

# Applicant Information



St  
Augustine's  
Priory

Maths  
Teacher



## St Augustine's Priory

Dear Applicant,

Thank you for the interest you have shown in the post of Maths Teacher at St Augustine's Priory and welcome to our inspirational school which is at a very exciting stage of its development. Our mission is to deliver excellence in all aspects of this unique school - we do this through nurturing and empowering our passionate staff, by hiring exceptional talent, by fostering a culture of ideas, energy and possibilities and by a relentless focus on developing each girl to the best of her ability and be equipped for life. We are consistently ranked the best performing GCSE school in Ealing (DFE league table).

St Augustine's Priory is a Catholic, independent day school for girls aged 3-18 with boys in the Nursery. We are an all-through school and it is an enormous benefit to girls and parents that pupils who join us in the Junior School are able to move seamlessly up with us through to the Sixth Form years. As a Catholic school we hold the care of the whole person as central to what we do.

The school is set in 13 acres of beautiful grounds with magnificent views. We are currently beginning a three phase building development programme to enhance our indoor space, entrance areas and to build a Sports Hall and Performing Arts Centre. Here girls have the physical, mental and emotional space to grow intellectually in an environment which both supports and provides plenty of challenges. Our results are excellent and we pride ourselves on instilling in girls a love of learning. We are committed to preparing girls for life-long effectiveness and to developing the range of skills they require to achieve long-term happiness and success.

We have been in Ealing for over one hundred years and we represent a wonderful continuity of expertise in educating women of the future. Our founders were exceptional, visionary women who strove relentlessly to offer girls the best education possible; we continue in this tradition. Our girls are dynamic, ambitious and a pleasure to teach. Our staff room is happy, welcoming and supportive of the excellent contribution all our staff members make to all aspects of our busy school life. We offer a broad and varied curriculum with rich opportunities for personal development and training.

We invite you to consider joining us on an exciting journey.

Mrs S. Raffray MA  
Headteacher

## **Mission Statement**

We are an all-through, inclusive Catholic girls' school with boys in the Nursery. As a girls' school we are committed to preparing girls for life long effectiveness and success. As part of their journey, girls will learn of intellectual risk-taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well-being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.

Dear Applicant,

We look forward to receiving your application.

There is a separate application form and applicants should pay particular attention to its accurate completion. I also enclose some information about the school.

Should you have any further queries please do not hesitate to contact the School. You are also welcome to arrange a preliminary visit to the School at a mutually convenient time.

I trust this brochure will be informative and helpful in making the decision to apply for this post, and look forward to receiving your application.

## Contents

1. Information about the Mathematics Department
2. The Job Description for Teacher of Mathematics
3. The Person Specification for Teacher of Mathematics
4. An outline of the selection procedure

Yours faithfully,

Mrs J. Bennet M.A. (Oxon)

Head of Mathematics

## OUR MATHEMATICS DEPARTMENT

The Mathematics Department is a busy and successful one, highly regarded within the school, with pupils consistently achieving excellent results.

### The Team

Mrs J Bennet (Head of Department)

Form III to Upper VI

Mr M Pereira

Form III to Upper VI

Ms Kumarasinghe

Form III to Upper VI

Mr N Harnett

Form III to Lower VI

Information by years

## Age 11- 18

The pupils are taught in three sets from Form III (the first year of the senior school) to Upper V (the fifth year of the senior school). The schemes of work are structured in such a way as to allow for movement between sets.

### KEY STAGE 3

(Form III, Lower IV, Upper IV)

The schemes of work for Form III to Upper IV follow the Key Stage 3 programme. Progress is assessed by means of school examinations twice a year. Each year several Upper IV girls take part in the Royal Institution Masterclasses (see Activities below).

Text books used:

CIMT Maths Enhancement Project (Y7, Y8)

In Upper IV there is a GCSE transition year, in which the girls study topics from the CIMT course but in the depth required for GCSE. The GCSE syllabus is completed during Lower V and Upper V.

### KEY STAGE 4 (GCSE)

(Lower V, Upper V)

**Exam Board:** Edexcel

**Syllabus:** 1MA1 (Linear)

All the Exam boards have a two-tier structure for the Mathematics GCSE: Foundation and Higher. The girls are taught in three sets and the decision about the tier of entry for each girl will be made after the summer exams in the Lower V.

We expect the vast majority of girls to sit the Higher Level exam.

Text book used:

White: Higher GCSE Maths 4-9 (Elmwood)

Pupils in Set 1 are invited to attend extra lessons for OCR FSMQ Additional Maths. They start this course in the summer term of Lower V and continue through Upper V. The extra lessons are taken after school.

## KEY STAGE 5

**Exam Board:** Edexcel

**Syllabus:** 9MA0

In order to be accepted onto any Sixth Form Mathematics course, the student will have achieved grade 7, 8 or 9 at GCSE level.

Students wishing to study AS Level Further Mathematics 8FM0 or A Level Further Mathematics 9FM0 should be of exceptional mathematical ability. The parallel delivery route is currently being followed, route E. (Further statistics and further mechanics)

## Facilities

All classrooms are equipped with interactive whiteboards (Promethean), and Autograph software is installed. The school has subscriptions for MyMaths, Integral Maths and Edexcel Active Learn Digital.

## Activities

### Maths Challenges

Organised by the UK Mathematics Trust, the Individual Maths Challenges are lively, intriguing multiple choice question papers which are designed to stimulate interest in Maths in large numbers of pupils. The three levels cover the secondary school range 11-18 and together they attract over 600,000 entries from over 4000 schools and colleges making it the UK's biggest national Maths competition.

There are three challenges each year for different ages as follows: Junior – Lower IV and below (including Upper II) (Summer term) Intermediate – Upper IV, Lower V and Upper V (Lent term) Senior – Lower VI and Upper VI (Autumn term)

We aim to enter at least the top 50% of our pupils for these challenges, which are taken in school on dates set by UKMT. The first 15 questions are more accessible whilst the final 10 are much harder. Papers are marked by UKMT and they award gold, silver and bronze certificates to the top 40% of participants nationally in the ratio 1: 2: 3.

Certificates are highly prized and gold certificates are treasured!

### [Maths Masterclasses](#)

Each year several girls from Upper IV attend a series of Mathematics Masterclasses at the Royal Institution. The participants are introduced to topics which are beyond the scope of the normal school syllabus, thereby giving them an opportunity to broaden their mathematical experience.

## St Augustine's Priory

### Job Description: Teacher of Mathematics

#### Salary:

The post-holder will be paid on the appropriate point of the St Augustine's Grading Scale. We have our own pay scale which is above the maintained sector.

#### Line of Responsibility:

The Teacher is directly responsible to the Head of Mathematics on curriculum matters and the Senior Form Teachers for pastoral issues.

#### Job Content:

##### Strategic Purpose

- The basic duties of a teacher are outlined in the staff handbook and include other duties such as the form teacher role.
- All members of staff are expected to contribute to the rich extra-curricular life of the school.

##### Operational Responsibilities

##### Teaching

- Teach Mathematics as required from KS3 through to GCSE and A Level
- Plan work in accordance with departmental Schemes of Work.
- Take account of students' prior levels of attainment and use them to inform planning.
- Set work when required for absent students.
- Maintain good discipline by following the school's policies and procedures.
- Establish a purposeful working atmosphere during all learning activities.
- Set appropriate and challenging work for all students.
- Identify and work appropriately with 'Special Educational Needs and Disabilities' students, 'Able, Gifted and Talented' students and 'English as an Additional Language' students.
- Run Maths drop-in sessions, as required.
- Required to lead or supervise an after school co- curricular club

##### Assessment, Recording and Reporting

- Keep appropriate records of students' work.
- Mark and return work set, including homework, within an agreed and reasonable time.
- Carry out assessment programmes as agreed by the School or department.
- Complete student reports in line with School Policy.
- Attend parents' evenings as required and keep parents informed about their



child's performance and future targets.

### Performance Management and Professional Development

The teacher will be part of the School's Performance Management Scheme. S/he will have an appraiser who will set agreed targets and monitor professional development.

### Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.

The post-holder must uphold the School's Policy in respect of all matters related to safeguarding and Child Protection.

The post-holder may be required to perform any other reasonable tasks, after consultation.

This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and this must not be construed.

This Job Description is not necessarily a comprehensive definition of the post. It will be reviewed periodically and may be subject to modification at any time after consultation with the post holder.

## St Augustine's Priory

### Person Specification: Teacher of Mathematics

Applicants should:	Essential	Desirable	Primary means of assessment
<b>Subject Delivery</b>			
Have a good Honours Degree	x		Application Form
Evidence of qualification to teach Mathematics to A level	x		Application Form
Evidence of qualification to teach Further Mathematics to AS or A level		x	Application Form
Show they maintain an up-to-date knowledge of subject and teaching methodologies	x		Supporting Letter
Have good understanding of assessment and public examinations	x		Supporting Letter
Have Qualified Teacher Status or have completed PGCE	x		Application Form
Have high expectations of pupils	x		Interview
Be able to communicate effectively with pupils	x		Interview Teaching
Be able to communicate effectively with colleagues	x		Interview
Work well in a team	x		Interview
Act upon advice	x		Interview
Have good range of teaching strategies	x		Interview Teaching
Be able to use data to help children learn	x		Supporting Letter

Show knowledge of how to plan for effective learning	x		Interview Teaching
Be able to teach challenging, organised sequenced lessons	x		Interview
<b>Whole School</b>			
Have a sound understanding of safeguarding	x		Interview
Understand Special Educational Needs	x		Supporting Letter
Deal effectively with parents	x		Interview
Be willing to participate in the wider extra-curricular life of the School	x		Interview
Understand the roles of colleagues and managers in the school	x		Supporting Letter

## The Application and Selection Process

1. Applicants should complete an application form in full and write a letter in support of their application, paying particular attention to the Job Description and Person Specification.
2. The completed application form and supporting letter should be emailed to the School [HR@sapriory.com](mailto:HR@sapriory.com) to arrive no later than midday on **Monday 19<sup>th</sup> February 2018**.
3. The Selection Panel will then convene to determine a shortlist of applicants who will be invited to interview.
4. Shortlisted applicants will be contacted by email to invite them to interview and it is anticipated that the interviews will be held on **27<sup>th</sup> February** but this will be subject to confirmation.
5. On the day of the interviews all applicants will be asked to teach a lesson observed by a member of the Maths department. They will then be asked to complete a non-teaching task, after which there will be a formal interview before the appointments panel.
6. On the day of the interview all applicants should bring with them proof of identity and address and any certificates pertaining to their qualifications.
7. Following the interview the successful applicant will be invited to accept the post by telephone, but only once a contract has been signed will unsuccessful applicants be informed. All applicants should be aware that this is a normal

part of our selection procedure and should make no assumptions based on a short delay.