



APPLICATION PACK



Head of Maths, September 2018

We are looking to appoint a well-qualified, genuinely gifted and inspiring Head of Maths to lead its Faculty. The successful candidate will be able to teach Years 7 to 13, and up to Oxbridge entrance level. It is essential that the appointed person is an effective team member, who can help to promote Mathematics via academic enrichment, and is willing to seek opportunities to develop teaching and learning within their subject. This is an excellent opportunity for an existing Head of Department/Faculty or ambitious Teacher who can help to promote Mathematics via curriculum enrichment, and is willing to seek opportunities to develop teaching and learning within their subject.

DOWNSIDE SCHOOL

Stratton-on-the-Fosse, Radstock, Bath BA3 4RJ

www.downside.co.uk



Downside School's vision - as a leading Catholic school - is to be a bright light in the world of education, illuminating the lives of young people and inspiring service in the world through experience of Benedictine culture. It will enable pupils and staff to develop their own identity through experience of a community with Christ at its centre.



THE SCHOOL & BACKGROUND

Downside, as a leading Catholic school, maintains an ethos that is just as strong today as it was when the School was founded in 1606. The core aspects of Benedictine education are:

WELCOME
LISTENING
REVERENCE & HUMILITY
TEACHING & LEARNING
PERSONAL DISCIPLINE
CONCERN FOR THE INDIVIDUAL
BUILDING COMMUNION
STEWARDSHIP OF GIFTS

The **eight aspects** provide a valuable perspective on the key qualities of a Benedictine education.

The Benedictine community of St Gregory the Great was founded at Douai, France, in 1606 by a group of English and Welsh monks who were in exile because of the penal laws in England against Catholics. The community received the protection of the Infanta **Isabella** Clara Eugenia of Spain and Portugal, the joint ruler of the Spanish Netherlands, and they were furnished with buildings by Philip de **Caverel**, Abbot of St Vedast's in Arras. By 1617 English Catholics were sending their boys across the Channel to be educated. The School has been in existence since that time, with the monks engaged not only in teaching but also in scholarly work, writing and lecturing, and in priestly and pastoral work.

Downside became a fully co-educational school, admitting boys and girls in all years, in 2005. Downside School is housed in magnificent buildings set in a 500 acre estate at the foot of the Mendip Hills, twelve miles south of the city of Bath. The Old House – formerly known as Mount Pleasant – dates from the 18th century; Isabella House was completed in 2007. The Abbey Church, partly designed by Giles

Gilbert Scott, lies at the heart of the School.

One of the notable aspects of our school is its love of scholarship, combined with a lively sense of tradition. While the school educates young people to thrive in the 21st Century, it also values individuality and character, as young people are guided to live together positively within the school community while achieving excellence academically, culturally, in sport and in the wider curriculum. Downside offers a Christ-centred education through which pupils can discover their true selves. As part of that project, staff act as role-models to the young people in our community, doing all they can to embody the values of the institution, living according to Christian values and working positively for the benefit of all. St Benedict refers to 'ora et labora', prayer and work; we aim at Downside to embody spiritual values in all that we do.

The School has excellent teaching, boarding and recreational facilities. There are purpose-built centres for the Sciences and Humanities, dedicated Music and Arts Schools, a 450 seat theatre, a comprehensive swimming-pool and sports complex, over 100 acres of playing fields with all-weather hockey, netball and tennis courts, six distinctive girls and boys boarding-houses and extensive buildings and classrooms set in rolling grounds and farmland.

As a national boarding-school, Downside takes pupils from far and wide but the boys and girls come principally from the South of England, London and the Midlands. Our classes contain a maximum of twenty pupils.

The School appointed its first lay Head Master in 2014.

THE MATHS FACULTY and DEPARTMENT

The Mathematics Faculty includes a suite of 4 classrooms and, at present, there are 7 members of the faculty. The school has two ICT suites within the main body of the school and one of these is specifically for Years 12-13 (Sixth Form). The Learning Support Department is proactive and they provide a range of support for Mathematics, particularly additional lessons for pupils up to Year 11 (Fifth Form) as they prepare for their IGCSE examinations.

Examination Results 2017

IGCSE (Edexcel)	Mathematics 52.6% A*-A 84.2% A*-B 100% A*-C
A Level (OCR)	Mathematics 33% A*-A 50% A*-B
Further Mathematics	67% A*-A 67% A*-B

The vast majority of our pupils will continue to undergraduate study at Russell Group universities such as Oxford, Cambridge, St Andrews, Edinburgh, Manchester, Liverpool, Newcastle and Exeter. An increasing number of pupils are applying to study Mathematics, Computer Science, Engineering and other scientific courses

Curriculum

- In Years 7 and 8, pupils are prepared for the ISEB Common Entrance examination in Mathematics.
- Pupils in Year 9 follow a syllabus that is designed to prepare them for the rigours of Edexcel IGCSE.
- The OCR (MEI) specification is studied at A Level.

The results at both GCSE and A Level have been consistently excellent. In addition, both A Level Mathematics and Further Mathematics are popular options. We are committed to academic success in facilitating subjects and we are proud that Further Mathematics is such a successful option at Downside.

Academic Enrichment

At Downside, we have a strong tradition of scholarship, independent learning and reflection, and we wish to inspire pupils to love their learning and come to realise the wonder of God in all aspects of academic life. Beyond the confines of examination syllabi, we feel it is important for pupils to develop an intellectual curiosity about the sciences, and to enquire, question, research and probe deeper meanings in their thinking.

Pupils can benefit from a wealth of academic enrichment activities including academic societies, trips, competitions and prize essays, outside speakers, links with outside agencies and universities, and links with the Monastic Library. The vast array of opportunities for young people to grow into independent, thoughtful and enquiring learners is boundless. These opportunities will enable our pupils to succeed at university and beyond, and become young people ready to make a difference in the world when they leave Downside.

The main Academic Society in the Mathematics Faculty is the Pascal Society, and pupils research into additional branches of mathematics and mathematical challenges. In addition, aspiring medics, vets and dentists are invited to join the Knowles Society, which focuses on providing an intellectual forum to help pupils prepare for applications to Oxford and Cambridge, and for Medicine, Veterinary Medicine and Dentistry.

There is a full programme of support and guidance for medics, including links with the Old Gregorian Medical Society (members are former pupils), work experience opportunities, coaching for admissions tests (UKCAT and BMAT) and mock interviews. This academic year, we launched a mock multiple mini-interview and invited pupils from surrounding schools to take part.

Pupils take part in the Maths Challenge and, in recent years, pupils have performed to a high standard in this prestigious competition.

Additional Support

A rigorous and robust system of additional support sessions are held throughout the year in order to ensure that each pupil is supported in achieving their target grade.

JOB DESCRIPTION

Leadership and Management

A Head of Faculty is expected:

- To line manage the other Mathematics teachers
- To produce the Faculty Development Plan using the previous academic year's Faculty Development Plan and Performance Management process
- To review the implementation of the Faculty Development Plan through the monitoring of the Faculty's progress against its targets
- To track and monitor pupil progress against target grades in relation to the Faculty achieving its objectives for GCSE and A Level examination results
- To audit the quality of teaching and learning within the Faculty as per the Quality Assurance Policy
- To contribute to the improvement of teaching and learning through mentoring, coaching and collaborative coaching
- To review the cost centres within the Faculty
- To review Continuing Professional Development needs of those in the Faculty, in consultation with staff being line managed directly
- To monitor the development of the Virtual Learning Environment
- To review academic curricula within the Faculty
- Promote the values and ethos of a Benedictine community
- Monitor and track the progress of pupils by setting appropriate assessments in line with School and Faculty policy
- Coordinate additional support, as required, and ensure additional support is provided

- Aim to ensure that resources available to members of staff within the Faculty are sufficient to enable effective teaching to take place
- Manage the performance of members of staff within the Faculty, as required, and provide professional guidance and support where necessary
- Carefully monitor the teaching of NQTs and student teachers, who are members of the Faculty to ensure that they are supported in helping to secure the strategic aims of the School
- Be an ambassador for learning within the School
- Actively promote their subject, for example by using suitable wall displays within their subject areas
- Ensure that all aspects of the School's Health and Safety Policy are implemented within the Faculty, where relevant
- Ensure that all relevant School policies, where applicable, are adhered to

Administration

- Oversee the production of the Faculty Handbook, which outlines the schemes of work to be followed by each year group and contain relevant Faculty policies (in line with School policies), as required by the Director of Studies
- Ensure that schemes of work are sufficiently challenging and enable pupils to develop a range of skills in line with their academic potential, in accordance with School policy
- Ensure that all pupils, where this is within the control of the Faculty, are set appropriately; and produce, and regularly update, set lists, notifying any changes to the Director of Studies as they occur

- Analyse, and report to the Head Master on, public examination results, detailing strengths and areas for development, and outlining any actions and/or plans to address areas for development
- Oversee the Faculty budget
- Ensure that appropriate work is set on a regular basis and marked in accordance with School and Faculty policy
- Ensure that assessed work is marked on a regular basis in accordance with the School Assessment and Marking policy, and that it is appropriately annotated to enable pupils to assess their own learning
- Ensure that members of the Faculty complete all interim, half term and end-of-term reports in a professional manner, as per the School reporting Policy
- Oversee the Faculty's major resources, and ensure that they are recorded and accounted for
- Hold regular Faculty meetings as necessary, as per the School calendar
- Ensure that members of the Faculty are aware of developments and changes in the public examination system
- Oversee the setting of work within the Faculty in the event of absent colleagues and, where possible, coordinate some interim cover and teaching if absence is for more than a single day
- The other members of the Faculty with regard to all relevant academic matters
- The Director of Studies, House Masters, Tutors and parents with regard to pupils
- The Bursar, Clerk of Works and Domestic Services Manager with regard to matters involving the fabric of Faculty rooms and their upkeep
- Other Heads of Faculty/ Department with regard to cross-curricular opportunities
- The Human Resources Manager with regard to staff matter about which advice is needed
- The Marketing Manager with regard to promoting the School

Assessment, Recording and Reporting

- Set ambitious, yet realistic, targets for pupils and encourage them to fulfil their academic potential
- Ensure that appropriate work is set on a regular basis and is forthcoming from all pupils
- Monitor and track the progress of pupils by setting appropriate assessments in line with faculty policy
- Ensure that assessed work is marked on a regular basis in accordance with School policy and that it is appropriately annotated to enable pupils to assess their own learning
- Implement the faculty's support strategies for underperforming pupils
- Assist with the running of additional support sessions and revision lessons
- Maintain accurate records of all assessed work
- Complete all interim, half term and end-of-term reports in a professional manner

Liaison

A Head of Faculty is expected to liaise with:

- The Director of Studies, to make that person aware of any matters pertaining to members of staff that may affect their ability to perform their teaching and pastoral roles effectively
- The Director of Studies with regard to all academic matters

You will be an excellent Teacher with high **professional standards**, supporting the Benedictine ethos of the school and keeping abreast of national educational initiatives and any future impact on pupils' learning.

Professional Standards

- Support the Catholic and Benedictine ethos of the school.
- Keep abreast of national educational initiatives.
- Make a significant contribution to co-curricular activities and the boarding life of the School.
- Set a good example to students by appropriate dress, conduct and punctuality.
- Treat all members of the School community with respect and consideration.
- Treat all pupils fairly, consistently and without prejudice.

- Take responsibility for personal professional development within the School's CPD programme.
- Attend all faculty and staff meetings as required.
- Promote the School on public occasions, such as Open Days, Parents' Conferences and Prize Day.
- Ensure that all deadlines are met as published in the School calendar.
- Undertake duties that may be reasonably assigned by the Head Master (directly or indirectly).

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.

Any candidates willing to undertake a pastoral role of responsibility should make this clear in their application. Accommodation may be provided.

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL <i>These are qualities without which the applicant could not be appointed.</i>	DESIRABLE <i>This information could be used to differentiate applicants.</i>	HOW IDENTIFIED <i>(Application / Interview)</i>
Qualifications	<ul style="list-style-type: none"> Honours degree in Mathematics or an appropriate related discipline from a recognised university 	<ul style="list-style-type: none"> PGCE/GTP/QTS 	Application
Experience	<ul style="list-style-type: none"> Teaching to GCSE/IGCSE and A Level, and/or Pre-U and IB Demonstrable experience of excellent teaching and results 	<ul style="list-style-type: none"> Excellent track record of examination success for sets taught Experience of coordinating field trips Pastoral experience within a similar setting 	Application / Interview
Skills	<ul style="list-style-type: none"> Ability to teach at all levels up to and including university entrance Able to incorporate ICT into lessons Excellent oral and written communication skills Ability to motivate and enthuse pupils, and work collaboratively with colleagues Ability to contribute significantly to the School's co-curricular programme Ability to prioritise and be well organised. 	<ul style="list-style-type: none"> ICT proficiency eg interactive lessons, development of resources for a VLE Ability to coach sports and a range of other co-curricular activities eg Duke of Edinburgh, CCF 	Application / Interview
Knowledge	<ul style="list-style-type: none"> Secure subject knowledge Awareness of examination specifications and requirements, and how to use this information to raise academic standards Awareness of appropriate teaching and learning strategies, and the importance of self-evaluation Awareness of safeguarding and pastoral issues Appreciation of the ethos of a Catholic and Benedictine boarding School 	<ul style="list-style-type: none"> Application of AfL to the development of teaching and learning Willingness to develop own learning of the subject 	Application / Interview
Personal competencies and qualities	<ul style="list-style-type: none"> A passion for Mathematics Commitment to CPD Calmness under pressure Resilience, commitment and confidence Both independent and a team player Flexible and adaptable 		

WORKING LIFE AT DOWNSIDE

We are committed to high academic standards and constant development of the quality of teaching and learning. The Senior Leadership Team has implemented a new School Development Plan, named 'Downside 2020', which is an integrated, coherent educational strategy with key performance indicators and a reporting schedule so that we can track and monitor progress. We have implemented a Quality Assurance cycle, which allows us to monitor the quality of teaching and learning through lesson observations, learning walks, work-scrutiny and pupil feedback. Our tracking and monitoring systems are rigorous so that all pupils are supported in their learning, and colleagues are supported in their teaching.

Working at Downside is a truly rewarding experience. In keeping with our Benedictine ethos, Downside is a welcoming, caring community where each person is considered to be a valued member. Pupils are highly motivated, keen to learn and respectful of staff and their peers.

Our Induction Programme is comprehensive and fully supportive of all new staff, including the provision of training, where necessary. We are keen to support ambitious teachers, and CPD opportunities for individuals are identified in Faculty Development Plans and prioritised. Downside is a member of the **Canford Group**, which includes most of the main independent schools in the South West, and this is an ideal way to establish links with other schools. We are also closely linked with the other Benedictine schools in England and Ireland. We expect all teachers to engage fully in co-curricular activities and the boarding life of the school. The hours are long but this is complemented by extended school holidays, polite and well-educated pupils,

unique surroundings, a generous salary scale and complimentary daily lunch.

It is difficult to quantify the hours which any individual Teacher may devote to their work in order to carry out their professional duties. However, guidance on working hours are;

The school timetable includes ten 35 minute periods Monday-Friday, and six 35 minute periods on Saturday followed by matches and activities in the afternoon. Some of these periods include games and activities, tutor periods, and hymn practice. Most of our lessons are double periods (70 minutes).

Academic timetable allocation:

Full time Teacher	30 periods
Head of Faculty	26 periods

Department meetings can occur at the discretion of the Head of Faculty.

Pastoral responsibilities; to provide support and guidance for a tutor group (typically 10 pupils), including one period (35 minutes) of SMSC (Spiritual, Moral, Social and Cultural) Development and three tutor sessions, 5.00-5.30pm on Monday, Wednesday and Friday. SMSC Development has a specific programmes and is treated the same as an academic lesson. Each tutor is assigned to one of the boarding houses and will be on duty one evening per week (7.30-9.30pm) and at weekends on a rota with the other tutors.

Co-curricular responsibilities:

A full time Teacher has 7 periods (Saturday afternoon counts as 3). This may include activities and/or sport, and Teachers may be asked to support a specialist coach in games lessons and be responsible for the team when they play matches.

WHAT OUR STAFF SAY, REMUNERATION & BENEFITS

“Most of the pupils really appreciate what teachers do for them and that makes the long hours and full week which are typical of a boarding school so worth it. And the long holidays are great. I have worked in quite a few schools but nowhere have I felt so quickly ‘at home’ as at Downside.” **D Bryson, Director of Admissions**

“I have such a wide range of activities that I undertake and the pupils and staff with which I interact mean that every day is different and very fulfilling. At Downside I can educate pupils above and beyond the curriculum in Geography and share my passion for different areas of this wide and varied subject. This has culminated in some exciting fieldtrips including this year’s visit to Iceland. I have also been able to introduce Ultimate Frisbee to the School, take pupils out on Cross-Country runs across the beautiful Mendip Hills, and teach pupil survival skills in the Combined Cadet Force. Downside looks a little like J K Rowling’s ‘Hogwarts’, with pupils zooming from stair case to stair case, but it has a calmness that belies the hardworking nature of the pupils.”

O Simper, Head of Faculty

‘This is the fourth school I’ve worked in and, by quite a margin, it has the friendliest, most welcoming and helpful common room of them all. Add to that the well-behaved, biddable pupils, excellent food and glorious buildings, and you see why Downside is such a fantastic place to work.’ **J McNamara, Director of Music**

Salary: a competitive, above average pay scale, with additional allowances.

Pension: The school is part of the Teacher’s Pension Scheme, which our contribution is 16.38%. Pension contribution rates vary for the employee (depending on salary) between 7.4% and 11.6%.

Lunch: We have an excellent catering facility, which offers all our staff a complimentary lunch.

Childcare Vouchers: Benefit from using a Childcare voucher scheme, available through our provider, Sodexo.

Health Cash Plan: Access to a cash plan which allows you to claim money back towards the cost of check-ups and treatment for you, your partner and your children.

Well-being: We have an Employee Assistance programme offering access to advice, information, coaching and counselling and provide a range of spiritual, emotional and physical support mechanisms.

School Fee Remission Scheme: Staff fee remission is granted to permanent employees with a workload of 0.5 FTE or greater.

Career Development/ CPD: Downside is committed to the professional development of staff and will support training as required. We are keen to support ambitious teachers, and CPD opportunities for individuals are identified in Faculty Development Plans and prioritised.

The Weld Café: a great addition open to staff and pupils for hot drinks and cakes.

Cycle Scheme: All staff have access to a cycle to work scheme which enables staff to purchase a bike tax-free through a salary sacrifice arrangement.



YOUR APPLICATION – WHAT HAPPENS NEXT?

Closing date for applications: Friday 16th March 2018, by 10am

Interviews to be carried out: Thursday 22nd March 2018

To apply, please complete an application form which can be downloaded and submitted through an applicant tracking system on our 'Working with us' page.

Please contact us if you require further information after reading the job description and application pack. We can only accept applications made on the Downside School application form. Your letter of application should be addressed to Mr Andrew Hobbs, Acting Head Master.

Please contact the HR email address if you require further information.

References: Two professional references are required, for all shortlisted applicants ahead of an interview. Referees should be able to respond within the timescales above. You should ensure that your application form provides sufficient information to enable us to follow your complete employment and other history since leaving school.

We look forward to hearing from you.

Downside School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening, including checks with past employers and the DBS. We are an equal opportunities employer. By car, we are within 40 minutes of Bristol, 30 minutes of Bath and 15 minutes of Wells.

Please do not hesitate to contact a member of the HR team should you have any queries

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