

2 i/c Mathematics from September 2020

Thank you for your interest in this post and we look forward to receiving your application.

This is an important post and we are keen to appoint a candidate of the highest calibre who will be able to make a significant contribution both to the management and development of the Maths Department and to the school as a whole.

We are looking for someone who is:

- Passionate about high quality teaching and learning
- Offers inspirational and caring guidance for young people,
- Works collaboratively, asks questions and is keen to learn.

You will need to have the commitment and enthusiasm to be part of a lively, well managed and successful team. The staff in the Mathematics department enjoy their work and strive to deliver interesting and stimulating lessons. There is a supportive climate in which there is much cooperation, resulting in detailed schemes of work and excellent resources.

The successful candidate will be given full support and will be encouraged to engage in further **professional development** which we believe will benefit both the individual and the school. The successful applicant is likely to be a form tutor. As the school transitioned from being a Local Authority Community School to forming a MAT, a key element was maintaining the full benefit and protection of the **National Pay & Conditions**. Similarly, staff appointed from other academies are not disadvantaged, e.g. by counting service towards sick pay and maternity leave. The school takes a constructive approach towards Performance Management & Appraisal and Pay Progression and offers many opportunities for career development through paid responsibilities.

This document contains information about the department and the person specification. Separately, there are the following documents:

- overview information about the school, including extracts from the January 2019 Ofsted report
- a selection of staff stories highlighting the career opportunities available in the school
- the main school and 6th form prospectus

Applicants should submit the Application Form and a letter of application which should not normally exceed two sides. A curriculum vitae is not necessary as all relevant information should be included on the application form or in the letter.

Visit our website www.ashcombe.surrey.sch.uk for information about the school

This 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 successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS).

Candidates selected for interview will be informed by telephone. We do not generally contact candidates who are not shortlisted.

Thank you for taking the time to complete your application.

Current Information on the Mathematics Department

Introduction

The department was praised in the last OFSTED inspection ("Mathematics is a strength of the school." "Mathematics is taught very well in the school. Students apply mathematical skills adeptly in a range of other subjects."), and is keen to develop still further the academic successes which have been gained by the pupils right across the ability range including a number of students going on to study Mathematics at degree level at Oxbridge and other universities. At GCSE, there is high attainment (typically 80% 9-4 / A*-C) and very positive value-added e.g. EBacc Maths value-added was "significantly above" national.

Courses and grouping arrangements

Year	Course & materials	Lesson alloc.*	Grouping
7	KS3 course following schemes of work devised within the dept.	2	Mixed for first half term then setted. 4 sets in each half of the year.
8		3	Setted – 4 sets in each half of the year.
9		3	Setted – 4 sets in each half of the year.
10 & 11	KS4 AQA GCSE Maths.	3	Setted – 9 sets across the whole population. (2 bands decided by English and Maths jointly to allow for five sets in higher band and 4 sets in lower band – Eng and Maths can decide setting within each band independently of one another)
Sixth form	Edexcel's	L6: 4 U6: 3½	Four groups each in in L6 th and U6 th covering Mathematics, Further Mathematics, Mechanics and Statistics.
	Maths retake	1	One class

* out of 20 x 70 minute lessons per week

ICT is used regularly to support pupils' learning. We also participate in local Mathematics contests and the U.K. Mathematical Challenges (Junior, Intermediate and Senior) with very pleasing results.

Accommodation and resources

The Mathematics suite is situated in the Ranmore building. The maths rooms are close to each other, and wherever possible, NQTs will have their own room. We have good storage facilities in this area and a department office. Staff are also able to work in the Ranmore staff work area with members of all departments from around the school. We have our own computer room (33 machines) and pupils are timetabled to use the room once every three weeks. ICT is fully incorporated into the schemes of work, and the ICT used includes Excel, Autograph, The Geometer's Sketchpad (GSP) and various Internet sites. We also have a full annual subscription to "My Maths". All classrooms have a smartboard and each teacher has a school laptop and visualiser. In addition, the whole-school IT rooms are bookable.

Staffing

At present there are 14 members of the department, with some who are Senior Managers or teach other subjects. The team works extremely well together, each member contributing creatively to the curriculum offered. We seek to allocate the teaching groups so that every member has the opportunity to teach the whole ability range and the whole age range. The Management team consists of the Joint Head of Mathematics, and 2 i/c Mathematics. In addition there are opportunities available to take on additional temporary responsibilities.

Joint Head of Department	Joe Bright and Becky Beggs
2i/c Department	Victoria Saunders
Teachers	Sharon Hockley, Stuart Prior, Beverley Betts, Gill Cammack, Miles Dunfield, Pam Gray, Jill McIlwaine, Martin Crozier, Carys Jones, Andy Cook, Felicia Jean and Jo Parish
School Direct students	Shannon Donnelly and Martin Jones

2 i/c Mathematics (CPS + 2 TLR Responsibility points)

Job title: Second in Mathematics

Job Purpose: Assist Head of Department in effective and efficient management of the department

Key outcome: Successful collaborative approach to running of department

Accountable to: Head of Department

Accountable for: Areas delegated by the Head of Department and support for Head of Department in all aspects of managing the department

Key accountabilities	Key Tasks
1. Accountable for advising the Head of Department with respect to a Key Stage (to be negotiated), for the quality of learning experiences offered in the Key Stage, and ensuring progression and continuity	<p>With respect to the Key Stage, keep abreast of curriculum developments, National and examination requirements of Key Stage and co-ordinate:</p> <ul style="list-style-type: none"> • planning, development, production and evaluation of schemes of work. • monitoring quality of teaching and learning, assessment, recording and reporting (through school curriculum monitoring process and exam board requirements) • deployment and maintenance of resources • pupil grouping • setting work during teacher absence
2. Accountable for monitoring the quality of work of the Key Stage	<p>To follow school and departmental guidelines on monitoring the quality of teaching and learning, for example through:</p> <ul style="list-style-type: none"> • examination of teacher records • examination of samples of pupil work • interviews / questionnaires involving pupils and parents • analysis of school assessment data
3. Accountable for assisting in effective management of department	<ul style="list-style-type: none"> • Deputise for Head of Department • Meet regularly with Head of Department to discuss management issues including department agendas, curriculum, and staffing • Assist with management issues

The accountabilities and related tasks should be managed effectively through documentation and meetings: contribution to departmental meeting; regular liaison with Head of Mathematics; provision of guidance for teachers; written memos; use of IT

2 i/c Mathematics - Person Specification

In selecting candidates for interview and eventual selection, the Governors will be looking for teachers with relevant education, experience, job-related knowledge, aptitudes and skills, and many of the personal qualities listed below. The Governors welcome applications from teachers who consider that they could meet most if not all of the requirements listed.

EDUCATION / QUALIFICATIONS

- Qualified teacher status
- First degree or equivalent in Mathematical or related subject
- Evidence of continuing professional development

EXPERIENCE

- Either successful progress on PGCE course (or equiv. training scheme) or in a teaching post
- An excellent record of attendance and punctuality

JOB-RELATED KNOWLEDGE, APTITUDE AND SKILLS

The curriculum:

- Commitment to the comprehensive ideal and to equal opportunities
- The knowledge and vision to put these into practice in order to meet current and future challenges within the Mathematics area
- A keen interest in children as individuals and in how they learn

Contribution to the Department

- An ability to teach the full age range 11-18 in the subject
- An ability to contribute to the coherence, effective planning, implementation, monitoring and evaluation of the Maths development plans within the school development plan
- A commitment to the development of a collaborative approach to decision-making, implementation and evaluation of the work in the department
- A commitment to using a wide range of teaching and learning styles to suit the needs of a comprehensive intake
- An ability to communicate effectively both orally and in writing

Management and Leadership

- The ability to take a whole-school view of development, to assess priorities and plan strategically
- The ability to contribute to the coherence, effective planning, implementation, monitoring and evaluation of the Dept. Development Plan within the School Development Plan
- The ability to promote the use of IT for curriculum, pastoral and management use
- The ability to hold others to their accountabilities

PERSONAL QUALITIES

- Confidence, imagination and drive; flexibility and adaptability
- A sense of humour and perspective
- A capacity for hard work, the ability to manage its pressures and the ability to be self-critical
- An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues