

Appointment of Mathematics Teacher for April 2018 - Maternity Cover



INSPIRATION, CURIOSITY, DISTINCTION



Girls' Day
School Trust

INTRODUCTION TO BLACKHEATH HIGH SCHOOL



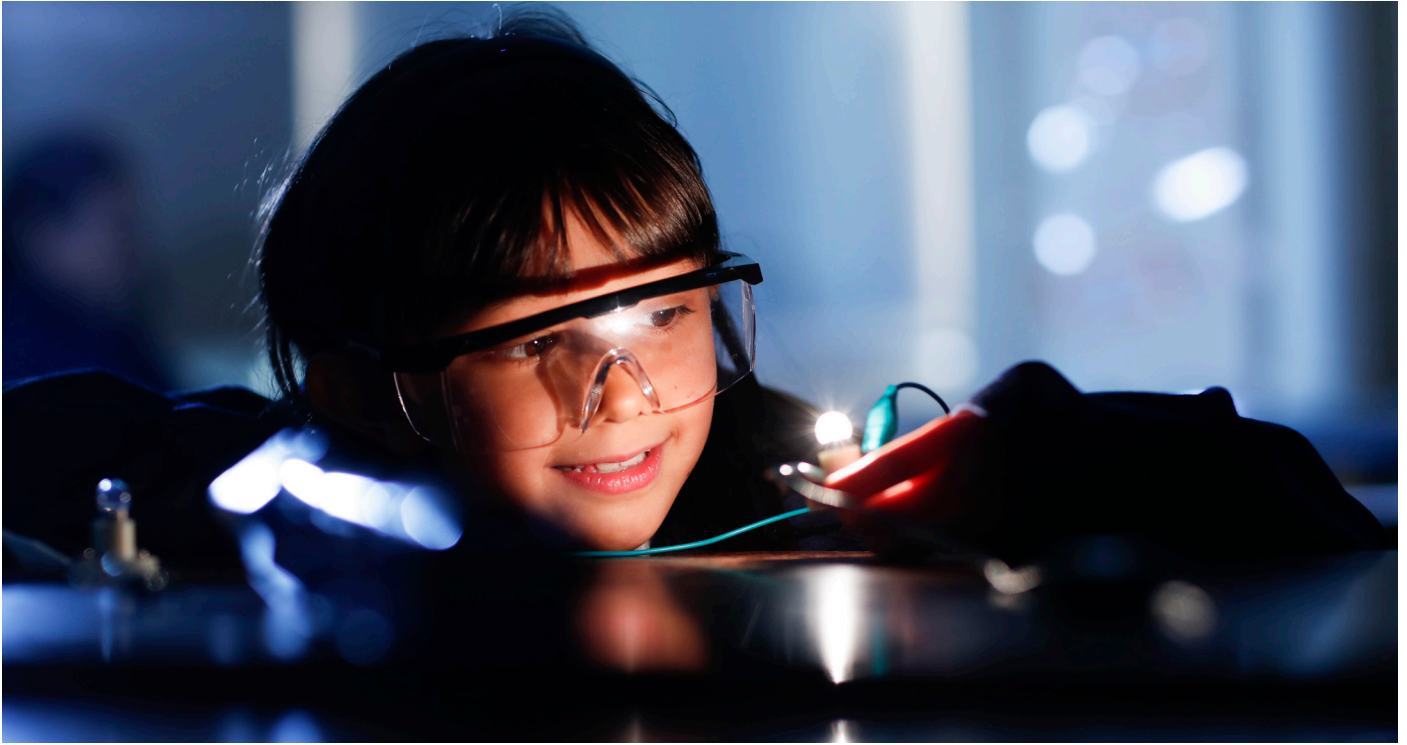
Blackheath High School is an exceptional day school for girls aged 3 to 18. Our location helps to make it so, sitting on the edge of the stunning Heath and within easy reach of historic Greenwich and the buzz of Canary Wharf. We have galleries, museums, libraries and theatres on our doorstep, along with all the beauty of Greenwich Park and Blackheath. Our students benefit from the very best London has to offer.

Founded in 1880 as the first purpose-built school established by the Girls' Day School Trust (GDST), Blackheath High is a school with a long history of educating a rich social and cultural blend of students, thus reflecting the cosmopolitan character of London itself. We welcome bright and engaging students, eager to benefit from the broad education we provide and offer a number of academic bursaries and scholarships to maintain the mix of socio-economic backgrounds within our student population.

Our students make exceptional academic progress and we place particular importance upon our value-added scores. This is made possible by an individual, personal approach to the academic development of each student which is characteristic of our inclusive and warm community. This aspirational and supportive environment is also one within which girls are encouraged to take risks and challenge themselves both academically and through co-curricular activities.

Blackheath girls have poise, principles and character. There is no such thing as a 'typical Blackheath girl' and that is for good reason. This is a school where individuality is cherished and there is a culture of high expectations and open-mindedness. It is for this reason that our girls go on to such a diverse range of exciting and interesting careers all over the world.

OUR MISSION STATEMENT



A Blackheath High School education inspires and equips girls to strive for personal excellence in all her endeavours: intellectual; physical; creative; cultural; social and moral. We prepare and empower girls for the future by providing an atmosphere in which academic curiosity is cultivated, confidence is built and a balanced, open-minded outlook is nurtured.

To achieve our aims we:

- Offer a specialised education for girls, ignoring gender stereotypes
- Create an environment where inspirational teaching encourages intellectual curiosity and depth of knowledge
- Foster an atmosphere in which doors are open, not closed, and girls are guided to identify and achieve their aspirations
- Provide a broad and enriching curriculum that supports a balanced approach to school and the world beyond, enabling the girls to develop a healthy outlook and tackle life's challenges head on
- Enable girls to develop the skills that lead to life-long relationships within school and across the GDST, benefitting from the wealth of experience of our alumnae; parents and the local community
- Encourage imaginative learners who use initiative, adaptability and the conceptual agility to explore problems creatively, and seek solutions, whilst respecting the diversity of other perspectives
- Build girls' tenacity and courage to make a mistake and then learn from the experience
- Create an outward-looking community within which all individuals are valued and their talents and personality are celebrated

OUR SCHOOL ETHOS AND CULTURE



- The culture of the school is inspirational and aspirational. Whatever the level of achievement is of girls when they arrive they will be supported, challenged and inspired to achieve their best. This is achieved through excellent individual knowledge of every girl and by an unrelenting focus upon high expectations and expert teaching.
- Whatever a girl's ambitions and passions are, we help them get there. We are equally skilled at supporting an application to Oxbridge, as we are in supporting a girl who might prefer an apprenticeship or Art Foundation course.
- Our students make exceptional academic and personal progress. This is made possible by an individual, personal approach to the academic development of each student which is characteristic of our inclusive and warm community. This is a school with a 'family' atmosphere where students mix readily between age groups and great emphasis is placed upon service to others within and outside our community.
- Our emphasis on learning outside the classroom, to support learning inside the classroom is very important to us - we genuinely believe in a creative and balanced education, hence the value we place upon a rich and diverse co-curricular and enrichment programme.
- We cherish the diversity of our school community. We are a school where girls from a rich variety of backgrounds (ethnic, national, geographical, linguistic) mix readily and easily. We are open-minded and have an international outlook, in light of the global opportunities that we are preparing girls for.
- We provide an innovative education, bringing technology into the classroom to equip students with the skills they need for a life and career in a tech driven future.

LEADERSHIP, MANAGEMENT AND GOVERNANCE



Blackheath High School is comprised of two schools:

- The Junior School (Nursery to Year 6)
- The Senior School (Year 7 to Year 13)

The overall Head of both schools is Mrs Carol Chandler-Thompson, who was appointed in 2014.

The Senior Leadership Team consists of:

- Head
- Academic Deputy Head
- Pastoral Deputy Head
- Head of Juniors
- Junior Deputy Head
- Assistant Head (Enrichment and Co-Curricular)
- Assistant Head (Organisation and Communication)
- Director of Finance and Operations
- Head of Sixth Form

The Junior Leadership Team consists of:

- Head (or a Deputy in her absence)
- Head of Junior School
- Junior Deputy Head
- Head of Key Stage 1
- Head of Key Stage 2
- Head of EYFS

The School Governing Board is headed by the Chairman (Julian Vennis) and consists of ten governors. Their direct responsibilities differ greatly from those of governors of most other independent schools, also to specialist or other maintained schools. The SGB have no legal responsibility for the running of the school, but they have a presence in the school and act as a valuable sounding board for the Head and Senior Leadership Team. Blackheath High is one of 25, including 2 Academies, Girls' Day School Trust (GDST) schools (<http://www.gdst.net/>). Under the GDST system, the GDST Council (as Trustees) hold the ultimate legal and financial responsibility for the running of all the schools. The network of the GDST offers the schools a plethora of support and opportunities, not least the opportunity to draw on a wealth of professional expertise across the Trust schools.

FACILITIES AND LOCAL AREA

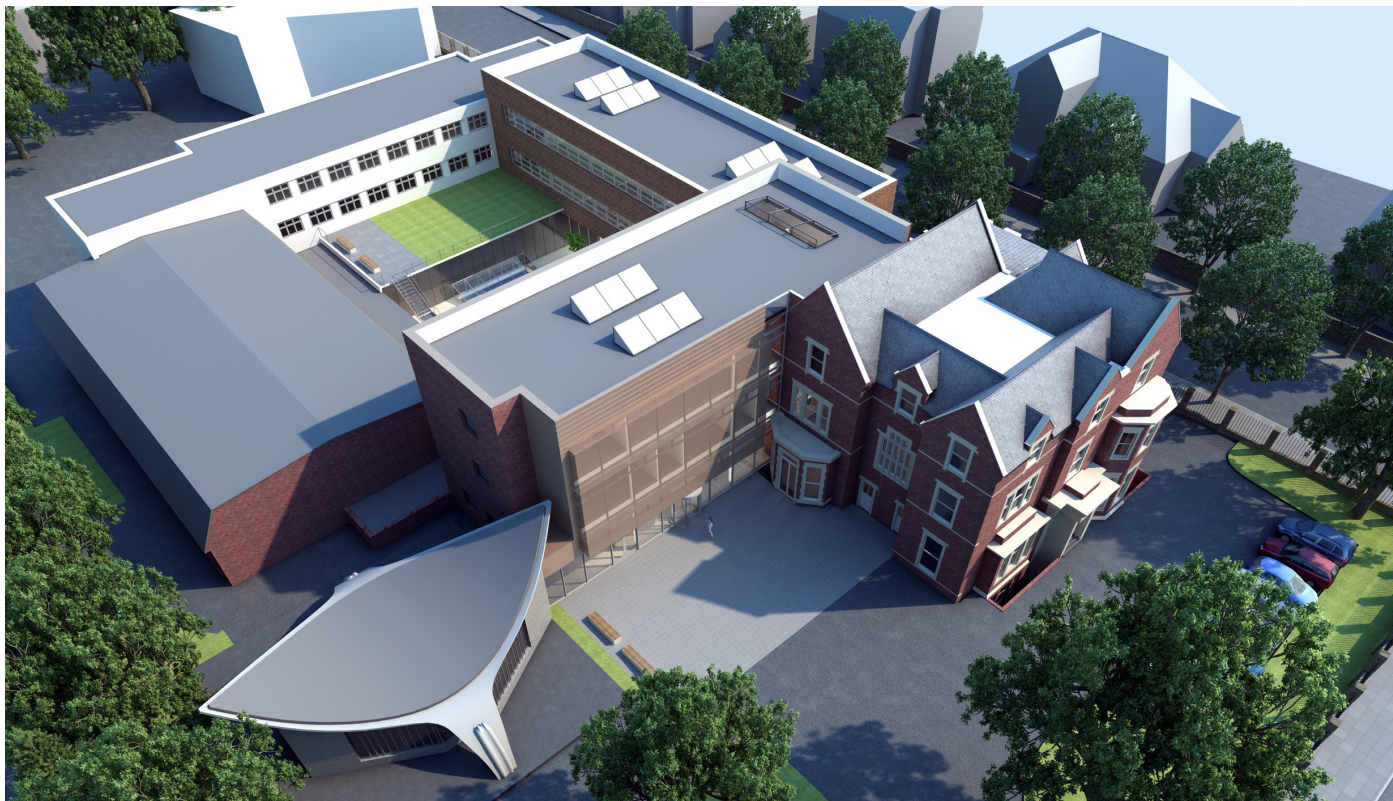


Blackheath High is fortunate to be situated in between Blackheath and Greenwich, just 5 miles/8 km from Canary Wharf and 8 miles/13 km from the centre of London. Our Junior School is located in the original 1880 school building, in the heart of Blackheath Village. The building in Wemyss Road has been updated extensively and features a newly-refurbished Library, Dining Room, a Science Laboratory, an Art, Design & Technology workshop, two Computing suites, a Music room, a Digital Radio Station and a Modern Languages room.

There is also a large theatre and a purpose-built nursery with its own entrance and playground. The local area is home to well-preserved Georgian and Victorian architecture. At the centre of Blackheath, the Village offers a range of independent shops, restaurants and the long-established weekly Farmer's market. The Conservatoire is Blackheath's local independent arts centre, providing a varied mix of music, art, drama and cultural classes. Nearby Blackheath Halls, a local concert venue, is owned and managed by the Greenwich-based Trinity College of Music.

Our Senior School is located on Vanbrugh Park, adjacent to Greenwich Park, one of the capital's eight Royal Parks. The oldest enclosed Royal Park, Greenwich Park dates back to 1427 and offers spectacular views across the River Thames to St Paul's Cathedral and beyond. The Park offers thirteen acres of green open space and was chosen to host the equestrian events for the 2012 London Olympic Games. It is home to the Prime Meridian Line, the Royal Observatory and is part of the Greenwich Maritime Royal Heritage Site. Just across the Royal Park, the riverside town of Greenwich is rich in history and culture, home to The National Maritime Museum, the Royal Naval College and the magnificently restored Cutty Sark. The buildings at Vanbrugh Park combine historic buildings with modern, purpose-built facilities, including a Performing Arts Centre, Cookery Room, Hi-tech Languages Laboratory, Multi-Media Resource Centre, Science Laboratories, Design and Technology Suite, Art Studio, Music Suite, Computing Suite and a Digital Radio Station. There is also a Sports Hall, Dance Studio and Fitness Suite.

FACILITIES AND LOCAL AREA



We are currently in our second year into a £16 million re-development of our facilities that will transform the appearance and functionality of the school. Brand new 21st century facilities will include: a new Library; music/art /DT block; science labs; and social space. The project is due for completion in September 2018.

Our 5-acre specialist sports facilities can be found 5 minutes between the two sites, in Kidbrooke Grove. Everyday, year groups of excited girls are transported to the Pavilion, courts and pitches for their games afternoons or mornings.

Transport links are strong, with direct connections to central London, Kent and South East England by road, rail and bus networks, and via the River Thames from nearby Greenwich. The school is also well connected to the Docklands Light Railway (DLR) and, from 2018, to Crossrail services serving Canary Wharf and London. The major A2 road passes less than five minutes away, connecting Blackheath with Docklands and the east side of London via the Blackwall Tunnel to the north, and with South East London and Kent to the south.

SENIOR SCHOOL



The Senior School consists of years 7 -13. There are 370 students in the Senior School, with a Sixth Form of 80. Numbers have progressively increased over the last 10 years, and whilst there is no intention for the overall size of the school to increase significantly, recent improvements to the Sixth Form accommodation allow for some expansion in this key stage.

“The contribution of curricular and extra-curricular provision is excellent. The curriculum is broad and balanced, and goes beyond National Curriculum requirements. Throughout the school, curricular provision inspires excellent learning and provides opportunities to develop thinking skills and to enrich personal development, giving pupils the chance to value their education in wider terms than examination outcomes alone.” ISI 2014

Our Curriculum aims to:

- Engage students and inspire a passion for scholarship and learning.
- Inculcate a questioning and creative problem solving mind-set in the students.
- To be challenging and rigorous whilst retaining accessibility and engagement for all students.
- Open minds and broaden horizons.
- Celebrate diversity of opinion and encourage respect for the views of others.

Our graduating Blackheath students choose a range of courses, recent examples include: History at Nottingham; Chemistry at Imperial; Art Foundation at Kingston; Dentistry at Kings; Architecture at Bath and Medical Genetics at Queen Mary; Maths and English at Oxford and Modern and Medieval Languages at Cambridge.

SENIOR SCHOOL



The curriculum offers breadth with an element of choice to inspire the girls and deepen their understanding of specialist subjects. The core subjects are taught together with the creative, physical, technological, linguistic and philosophical subjects. The Wollstonecraft enrichment programme and choice of French or Mandarin, Spanish or German, makes for an exciting and rigorous curriculum. For GCSE, girls have the opportunity to study Astronomy and Ancient Greek as enrichment options alongside their GCSE core and option subjects. Most girls take nine or ten GCSEs. Our extensive co-curricular opportunities support and augment the opportunities available to the girls in their academic lessons, extending their learning through performance, debate, discussion and creative activities.

Our Sixth Form curriculum offers students a choice of over 25 subjects to study at A-level. Students may study three, four, or even five subjects to A Level. The majority of girls study three subjects and also undertake an EPQ (Extended Project Qualification) in a subject of their choosing. As preparation for the next steps, all students also have the opportunity to follow a Theory of Knowledge course, run academic societies and attend extension classes for university admission tests.

The Wollstonecraft Enrichment Programme is unique. It broadens our students' educational experience and inspires them in pursuit of their intellectual passions.

Named after Mary Wollstonecraft, the writer, philosopher and advocate of women's rights, this innovative programme supports learning and encourages exploration of new horizons. It comprises a fortnightly lecture programme for Sixth Form and a series of elective courses for Year 7 all the way through to Year 13. Examples of electives include: The Modernist Movement; Girls' Hour Radio Programme; Self Portrait on a Ceramic Tile; Matrix of Knowledge (1700 to present) and Feminism in Culture.

SENIOR SCHOOL



“The contribution of arrangements for pastoral care is excellent. Organised pastoral structures and staff commitment to pupils’ welfare ensure that excellent support and guidance are given to pupils of all ages, in accordance with the school’s aims. Relationships between class teachers and pupils are excellent, ensuring a supportive environment.” ISI 2014

Each girl enjoys membership of one of four houses and participates in an extensive extra-curricular programme, both of which encourage social interaction between girls in different tutor and year groups whilst furthering their breadth of interests. We also run a Peer Mentor Scheme, co-run by our School Nurse, and we employ a School Counsellor who is a key member of our Pastoral Team.

JUNIOR SCHOOL



The school nurtures girls in their most formative years, introducing children of three to the social aspects of mixing with other children and the beginnings of reading, writing and mathematics. By the time they leave the Juniors to transfer to the Senior School, the foundations have been laid for independent study, an understanding of the world of today and their role within it and the ability to problem solve. The Junior school girl has an enquiring mind and a motivation to succeed within the context of caring for and respecting others.

Although the school is always full of activity, the atmosphere is calm, caring and conducive to learning, with a respectful rapport between pupils and staff. Teaching combines traditional methods with the use of new communication technology and facilities and is conducted at a pace that maintains the interest and motivation of each girl. From the outset each one is stimulated and encouraged to explore a range of activities, which help to develop confidence and skill.

Clubs and societies flourish and staff enthusiastically involve their pupils in many supervised activities at lunchtime and after school. Pastoral care is given high priority and pupils are looked after and supported by teachers in all aspects of school life. There is always time to listen, time to talk, and time to help. Parents are encouraged to take an active part in their daughter's learning.

The Junior School has its own premises and its own identity, however, it is still very much part of the whole school and shares its traditions and ethos. Integration with the Senior School begins in Year 4 when the girls enjoy cookery lessons in the Cookery Room and in Year 6 girls have weekly Latin and Science lessons at the Senior School. The majority of our Junior girls proceed to Seniors, well prepared having had the benefit of an excellent transition programme.

ROLE DESCRIPTION

MATHEMATICS TEACHER - MATERNITY COVER

JOB DESCRIPTION

Job Purpose: To contribute to providing an excellent education for all the school's pupils by teaching with expertise and enthusiasm, offering support to the learning of individual students and contributing to the school's pastoral system.

To support the Head and the SLT in the implementation of all aspects of school and GDST policy in order to maintain the aims and ethos of the school and the GDST as a whole.

To embrace and demonstrate the characteristics set out in the GDST Professional Teacher Standards: to be Caring, Effective, Engaged, Confident, Creative and Reflective practitioners.

To demonstrate GDST values and high standards of professional conduct at all times.

Accountable to: The Head of Faculty

Accountabilities (in addition to those normally required of a qualified teacher):

1. **Teaching and learning**
Having regard to the curriculum, plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, specifically by:
 - a. Using an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and expectations and are designed to raise levels of attainment.
 - b. Building on the prior knowledge and attainment of earlier learning in order that learners meet their learning objectives and make sustained progress.
 - c. Developing ways to encourage, challenge and inspire pupils to apply new knowledge, understanding and skills and deepen them further.
 - d. Using language appropriate to learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - e. Managing the learning of individuals, groups and whole classes effectively, using teaching techniques appropriate to suit the stage of the lesson and the needs of learners.
 - f. Maintain an up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential, incorporating these in the planning and delivery of lessons.
 - g. Assessing, recording and reporting on the development, progress and attainment of pupils.
 - h. Advising and co-operating with the Head and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
 - i. With reference to learners' individual learning objectives, planning, setting, supporting and assessing classwork, homework and other out-of-class assignments and coursework for examinations, where appropriate and reasonable, to sustain learners' progress and to extend and consolidate learning.

ROLE DESCRIPTION (Continued)

- j. Contributing as appropriate to the development of schemes of work and adhering to schemes of work when planning and teaching.
- k. Knowing and implementing the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those relating to public examinations and qualifications.
- l. Organising the classroom and learning resources and creating displays to encourage a positive learning environment;
- m. Participating with the line manager in using GDST and national statistics to monitor the progress of pupils and raise levels of attainment.
- n. Providing pupils, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' progress, attainment and areas for development.
- o. Working collaboratively across the department, school and the GDST network.
- p. Managing pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- q. Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations.

2. **Pastoral**

Work with colleagues to create a positive culture of pupil welfare and behaviour, including taking an active role in pastoral matters, by:

- a. Supporting and contributing to the school's responsibility for safeguarding and promoting the welfare and well-being of pupils.
- b. Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- c. Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- d. Liaising with appropriate Head of Year, attending pastoral meetings when necessary.
- e. Leading and participating in Assemblies.

3. **Marketing and external links, including public occasions**

Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community, where possible, by:

- a. Actively participating in educational outreach and promoting the key stage, phase or department within the school community to encourage pupils' interest in the subject area or school.
- b. Promoting the whole school in a variety of different contexts, including attending marketing events where appropriate, and in interactions with parents and prospective parents and pupils.

4. **Management and administration**

Undertake administrative and organisational tasks related to the duties of teaching and to ensure the smooth running of classes and the department by:

- a. Taking part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- b. Ordering and allocating of equipment and materials where required.

ROLE DESCRIPTION (Continued)

5. **Training and development of self and others**

Maintain an up-to-date knowledge and understanding of all aspects of teaching and pedagogy by:

- a. Reviewing own methods of teaching and programmes of work.
- b. Evaluating own performance and being committed to improving own practice through appropriate training and professional development.
- c. With the line manager, engage actively in any process of appraisal or performance review for self and for those supervised.

General requirements: All teaching staff are expected to:

- a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- b. Maintain high professional standards of attendance, punctuality, appearance, and conduct. Demonstrate positive and courteous relations with students, colleagues, parents and any external personnel.
- c. Adhere to school and GDST policies, as amended from time to time, and as set out in GDST Council Regulations, ORACLE and GDST circulars.
- d. Contribute towards organising, participating in or delivering on the school's programme of extra-curricular activities.
- e. In accordance with GDST policy, provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils.
- f. Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Head.
- g. Carry out lunchtime duties – supervising pupils at lunch, as reasonable.
- h. Attend all relevant parents' meetings, which may take place in the evening.
- i. Support pupils and colleagues by attending some school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school.
- j. Carry out such other associated duties as are reasonably assigned by the Head.

Review and amendment:

This job description should be seen as enabling rather than restrictive and will be subject to regular review, in consultation with the recognised trade union.

PERSON SPECIFICATION

Skills required:

Ability to teach specialist subject up to A level.	Essential
Ability to use a range of teaching strategies in order to meet the needs of all students.	Essential
Sound behaviour management skills and discipline, both inside and outside the classroom.	Essential
Dedication to promoting subject or key stage within the school and marketing within and outside school.	Essential
Ability to communicate effectively, both verbally and in writing, with colleagues, school-based staff, governors, GDST and external bodies.	Essential
Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents).	Essential
Excellent organisational and time management skills with the ability to prioritise and work to deadlines.	Essential
Ability to work on own initiative and react to competing demands.	Essential
Ability to maintain confidentiality.	Essential
Confident user of ICT to aid administration and learning.	Desirable

Knowledge Base

Experience of working in a successful Mathematics department at KS3 to KS5.	Desirable
Knowledge of latest developments within teaching.	Desirable

Qualifications/Attainment:

Well qualified graduate of Mathematics.	Essential
Qualified teacher status, or willingness to gain qualification within a reasonable period.	Essential
Proven track record of academic success within the subject area or phase or NQT equivalent.	Essential

Experience:

Experience of classroom teaching from KS3 to KS5.	Essential
Proven experience of successfully contributing to or running extra-curricular clubs and activities.	Desirable
Experience of working within a successful team.	Desirable
Experience of Duke of Edinburgh scheme.	Desirable

Personal Attributes:

Enthusiastic, positive and hard working.	Essential
A passion for education.	Essential
Commitment to the safeguarding of children and young people.	Essential
Ability to inspire, motivate and support pupils.	Essential
Flexible and approachable attitude.	Essential
Ability to solve problems, make sound judgements and take decisions.	Essential
Ability to work under pressure, on own initiative, accurately and with attention to detail.	Essential
Commitment to the improvement and development of own teaching and performance.	Essential
The drive and stamina to provide excellent opportunities for all girls in the school.	Essential
Willingness to play a part in the overall developments of the school.	Essential
Commitment to maintaining the caring and supportive ethos of the school.	Essential
Sense of humour.	Essential

MATHEMATICS DEPARTMENT

Mathematics is an important and flourishing subject at Blackheath High.

We comprise three experienced full time teachers and two part time teacher who are dedicated to providing a high quality learning experience for our students. We are also assisted in some lessons by the SENDCO. As a department, our aim is to enable our students to enjoy Mathematics and to achieve their maximum potential in the subject, via courses which are stimulating and intellectually challenging. We enter girls for Edexcel examinations at GCSE and A level and several girls each year regularly go on to study Mathematics or Mathematics related subjects at university. We run co-curricular clubs to prepare for the UKMT Mathematics challenges and their team challenges. We also run an Add Mathematics club to help bridge the gap from GCSE to A level; the girls have the opportunity to enter the FSMQ if they wish at the end of Year 11. We also run a Formula One club which allows the girls to enter the Jaguar Cars Mathematics in Action where we have been in the finals for the last four years coming third in our age group twice. There is a Mathematical Society, run by Sixth Form girls and attended by girls from a range of year groups. We organise two annual problem solving afternoons for our year 5 and 7 students and year 6 and 8 students.

The Mathematics Department subscribes to the mymaths website and vle.mathswatch which are used throughout the school in class teaching and for homework assignments. Every girl from years 8 to 10 has their own school iPad to assist with using ICT in lessons and for homework.

All girls follow a National Curriculum course up to the age of 16. Year 10 and year 11 have 8 lessons per fortnight and all KS3 classes have 7 lessons per fortnight. The department has three designated mathematics classrooms, all of which have interactive whiteboards and are networked with ceiling mounted projectors.

Year 7

Girls are taught Mathematics in form groups in year 7 until December and are then taught in three divisions based on attainment. The course is a mixture of traditional whole class teaching, work on investigations and use of ICT.

Year 8, 9, 10 and 11

All KS3 girls are taught in three divisions based on attainment. KS4 are taught in four sets; girls who find Mathematics challenging are taught in smaller groups, enabling them to receive more individual attention. All girls are prepared for higher level Edexcel GCSE Examinations. Last year 56% gained a grade 7 to 9.

Year 12 and 13

Forty percent of the girls in the current Sixth Form are studying A Level Mathematics. Some of these girls are also studying Further Mathematics to A Level. The Edexcel syllabus is followed. Students studying Mathematics have 11 fifty minute lessons per fortnight and those studying Further Mathematics have an additional 9 lessons. Last year 43% of A Level students achieved grade A or A*.



Completed application forms should be emailed to: s.read@bla.gdst.net.

Closing date for applications: 8 December 2017, 12 noon.

Date of interviews: 14 December 2017.

We are committed to the safeguarding of children and child protection screening will apply to this post.

Junior School:
info@bla.gdst.net
020 8852 1537

Senior School:
info@bla.gdst.net
020 8853 2929

 @blackheathhigh

 blackheathhighschool

www.blackheathhighschool.gdst.net