Hall Park Academy

MATHEMATICS AT HALL PARK ACADEMY

"Mathematics should be an interesting, positive experience that enthuses and equips students to be mathematically functional"

The successful applicant will join a team of five highly motivated professionals in enabling students to maximise their potential by developing a deep understanding of mathematics through engaging, challenging and enjoyable Mathematics lessons. The faculty has a friendly and supportive atmosphere with teaching and learning at the centre of everything we do and staff are supported in continually developing their practice as we all strive for excellence. Ofsted recently commented that "teaching is consistently strong in mathematics" and as a result "pupils' progress, including that of disadvantaged pupils, is very strong in mathematics".

As part of the Redhill Academy Trust, we have formed excellent relationships with other Trust schools as well as with the various members of The Redhill Teaching School Alliance that we continue to work with. We are also a strategic partner of the local Maths Hub and this work provides opportunities for further professional development as well as collaborative planning and training with staff at a wider network of schools.

Key Stage 3

Currently students are taught in setted year groups from Year 7 and the faculty operates a top heavy setting policy so as to provide increased levels of support for lower achievers. Students follow a course based on The National Strategy using materials designed by Trust staff to support the delivery of the strategy. These materials include problem solving, functional mathematics, rich tasks, thinking skills and computer software packages alongside numeracy strategy units. Whilst in Key Stage 3 it is typical that students will be taught by a different teacher each year.

Key Stage 4

As in Key Stage 3 students are taught in setted year groups following the AQA Linear syllabus. In a similar way to Key Stage 3 the resource used to deliver lessons are largely those created and developed by Hall Park and Trust staff themselves. Teachers follow their groups throughout Key Stage 4 to provide consistency in these crucial years. A highly structured and successful intervention programme is in place at Key Stage 4 in order to support the whole school priority of raising attainment and progress of students in English and Maths.

Key Stage 5

Our Sixth Form students currently follow the modular A2 Level AQA syllabus, studying units in Core Mathematics, Statistics and Decision Mathematics. Our Year 12 students are working towards the new 2 year linear AQA syllabus. We also offer Further Mathematics to appropriate students, studying units including Further Pure Mathematics, Mechanics and Statistics. Teaching at Key Stage 5 involves engaging and challenging activities that are used to interest and enthuse students as well as developing understanding and practicing the skills that are

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required. This is in conjunction with promoting independence and the rigor needed to be successful in post-16 mathematics.

In all our work at Hall Park we are driven by the goal of enabling students to achieve their best. We do this by focusing on teaching and learning and working collaboratively to create activities that allow students to develop independence, understanding and skills that prepare them for success in exams and when they leave school. This ensures Mathematics lessons at Hall Park are varied, engaging, challenging and effective. Work in lessons is supported by our weekly drop in session 'Maths Clinic' which provides students with an informal environment where they can get help, do homework or enjoy our puzzles and games.

We are looking now to add to our team an energetic and enthusiastic teacher who can take an active part in all these aspects of Mathematics at Hall Park.

In the next two years the department considers its main priorities to be:

- Continuing the improvement in the percentage of 4-5 and 4-5 grades at Key Stage 4.
- Increasing number of students attaining 7+ at Key Stage 4.
- Preparing students to be functional in mathematics problem solving skills both for the purpose of exam success and in the world of work.
- Teaching and learning development on questioning, providing quality feedback, independent learning and effective revision techniques.
- Improve outcomes for students sitting A-level Mathematics and ensure excellent GCSE grades are reflected in their A-level grades.

Craig Hill
Director of Mathematics