taught. All the girls are taught beyond National Curriculum expectations; the Department believes strongly in enrichment, diversity and extension, rather than acceleration. In all our teaching, we aim to build confidence, enthusiasm and self-motivation in our pupils. Teamwork plays an important role within the Department; the staff strive to enhance the quality of teaching and learning by sharing good practice, resources and ideas. The dedication, diligence and high expectations shared by the Department are balanced by a warm and supportive atmosphere which makes our work both fun and rewarding. We are looking for someone to join this exceptional team; we would like someone who shares our vision, is passionate about Mathematics and can convey interest and enthusiasm for the subject throughout the School</p> <p>The pupils currently sit the Edexcel iGCSE(9-1) at the end of Year 11, with just over half the Year group also sitting the AQA Further Mathematics Level 2 Qualification. Mathematics is the most popular A-level choice at Withington, with well over half of the cohort studying single Mathematics, and usually around 10 students opting to study both Mathematics and Further Mathematics</p> <p>Results from the Department are consistently high. In 2017, 91% of Year 11 achieved A* grades in their GCSE examination, 38 girls also achieved an A* in the AQA Further Maths examination, 18 with distinction. At A level in 2017, 89% (41 girls) achieved grades A*-B with 39% of the grades being at A*. In Further Mathematics, all the pupils achieved an A* to C with 66% of grades being at A* or A.</p> |

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|  | <p>Mathematics is taught in a mixture of single (35 minute) and double periods in Years 7-11. Years 7, 8, 9 and 11 have five single lessons per week, Year 10 has four. Each A-level group is allocated eight lessons per week in four double periods with either one or two teachers. Further Mathematics is allocated 16 lessons per week in eight double periods with two teachers.</p> <p>The Mathematics Department sets the pupils according to ability from Years 8 - 11. Year 7 is taught in three Forms; Year 8 is taught in three sets; Years 9 - 11 are taught in four sets.</p> <p>The Department has a suite of five rooms and a dedicated Mathematics Office. Each classroom has a computer, projector and whiteboard. Many additional resources are also available.</p> <p>The Department runs Maths Workshops, Chess Club, Games/Bridge Club, Y8/9 Enrichment and Y10/11 Enrichment. All pupils in Years 7, 8, 10 and 11 take part in the UKMT National Challenges, entry in Years 12 and 13 is optional. The department is involved in a 'Four-Schools Project', a scheme with the aim of inspiring young mathematicians from Withington, Manchester Grammar School and two local Academies.</p>   |
| <b>Role Overview</b>                     | <p>The role of Teacher of Mathematics is available now. The post holder will be expected to make a contribution to the extra-curricular programme and help to promote the Department to maintain and improve student standards.</p>   |
| <b>Main duties and responsibilities:</b> | <ol style="list-style-type: none"> <li>1. To deliver to pupils enthusiastic and expert teaching in Mathematics, ensuring the use of varied and innovative techniques, differentiation and academic rigour in the various year groups, including Year 12 and 13.</li> <li>2. To use a variety of teaching methods to suit pupils' individual learning needs; selecting appropriate learning resources and develop study skills through library, ICT and other sources, embracing the use of new technology.</li> <li>3. To encourage achievement and academic rigour, undertake regular and consistent assessment of the girls' progress, in line with departmental policy, and communicate with parents both orally and in written reports, according to school policy.</li> <li>4. To lead by example. To be punctual for lessons and monitor pupils' punctuality and attendance; to ensure that behaviour and actions do not place pupils or teachers at risk or harm or at risk of allegations of harm to a pupil; act as a positive role model and in a professional manner at all times.</li> <li>5. To keep up to date with developments in the subject and new teaching methods and implement those in the classroom when appropriate, making full use of available facilities to include the regular use of peer observations.</li> </ol> |

6. To monitor the performance of individual girls in each class taught with respect to performance indicators.
7. To ensure work is differentiated to take into consideration differences in ability, aptitude and learning style of all girls in each class taught.
8. To take on the role of Shadow Form Tutor, as required from time to time, which involves developing good working relationships with the girls and overseeing their well-being.
9. To liaise and communicate effectively, as necessary, with Form Tutors and Heads of Year.
10. To be prepared to deliver topics covered in form time and in the PSHCE programme.
11. To be prepared to do duties and cover which may reasonably be required and to attend meetings at school and departmental level, related to the curriculum or organisation of the school
12. To contribute to the extra-curricular life of the school.
13. To organise and attend trips relevant to curriculum areas, ensuring these are managed through the relevant system and within budget requirements.
14. To assess, monitor and report in line with School policy and requirements.
15. To attend Parents' Evenings to ensure that appointments keep to time and meet the needs of the parents.
16. To maintain good order among the pupils and safeguard their health, safety and welfare in accordance with school policy, both on the school premises and on school activities elsewhere.
17. To become familiar with, and follow, all school policies.
18. To ensure awareness of what is happening in and around the school; checking and responding, where necessary, to school emails at least once every school day.
19. To improve IT skills, attending IT training courses in order to maximise effective use of all school systems.

| Person Specification        |  |  |   |
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|                             | Essential  | Desirable  | Method of assessment  |
| <b>Qualifications</b>       | <ul style="list-style-type: none"> <li>• A good honours degree in Mathematics or equivalent</li> <li>• PGCE (Secondary) in Mathematics or equivalent</li> <li>• A Level in Mathematics</li> </ul>  | <ul style="list-style-type: none"> <li>• First class or Upper Second Class honours degree</li> </ul>   | <ul style="list-style-type: none"> <li>• Production of the Applicant's original certificates.</li> </ul>  |
| <b>Experience</b>           | <ul style="list-style-type: none"> <li>• Experience of teaching pupils in the relevant age range.</li> <li>• Experience of working as part of a team.</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of contributing to extra-curricular work of the department.</li> <li>• Teaching experience beyond PGCE</li> <li>• Experience of teaching high ability pupils up to and including A-level.</li> </ul> | <ul style="list-style-type: none"> <li>• Contents of the application form. Evidence of results achieved.</li> <li>• Interview</li> <li>• Professional references</li> </ul> |
| <b>Skills and Knowledge</b> | <ul style="list-style-type: none"> <li>• Excellent subject knowledge</li> <li>• An ability to deliver creative and engaging lessons</li> <li>• Up to date knowledge of child welfare issues.</li> <li>• Excellent classroom management</li> <li>• Excellent organisational skills</li> <li>• Excellent command of English both spoken and written</li> <li>• Excellent interpersonal skills</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to use pupil tracking data</li> <li>• ICT literacy</li> <li>• Experience and/or awareness of the particular requirements of teaching in a single- sex girls' school.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>                                |

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| <b>Personal competencies and qualities</b> | <ul style="list-style-type: none"> <li>• Passion for helping children and young people learn about the living world.</li> <li>• Trustworthiness and integrity.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Ability to engender confidence in young people.</li> <li>• A warm, friendly and patient manner.</li> <li>• Ability to build positive relationships with all pupils that allow them to achieve to their highest potential.</li> <li>• Discipline and time management skills.</li> <li>• A sense of humour.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul> |
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