

**Additional Information: Teacher of Mathematics**

**Required for September 2018**

We are seeking an enthusiastic and well qualified teacher of Mathematics to teach at all levels throughout the school. An ability to teach up to A-Level would be an advantage. This could suit an NQT or a more experienced teacher looking to develop their career.

A commitment to full participation in the extra-curricular life of this thriving boarding school is expected.

**Blundell’s School**

Blundell’s is committed to academic excellence enabling pupils to realise their full potential. It has been consistently praised for adding considerable value to its broad intake of pupils. In recent years, academic results have seen steady improvement and there is a strong commitment to continuing and indeed accelerating this pleasing development. For more information about the school, visit the website: [www.blundells.org](http://www.blundells.org)

The School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening including checks with past employers and the Disclosure and Barring Service. The post-holder’s responsibility for safeguarding the welfare of the pupils for whom they are responsible and with whom they come into contact will be to adhere to and ensure compliance with Blundell’s Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in Blundell’s, they must report any concerns to the Second Master, the child protection officer.

**History**

Blundell’s has a distinguished history. It was founded in 1604 through the bequest of a Peter Blundell, one of the wealthiest of Elizabethan merchants. He left money and lands for a boys’ school in his home town to ‘maintain sound learning and true religion’. Generous lands were provided in Tiverton and South Devon for its maintenance and Blundell’s executors established links between the School and Balliol College, Oxford and Sidney Sussex College, Cambridge, which survive to this day.

**The 21st Century School**

Blundell’s is an independent co-educational day and boarding school for ages 11 to 18. There are just under 600 pupils on the roll (353 boys, 246 girls); the majority are from the West Country but some come from farther afield in the UK and around 10% are international students. The School is situated on the outskirts of the market town of Tiverton and, with the adjacent Prep School, is set in 90 acres of rolling Devon countryside. It is easily accessible via the M5 and the train journey to London is 2 hours. The M5 junction 27 and Tiverton Parkway station are both six minutes away.

The outstanding characteristic of Blundellians is their positive ‘can-do’ attitude. The main finding of the 2013 Independent Schools Inspectorate report was that the School is highly successful in achieving its aims – that of providing a rounded education in which pupils learn to be flexible, articulate and able to present themselves and their ideas well and capable of motivating themselves and. It also noted the ‘excellent and unforced rapport’ between staff and pupils.

**The School’s Aims and Values**

Blundell’s aims to provide a rounded education for the whole person, in mind, body and spirit, promoting the essential values of Character, Social Responsibility and Independence to enable pupils to pursue Excellence in every area with a sense of Adventure about their future.

These values are in accordance with the wishes of the School’s founder Peter Blundell and expressed in the School’s long-held belief: ‘There are two gifts we can give our children, the first is roots and the second is wings’

**Roots**

* To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity within the rich Christian values of the School
* To develop a sense of social responsibility and for each individual to be mindful of their role in the Blundell’s community, in society at large and in the global environment, thus encouraging consideration, mindfulness and respect
* To develop independence, with each pupil taking responsibility for their own growth and development and so demonstrate initiative, take ownership and feel satisfaction in what is achieved

**Wings**

* To pursue excellence, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition
* To develop confidence and a sense of adventure which will foster courage, curiosity and enterprise and originality

**The Mathematics Department**

The Mathematics department is the most popular in the school. This year, more Blundellians have chosen to do Mathematics as an A-level, than any other subject. This is undoubtedly a reflection of the success and hard work of the Mathematics Department at Blundell's. At around 50 Year 12 students this year, and 45 Year 13 aiming to complete the A2 course and with nearly 30 Further Mathematics students, we have one of the largest ever number of Mathematics A-level students at the school.

The commitment to excellence begins from Year 7. At this year, and throughout the school, Mathematics is taught in setted groups which are continually reviewed as the year progresses. Year 7 follow the Cambridge Essentials Extension & Core courses and Year 8 pupils follow the MEP course. Opportunities to use Maths in other subjects are highlighted through our teaching and through cross curricular projects. Recent projects have been done in conjunction with ICT, Art and Psychology. Tarsia puzzles and Maths Trails are used to encourage group work and the “MyMaths” website is used to consolidate and complement class topics.

In Years 9, 10 and 11, the focus is specifically on the GCSE; we follow the Edexcel Board. Although there is no longer a coursework component to GCSE Mathematics, some investigative project-type work is pursued for enrichment, particularly with more-able pupils. Most pupils at Blundell's pursue the Higher Tier. In Years 10 and 11, the top set is accelerated. This creates time to do a further branch of Mathematics - in the recent past, the Set 1 pupils have successfully completed the GCSE Statistics course; or, in previous years, some took the A-Level Decision Mathematics 1 module.

There are four A-level courses available in Mathematics, an AS Level, a full A-level, and for very able Mathematicians, Further Mathematics at either AS or A2 levels.

Students may choose to do a full A-level, over two years, in Pure Mathematics and Applied Mathematics, with courses in Mechanics and Statistics. Alternatively, the AS Level, a half course, may be taken in a variety of fashions - over a single year, as a combination of Pure Mathematics, Mechanics and Statistics. Further Mathematicians can specialise in a chosen branch of Mathematics specialising in Statistics, Mechanics and/ or Pure Mathematics. Another popular option provides an A-level in Mathematics with Further Mathematics at AS level.

Throughout the school, the top sets are entered for the UKMT Maths Challenge competitions and we enter the UKMT Team Challenge in each year group. This year was a very successful one for our Maths Challenge Teams with the Senior team winning the South West Regional competition and participating in the National competition out of 1800 schools.

There are seven full time and two part-time members of the Mathematics department. Each teacher has their own classroom, all are equipped with whiteboard and projector. Each teacher is encouraged to develop their own teaching style, with a strong sense of cohesion within the teaching team.

**Job description –Teacher of Mathematics**

The successful candidate will be required to teach all age groups from Year 7 to GCSE and possibly to A-level. We are looking for a qualified, enthusiastic and energetic candidate who will inspire in the pupils a love for the subject as well as enabling them to achieve excellent results. The successful candidate will be prepared to be involved in all aspects of the department and will contribute to its continuing success and development. Every new member of staff is assigned a mentor and the full statutory NQT induction programme is available for teachers new to the profession. Blundell’s School is a regional training centre for NQTs in the independent sector.

We offer a working environment with supportive colleagues, the opportunity of excellent continued professional development and enough room to explore the wider opportunities of this busy boarding school.

All teachers are expected to adhere to the school Teaching Policy.

**TEACHING POLICY**

**Aims:**

To foster in pupils an enthusiasm for study, application of intellectual, physical or creative effort and the ability to think and learn for themselves;

To enable pupils to acquire new knowledge understanding and skills in the subjects taught;

To support and encourage pupil reflection about their academic progress and enable them to demonstrate achievement.

**Effective teaching should be:**

* Responsive to the different needs of the pupils
* Challenging
* Well planned
* Varied

**Teachers should:**

* Show a clear command of the subject areas which they teach;
* Organise teaching programmes which meet curricular demands and pupils’ needs;
* Plan lessons carefully, making their aims and objectives clear to pupils;
* Have high expectations of all pupils, challenging their knowledge and understandings and encouraging and enabling them to meet their full potential;
* Stimulate and maintain pupils’ interest by a range of methods and their own enthusiasm;
* To use data on pupils’ baseline to inform their teaching;
* Use personalised teaching strategies where appropriate to meet the needs of pupils of different abilities, including the most-able, pupils for whom English is not their first language or those who have learning difficulties. Central lists of pupils and their particular learning requirements should be referred to;
* Set appropriate homework and assess pupils’ work regularly and effectively, according to agreed standards and policies;
* Manage pupils well, to maintain good order and discipline within the classroom;
* Develop good relationships with pupils through a balance of firmness and friendliness;
* Insist on punctuality in attending lessons and set a good example themselves;
* Provide a teaching environment which is bright, orderly and interesting. Classroom decoration should be updated frequently and there should be regular displays of pupils’ work;
* Provide fair, full and accurate feedback to parents, tutors and Houseparents via the reporting systems, as well as more regular communication where appropriate for individuals;
* Contribute to the Mark Order meetings which are an important forum for sharing feedback on pupils’ progress and agreeing strategies to enhance their performance;
* Be ready to ask for advice and to share difficulties in teaching with other colleagues;
* Take opportunities to observe other colleagues and share good practice in teaching.