



Twyford Church Of England Academies Trust

“I have come that you might have life
and have it to the full” John 10 v10



Maths Stretch Coordinator – Twyford CE High School

Job Description

Job Title:	Maths Stretch Coordinator
Grade:	Main Professional Grade + TLR 2b
Line Manager:	Trust Lead for Mathematics
Supervisory Responsibility:	support of ECTs and beginner teachers as required

Main purpose of Post

To set up a Maths extension programme, with a focus on Year 9-13 to support progression for potential Grade 9 GCSE / A* A level students in Maths & Further Maths onto related degree courses.

Outcomes

- Programme of wider learning enrichment activities created for KS4 and 5 students to ensure top end stretch
 - Top Maths students identified from year 9-13, progress monitored and targeted extension programmes agreed
 - Top 15-20% of students at KS 4 & 5 to achieve grade 9 at GCSE /A* at A-level respectively
 - Resource bank/links developed on VLE (Copia) for Key stage 5 to prepare students for additional Maths examinations/tests (e.g TMUA, MAT, STEP papers)
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Maths Stretch Coordinator responsibilities

Programme of wider learning enrichment activities created for KS4 and 5 students to ensure top end stretch

- Set up & support UK maths challenge, and other competitions for KS 3-5
- Organise and run the Maths G&T workshops for year 7
- Set up a maths G&T workshop event for KS 4 students interested in studying maths at A level
- Ensure KS 4&5 outreach activities from London universities/institutes (e.g. external maths lectures) are communicated to staff, students & parents
- Oversee and manage the Copia pages relating to Maths Wider Learning

Top Maths students identified from year 9-13, progress monitored and targeted extension programmes agreed

- Analyse results of top sets in year 9, 10 & 11 and top sets at A level to agree a target cohort of approx. 10% from each year group
- Agree a programme of activities for each student being targeted
- Keep a progress log for each of these students – including planned progression routes, relevant support/experience

Top 15-20% of students in year 11&13 achieve grade 9 at GCSE/A* at A-level respectively

- Liaise with maths post-holders to identify the key requirements for achieving grade 9/A*. Ensure these requirements are conveyed to subject teachers
- Work with Maths Subject Leads to ensure that Advanced curriculum at KS4 and 5 contains regular opportunity to practice challenge questions
- Monitor the outcomes of the top 15-20% of the year group in Maths to provide intervention / support in the case of underachievement

Resource bank/links developed on Copia for Key stage 5 to prepare students for additional Maths examinations/tests/university entrance exams

- Making sure that COPIA resources include enrichment/problem solving activities beyond classroom to support top set Maths groups
- Build up support resources for students including links to stretch materials websites that develop/consolidate learning.
- Collaborate with other Trust HoDs/post-holders on the above
- Co-ordinate information on lectures/extension opportunities including those within the school's TAP programme
- Work with Twyford additional programme (TAP) coordinator to set up a 'prepare for Oxbridge interview questions' on COPIA to support students applying to top universities to study Maths related courses (including use of past questions from previous Oxbridge applicants)
- Support students in preparing for university extension exams, e.g. TMUA, MAT, STEP papers
- Liaise with TAP co-ordinator over Maths related based EPQs

Support programme for students considering applying for Maths or Maths related degree course

- Identify potential students at the start of year 12, based on GCSE outcomes and subject choices
- Create and deliver a weekly stretch curriculum which focuses on development of problem solving skills that will support students prep for STEP papers. Sessions starting in October of Year 12 and running to April of Year 13.
- Set up a bank of STEP papers so that questions from these can inform the stretch curriculum and allow students to develop exam technique for these
- Contact Ex –Twyford Mathematicians to come in and share their experience of a maths related degree and to help with understanding STEP and early entry expectations
- Identify early entry students by Q3 of year 12. Ensure that they are regular attendees of group
- Support students with writing personal statements for maths related courses, ensuring that they have a wide range of Mathematical wider reading/ maths lecture evidence to draw on

Class teacher responsibilities

Achievement

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Teaching

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Behaviour**Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when

Support the Social, Moral, Spiritual & Cultural Development of students through the pastoral systems and wider ethos of the school

- Undertake the role of a form tutor providing first level of pastoral support & intervention on behavioural and academic support issues
- Teach the pastoral programme & support students within the tutor group in self-evaluation & academic review processes.
- Ensure that the tutor group engages fully with the wider life of the school including chaplaincy reflections undertaken in tutor time
- Support & engage students in whole school worship (assemblies & communion services)

Other**Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Keep up to date with national research/trends in Mathematical education

Key measures of success

- % of students progressing onto A level Maths/Maths related courses
- % of students achieving grade 9 at GCSE & A* at A-Level
- High number of applications/offers for Maths/Maths related courses
- VA of advanced sets at KS4

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree in your subject • Qualified Teacher Status • You must have had experience of teaching Maths and Further Maths A level • Successful experience as a Maths teacher within a high achieving secondary school • Experience of supporting students with STEP paper preparation • A proven record of success in raising standards • Experience of the use of student results analysis outcomes to inform practice and target improvement • Knowledge of the requirements of the National Curriculum and KS3/4/5 courses • An understanding of recent national curriculum and teaching/learning developments • An ability to develop effective curriculum resources in your subject to meet the needs of the full ability range • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in your subject as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess record and report students' learning effectively • A commitment to the principles and practices of Assessment for Learning • A commitment to developing Literacy and ICT in your subject • An ability to use ICT programmes and packages to promote learning • An understanding of the role of your subject within the wider curriculum 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities.
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate and model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • An ability to generate enthusiasm for your subject • Committed to the highest standards in all areas of school life (behaviour, academic, enrichment) • Strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and inter-personal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	<ul style="list-style-type: none"> • A practising Christian

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page