



DR CHALLONER'S GRAMMAR SCHOOL

TEACHER OF MATHS

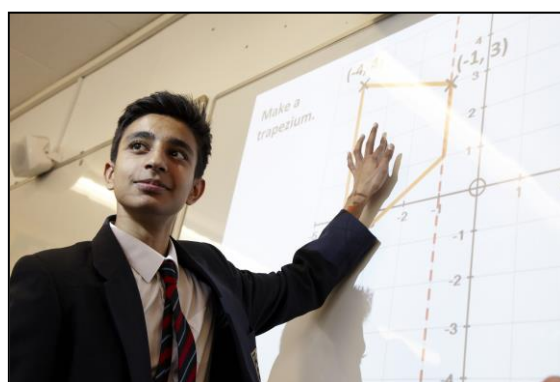
Salary	TPS + Fringe
Contract	Full- time or Part-time (approx.0.5)
Position	Permanent
Start date	September 2019
Closing Date:	Monday 29 th April 2019, Noon.

For September 2019, we are seeking a highly qualified part-time teacher of Maths at this 11-18 grammar school for boys with a co-educational Sixth Form. Dr Challoner's has 1300 students and was graded as 'outstanding' in every category by OFSTED. It is regarded as one of the leading grammar schools in the country. As the lead school of the Astra Teaching School Alliance and SCITT (recently graded outstanding by Ofsted) we provide a wide range of excellent professional development opportunities.

We also offer:

- engaging, able and well-motivated students
- an innovative approach to learning
- outstanding facilities in every subject
- a friendly working environment

This post offers an exciting opportunity for a newly qualified teacher or for someone looking to broaden their experience in an innovative and high achieving school.



To apply, please email a completed application form to Alison McAloon, Head's PA and HR Officer, employment@challoners.com.

Please note that earlier applications would be welcomed and shortlisted candidates may be interviewed before the closing date.

We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation or age.

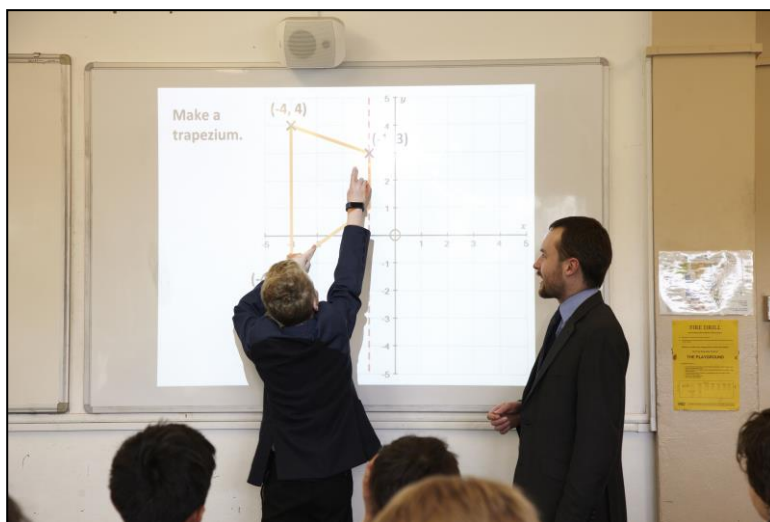
Dr Challoner's Grammar School is committed to safeguarding and successful candidates will be required to complete an enhanced DBS check.

MATHEMATICS AT DR CHALLONER'S

Introduction

Mathematics is an area of particular strength at Dr Challoner's. The Maths team currently consists of twelve highly qualified staff (ten full-time and two part-time) who together create an extremely positive learning culture based upon high expectations, the building of mathematical learning skills and a huge enthusiasm for the subject! Our results are consistently outstanding and our work has been recognised by many highly respected institutions. In our two most recent reports, OFSTED reported that provision in Mathematics was very good overall and excellent in the sixth form; the standard of teaching was judged to be very good, leadership outstanding and that standards in Mathematics were particularly high.

In 2002 the school was designated as one of the first Science Colleges in the country – 'Science' meant the Sciences and Mathematics. Science College status provided the Mathematics Team with exciting and challenging opportunities which we have since built on. Every member of the team is now equipped with a Surface Pro or Chromebook. The nine Mathematics classrooms are equipped with projection facilities and Wi-Fi is enabled throughout the school; in addition to this students in Years 8, 9, 10 and 11 each have an iPad to support their academic development. There is an extensive and ever growing set of resources available for staff and students and at A level significant use is made of the MEI website. The school was the first secondary school in the country to achieve Lead Centre status for the MEI 'Enabling Access to Further Mathematics' project, was a Strategic Partner for the local Mathematics Hub, is part of the BASS group of schools and works within the network of the Buckinghamshire Grammar Schools Heads of Maths group. In addition to this the Maths team and the school more broadly are heavily involved in outreach and support work, regularly working with other schools to help staff develop and improve students' learning.



Mathematics at GCSE

Students enter the school at age 11 having sat an examination that includes a significant amount of Mathematics. They are taught in mixed ability groups of approximately 30 students in Year 7 and Year 8 and have historically been arranged into eight sets by ability in Year 9 - standards at Key Stage 3 are, and always have been, exceptionally high. In Years 10 and 11 students are placed into one of four Mathematics levels, the top two sets (approximately 60 students) taking both GCSE and AQA's Level 2 Certificate in Further Mathematics this year. All students are entered at the Higher tier for GCSE and we presently use the Edexcel GCSE 9-1 Mathematics specification. Recently GCSE results have been outstanding and over the last decade almost 95 % of students have achieved A*/A (now 7-9) at GCSE (of which just under 70% were A*s before the change).



Mathematics at A level

Mathematics is the most popular A level choice in the school and we follow the 'MEI A Level Mathematics' course. At any one time over 300 students are studying Mathematics in the Sixth Form. In each of Years 12/13 we have two/three Further Mathematics sets and six/seven single A Level Mathematics sets respectively making a total of 18 independent sets studying Mathematics (the Further Mathematicians are taught separately from standard A Level sets). Results at A Level are particularly impressive and over the last 5 years well in excess of 700 students have completed A Level Mathematics of whom just under 90% have secured A*-B grades (with just under 40% gaining an A*). The record in Further Mathematics at Challoner's is equally impressive with over 90% of grades being A*-B from over 200 students in the same period (with over 45% gaining an A*).



ROLE PROFILE

Job title

Subject Teacher/Form Tutor

Job purpose

To promote the academic and personal development of all students.

Objectives

To encourage and support the learning of all students.
To ensure the highest possible standards of student behaviour
To promote positive values and attitudes
To demonstrate professional values and practice.

Principal areas of responsibility

- A Planning and providing challenging learning activities
- B Assessment and support of student progress
- C Managing the students for whom you have responsibility as their tutor.
- D Working professionally as a member of subject teaching and tutorial teams

Key Tasks

- A1 To plan and teach sequences of lessons which incorporate an appropriate range and depth of subject knowledge in line with statutory requirements.
- A2 To teach lessons with clear objectives and well-pitched tasks which provide pace and challenge using a variety of learning strategies including ICT.
- A3 To understand the responsibility required under the SEN Code of Practice and to seek advice from SEN Coordinator when appropriate.

- B1 To employ a variety of marking, monitoring and assessment strategies to inform planning, develop learning and evaluate students' progress.
- B2 To provide constructive feedback to help students reflect upon and improve their work.
- B3 To make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.

- C1 To keep the form register (a legal requirement) and monitor patterns of student attendance/ absence.
- C2 To make appropriate use of the school's rewards and sanctions procedures in line with the school's behaviour policy.
- C3 To monitor the progress of students in your tutor group by target setting and through regular inspection of homework diaries, planners and/or other appropriate methods (e.g. students on report).
- C4 To report concerns about individual student progress and behaviour to relevant senior staff (Subject Leaders/Team Leaders)

- D1 To demonstrate consistently high expectations of all students and a commitment to raising their achievement.
- D2 To promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
- D3 To communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- D4 To contribute towards, and value, the work of teams of staff dedicated to advancing student learning and welfare.
- D5 To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Qualifications	<p>Qualified Teacher Status or Post Graduate Certificate in Education</p> <p>Degree level qualification in Maths or a related subject</p>	Further professional qualifications
Previous Work Experience	Experience of teaching the subject up to at least GCSE level (either in a substantive post or as a student teacher)	Experience of teaching A Level in subject
Professional Skills & Experience	<p>Thorough knowledge of the requirements of the National Curriculum in the subject</p> <p>An understanding of the ways children learn and how individual needs may be assessed and met</p> <p>Continued professional development with recent relevant in-service training (if applicable)</p>	<p>A skilled IT user, comfortable with a variety of technology platforms.</p> <p>Particular knowledge and experience of Able and Gifted pupils</p> <p>Knowledge & experience of Safeguarding & Child Protection issues</p>
People Management Skills	<p>Effective communicator with children, staff and parents</p> <p>An effective team player, working collaboratively with colleagues</p>	Experience in fostering good relationships between all members of the school community
Other Personal Qualities	<p>Appropriate motivation for working with children (one which values each child & shows concern for their personal safety & wellbeing)</p> <p>Well developed planning & organising skills including time management, delegation and administration</p> <p>Emotional resilience & maturity</p> <p>Personal stamina & energy including a good record of attendance and health</p>	<p>Sense of humour</p> <p>Willingness to contribute to the wider life of the school.</p>

Closing Date for Applications Monday 14th January 2019, Noon.