



Academic Excellence. Rich in Opportunity

The Maths Department

Smithills School's Mathematics department aims to nurture, to the optimum level, the mathematical potential of every student and to assist in their progress towards becoming confident, autonomous young people. Teachers within the department strive to stimulate, motivate and inspire the students through engaging lessons which draw on active, participative learning. The Curriculum Area endeavours to foster a positive learning culture, which allows students' self-confidence to develop within a framework of high expectations.

The National Curriculum for Mathematics is taught in Years 7, 8 and 9 using appropriate resources. In order to deliver the curriculum as effectively as possible, students are placed into ability sets when they start in year 7. A wide range of teaching materials are used that enable each student to make their best progress throughout Key Stage 3, and opportunities are provided for students to work on challenging Mathematics, both within school and in national competitions.

Students currently begin their GCSE course at the start of Year 10 and setting continues throughout Key Stage 4. The teaching resources used have been specifically designed to deliver the Edexcel GCSE course which students follow throughout this key stage. Progress at GCSE is improving. In 2018 50% of students attained grades 9 – 4. The priorities for future improvements are to ensure consistently excellent attainment for the more able cohort and the pupil premium cohort.

The excellent curriculum is complemented by a thriving and successful extra-curricular programme, providing students with the opportunity to attend extra curricular revision session, take part in individual and team UKMT competitions and for year 11, enjoy a dedicated additional 30 minute session each morning to support revision.

All 9 teaching rooms have interactive whiteboards. ICT is integral to the delivery of Mathematics; it is used regularly in class and to support students' homework routine.

The members of the Mathematics Curriculum Area are an enthusiastic, dedicated, experienced and caring team of teachers. They are receptive to new ideas, honest in their assessment of the department's strengths and areas for improvement, and ambitious to achieve excellence. They also give up considerable free time to support students in their preparation for GCSE.

The successful candidate would be welcomed into a department that is determined to improve. The mathematics results in 2018 demonstrate the departments capacity to improve and every member of the team is passionate about bringing about sustainable success. A key area for development is that of our most able cohort. With recent reforms to the mathematics GCSE, it is becoming increasingly demanding to achieve the top grades. The successful candidate would be tasked with overseeing this cohort of students and would be given time to ensure the curriculum in place supports the needs of this group of students. It is an exciting time to be a part of a school that is on a journey to be the best it can be.

Lead Teacher in Mathematics

Responsible to: Head of Mathematics

Grade: TLR2b (£pa)

PURPOSE OF POST:

To lead, develop and manage the delivery of the curriculum within the mathematics department in order to secure high quality learning and teaching and improved achievement, attainment & progress.

OVERALL RESPONSIBILITIES:

1. Strategic direction and development of the subject/area

Work closely and in collaboration with the head of department:

To support the development of innovative subject and curriculum area policies and practices for mathematics;

To lead on transition;

To evaluate the curriculum and teaching and learning provision within the department and to plan, implement, monitor and evaluate the improvement plan for mathematics;

To lead on agreed areas of responsibilities within the mathematics department and support the head of department in the day to day running of the faculty.

2. Teaching and Learning

To ensure the curriculum enables pupils to build on the skills developed in previous years and is at the forefront of good curriculum practice and abreast of current curriculum development and thinking by regularly assessing and reviewing curriculum content and teaching methods.

To secure and sustain effective teaching, learning and assessment that is consistently good or better.

To be a model of good practice and to support teachers of to improve their practice.

To research effective aspects of pedagogy and to lead department training to support continuing pupil progress in mathematics.

To work with the head of department to ensure an appropriate level of challenge and support is provided throughout the curriculum and to secure continuity of provision.

3. Use of data and assessment

To work the head of department within the department (and with post holders responsible for whole school data) to devise and implement systems for recording, monitoring and tracking pupil progress across the mathematics department.

To use standardisation and moderation links with other schools and professional organisations to clarify expected standards of attainment and progress.

To work with the head of department to plan and facilitate effective intervention to accelerate the progress of pupils below the expected standard at relevant capture points

Working with other key post holders, ensure an effective response to the needs of all learners within the mathematics department, including those with Special Educational Needs, the Gifted and Talented/ Most Able, learners with a first language other than English and those who may experience disadvantage which is a barrier to their learning.

4. Leading and managing staff

To assist the head of department in providing guidance, challenge, information and development opportunities necessary to sustain motivation and secure improvement in the quality of teaching and learning.

To assist the head of department in managing all allocated teaching and support staff including assisting with recruitment, managing performance and meeting agreed targets.

To assist the head of department in creating an effective team by inspiring and motivating staff and pupils.

To be a positive role model for other staff and pupils by assisting in the continuous improvement of the team within the context of the school.

To line management member of the mathematics department and support them throughout the appraisal process.

4. Efficient and effective deployment of staff and resources

To identify appropriate resources for the delivery of the curriculum and support the head of department so that they are used efficiently, effectively and safely.

Leading, developing and enhancing your own teaching practice (or work) and supporting the development of others

- To work collaboratively within the subject team to reflect the whole school vision
- To coordinate and manage the work of other staff as appropriate to your role
- To participate fully in the performance management of yourself and other staff in line with the school policy
- To actively review and evaluate your own performance and quality of teaching
- To identify key professional development needs and to actively undertake appropriate training opportunities to meet these needs
- To actively support the professional development of other colleagues within the school including the induction and assessment of new teachers
- To work collaboratively to improve the quality of teaching and learning through lesson observations and other strategies, sharing judgements with colleagues as appropriate

Taking an active role in the day to day management of the school

- To follow all the whole school and departmental policies and practices
- To attend and participate in all calendared meetings as appropriate to your level of responsibility
- To participate fully in arrangements for preparing students for external examinations
- To play an active part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- To play a part in the pastoral development of students particularly acting as a form tutor for a group of students
- To take all registers promptly in line with school policies
- To undertake supervision duties before, during and after school in line with the school's duties policy
- To take responsibility for the effective management of resources in your care
- To ensure that all Health & Safety requirements are complied with
- To ensure the environment within the curriculum area is conducive to learning

Other specific responsibilities

- To ensure effective liaison with internal and external support agencies
- To liaise and collaborate with peers in school and in other schools to share, disseminate and develop good practice
- To develop effective liaison with parents/carers informally and through formal home/school communications procedures
- To make an active contribution to the school's ongoing self-evaluation process
- To play an active part in the provision of a range of enrichment activities and extra-curricular activities across the curriculum area
- To carry out any other reasonable duties as assigned by the Principal

May 2019

SMITHILLS SCHOOL

Person Specification for the post of Teacher of Maths

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1. SKILLS AND KNOWLEDGE		
1.1	To be a good classroom practitioner and the ability to work effectively within a team environment	Interview/Reference
1.2	Ability to build effective working relationships with all pupils and colleagues	Interview/Reference
1.3	Ability to enthuse, inspire and motivate students	Interview/Reference
1.4	Good ICT skills to support learning	Application Form/Interview
1.5	To be able to plan and develop appropriate learning activities	Application Form/Interview
1.6	To be able to plan and organise themselves effectively.	Application Form / Interview
2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC		
2.1	Qualified Teacher Status	Application Form
2.2	Honours degree or equivalent	Application Form
2.3	Experience teaching GCSE	Application Form
2.4	Willingness to participate in relevant training and development opportunities	Application Form
2.5	Experience of working successfully with young people	Application Form
3. WORK RELATED CIRCUMSTANCES – PROFESSIONAL VALUES & PRACTICES		
3.1	Thorough subject knowledge and understanding of current curriculum developments	Application Form/Interview
3.2	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Interview/Reference
3.3	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Reference
3.4	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Interview/Reference
3.5	Able to liaise sensitively and effectively with parents/carers, recognising their role in pupil learning	Application Form/Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues	Application Form/Interview
3.7	Up to date knowledge of NC requirements	Interview
3.8	Awareness of current curriculum requirements KS3-4	Application Form/Interview
3.9	A willingness to support and uphold the multicultural ethos of the school	Application Form/Interview

DESIRABLE REQUIREMENTS		METHOD OF ASSESSMENT
1. SKILLS AND KNOWLEDGE		
1.1	To be familiar with the use of an interactive whiteboard to enhance learning	Application Form/Interview
2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC		
2.1	Higher Degree	Application Form
2.2	A desire to progress in his/her career	Application Form
2.3	Proven ability to engage and enthuse pupils	Application Form/Interview
2.4	A willingness to contribute to extra-curricular activities	Application Form

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including any which the penalty is “time expired”
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

M Sidebottom
Principal

May 2019

SAFEGUARDING CHILDREN – DISCLOSURE & BARRING CHECK

Exempt under the Exceptions Order to the Rehabilitation of Offenders Act 1974

You are advised that all jobs at Smithills School are subject to an Enhanced Disclosure Check via the Disclosure & Barring Service. This means that you are required to disclose any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance including relevant dates.

When completing an application form you are asked to sign a form that the information you have provided about any criminal convictions is a true statement. A conviction will not necessarily be a bar to obtaining employment, BUT failure to disclose any of the above criminal conviction will disqualify you from this appointment and may render you liable to dismissal without notice.

Disclosure checks will only be sought from the Disclosure & Barring Service after a candidate has been provided with a provisional offer of employment. If you have subscribed to the Disclosure & Barring Service (DBS) update service please indicate this on your application form.

To protect your privacy when applying for a post, you can provide details of any convictions, cautions and bind-overs in a sealed envelope marked 'Private', for the attention of Alice Lees, and return this with your completed application form. Please indicate on the application form if you have enclosed further information separately.

If you require any further information or have any questions, please contact Alice Lees, Business Director, at Smithills School on tel: 01204 467206, prior to submitting your application.