



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Teacher of Maths
(maternity cover)

Letter from the Head of Department

Dear Fellow Colleague

Working at Stratford Girls' Grammar School is an enjoyable, exciting and rewarding experience as you have the opportunity to work with students who are enthusiastic, confident and academically of a very high calibre. All of the students here have the potential to achieve very highly in Maths and one of the challenges, as in any school, is to ensure that these potentially high achievers remain engaged and intrigued by the relationships within mathematics. We endeavour to develop their appreciation of Maths as an elegant language and a pure subject in its own right as well as always being ready to answer the usual question of "when are we ever going to use this in the real world?"!

The subject is very popular at A-level with students from our own Year 11 and with students new to the Sixth Form. The large numbers taking this subject are very pleasing but it does present its own challenges in that there is a wide spread of ability and prior mathematical experiences within the groups. There is also a group in each year taking Further Maths.

In order for students to be so keen to continue their study of Maths at A-level we must be doing something right lower down the school! We aim to include a variety of teaching and learning strategies within our lessons, including ICT, tarsia puzzles, loop cards, and functional skills tasks. Our schemes of work have links to both the MyMaths and Nrich websites. The department has a dedicated suite of rooms, each kitted out with both an interactive and normal whiteboard. We also have a class set of department laptops that we regularly put to good use.

We aim to enrich our students rather than accelerate them; although we do not enter students for their GCSE early, we do offer an extra course in Year 11 - the AQA Level 2 Certificate in Further Maths. We are very keen on students being able to problem solve and apply their understanding to complex problems. We aim to provide suitable challenge for all students so we have prepared extension material for students using appropriate Maths Challenge questions, and AEA and STEP past paper questions for both Year 11 and the Sixth Form. We enter students for the UKMT Maths Challenges and also enter the Team Maths Challenges.

We offer support outside of lessons for those that wish to take up the opportunity, by running daily lunchtime sessions called SUMS – Some Useful Maths Support. Each member of the department is usually available on a voluntary basis. We also have sixth form mentors who help support the younger students in these sessions. The students are appreciative of staff giving up their time at these drop-in sessions and some students become regular visitors, using it as a quiet place to do their homework, knowing that they have support when needed.

One of our strengths as a department is that we are very supportive of each other and will often be found having informal department meetings at break and lunch times in the department office or over a coffee in the staffroom. We are always willing to share what has worked well and are keen to implement best practice.

We are seeking an enthusiastic and dedicated person to join our department. Please do not hesitate to contact me if there is anything you would like to ask and we look forward to receiving your application.

Yours sincerely



Sarah Bateman
Head of Mathematics

Teacher of Maths (maternity cover)

MPS

Full-time

The School

Stratford Girls' Grammar School is a highly successful selective 11-18 school with 781 girls currently on roll. Following a period of expansion, the standard student number in Years 7 to 11 is now 120. This year there are 181 girls in Years 12 and 13. The school has an excellent reputation based on examination results, a progressive approach to educational development and a strong sense of community. At our last inspection, Ofsted judged us outstanding: not only overall, but also in 25 out of 29 categories. The schools' overall Progress 8 score for the last two measured years was 0.69 in 2019 and 0.84 in 2018. The school has a reputation for academic excellence both locally and nationally. Moreover, our value added at Level 3 is positive which, considering the high starting points of our A-level students, is something that we are proud of. The standards that girls achieve at every level are exceptionally high and the girls' personal development is outstanding. Our pastoral care is a real strength and is often cited as a further reason why parents and students recommend and choose us. We are outward-looking, value breadth and encourage girls to take up a wide variety of extra-curricular opportunities. The school became a stand-alone academy in August 2011, and moved at the same time to vertical tutoring.

The school is located in the small village of Shottery on the outskirts of Stratford-upon-Avon, just ten minutes from junction 15 of the M40 and less than an hour from Birmingham and Coventry. It is based in the grounds of Shottery Manor, a fifteenth century manor house which accommodates our Sixth Form. The school buildings are quite compact, and the entire site is arranged around a very attractive central lawn. We have expanded our facilities since 2005 but most noticeably from 2013 after we converted. Phase Two of our masterplan opened in September 2015: a £3.5m project comprising a remodelled assembly hall, kitchens, dining room, full-size sports hall, fitness suite and changing rooms, drama studio, three classrooms, offices and school reception. This development followed soon after Phase One: a £1.5m extension comprising six classrooms, offices and a new library. Several successful CIF bids have also allowed us to update the school with new windows and doors, heating systems, fire alarm system and a new roof on the Manor. In addition, we installed a new IT network system in 2019, which has allowed us to move easily between in school and remote education through the last year. We are always looking for ways to enhance the facilities for our students. Our current project is focused on providing an environment that supports being well, including specific well-being spaces.

Further details about the school can be found on our current website (www.sggs.org.uk). Our Twitter feed (@Shottery) or Instagram (#sggslife) are other excellent sources for a feel of the school.

Examination results for 2019 (and summary information about the preceding five years) are available on the website, as well as a link to our most recent Ofsted report (February 2009).

The Department

The Maths department is a strong department which consistently achieves excellent results at all levels. The department consists of six well-qualified and experienced members of staff, who share their enthusiasm and enjoyment of the subject with their students. All members of the department have the opportunity to teach across all age and ability ranges within the school.

Mathematics is a popular subject at A-level where we offer A-level Maths and Further Maths using the AQA Specification. We currently have three groups of Maths and a group of Further Maths in each year, where each group is taught by two teachers. Students that opt to take the MAT or STEP papers for entry into certain universities are supported, while others take the opportunity to undertake Extended Project Qualifications (EPQ) in related topics.

In Years 7 and 8 the students are taught in mixed ability teaching groups (although the range of ability is relatively narrow, as a selective school), with setting according to ability occurring from Year 9. All students are entered for AQA Higher Tier at GCSE.

We enter students for the National Mathematical Challenges, where they are very successful and students are regularly invited to take part in further rounds. The department also enters Year 8 and 9 for the Team Mathematical Challenges – we have won regional finals and progressed to the national final.

The Post

We are looking to appoint a full-time maternity cover teacher from September 2021. The successful candidate will be an able mathematician who has the ability to inspire Maths students of all aptitudes and abilities. The ability and confidence to teach at all levels including both Pure and Applied topics at A-level will be an advantage. You will be joining a strong and dedicated team, and must be willing to contribute fully at all stages to the development of Mathematics teaching within the school. We are seeking an enthusiastic person with a love of Mathematics, who can share their enjoyment with their students by employing a range of teaching strategies which provide for challenge, motivation and high student expectations.

The successful applicant should either be, or have the potential to become, an outstanding classroom practitioner with the ability to inspire and motivate our students. A willingness to assist in the departments' extra-curricular activities is essential.

This school is committed to safeguarding, equality of opportunity, and promoting the welfare of children and young people. An enhanced DBS check will be required.

The Application Process

Please complete the application form and provide any additional information in a separate letter.
Please note that we do not accept CVs.

The closing date for applications is **Monday 12th April, 2021 at 9.30am.**

The Interview

Interviews will be held on **Tuesday 20th April, 2021.**
Candidates will be asked to bring original certificates with them to interview.

If you have any questions with regard to this vacancy or wish to visit the school, please contact Miss Lisa Cooper, PA to the Headteacher, in the first instance on 01789 293759 ext 219 or at cooper.l@sggs.org.uk **before school closes for Easter on Thursday 1st April.**

We look forward to receiving your application.

The Person Specification (1): Teacher of Maths

	Essential	Desirable	How tested
Qualifications	<ul style="list-style-type: none"> Good degree in Maths with teaching qualification 	<ul style="list-style-type: none"> Other qualifications or academic experience indicating a breadth of interests 	<ul style="list-style-type: none"> Application form and documentation
Experience	<ul style="list-style-type: none"> Proven record as a successful teacher of Maths (preferably to A-level) in the 11-19 sector Experience of working with students in a pastoral role 	<ul style="list-style-type: none"> Experience of working with very able students, eg in selective schools 	<ul style="list-style-type: none"> Application form Letter Interview
Professional Knowledge	<ul style="list-style-type: none"> Up-to-date knowledge of GCSE and A-level specifications for Maths Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people Knowledge of relevant Health and Safety requirements. 	<ul style="list-style-type: none"> Sound knowledge of current educational developments and initiatives 	<ul style="list-style-type: none"> Application form Letter Interview

	Essential	
Skills and Abilities	<ul style="list-style-type: none"> Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities Good interpersonal and communication skills to relate to staff, students and parents and to support, motivate and lead a team Respects and values the different experiences, ideas and backgrounds that others can bring to work and to teams Works collaboratively and supportively with colleagues both within the organisation and in other organisations Manages time effectively Good ICT skills Able to work well under pressure and maintain a sense of perspective with a good sense of humour Committed to continual personal and professional development, is reflective and learns from past experience Personal integrity Committed to the protection and safeguarding of children and young people Willing to work within organisational procedures and to meet the required standards for the role 	<ul style="list-style-type: none"> Application form Letter Interview
Special Requirements	<ul style="list-style-type: none"> Committed to selective education Committed to single-sex girls' education Committed to maintaining the unique and caring ethos of the school 	<ul style="list-style-type: none"> Application form Letter Interview

The Job Description (2): Class Teacher

Job Purpose: To teach a class or classes of students and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors; to have a working knowledge of i) the national conditions of employment for schoolteachers as set out in the current copy of the School Teachers' Pay and Conditions Document, and ii) the national standards for QTS.

Reporting to: Head of Department/Subject Leader

Strategic leadership	<ul style="list-style-type: none"> • Demonstrate an active contribution to the policies and aspirations of the school. • Demonstrate that they are effective professionals who challenge and support all students to do their best through: <ul style="list-style-type: none"> – inspiring trust and confidence; – building team commitment; – engaging and motivating students; – analytical thinking; – positive action to improve the quality of students' learning.
Knowledge and understanding	<ul style="list-style-type: none"> • Have a thorough and up to date knowledge and understanding of their specialist subject(s). • Have a detailed knowledge of the relevant aspects of the students' National Curriculum, including National Standards and other statutory requirements. • Understand progression in their specialist subject(s), including before their specialist age range. • Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s). • Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work and which have been identified as school priorities.
Planning & setting expectations	<ul style="list-style-type: none"> • Demonstrate consistent and effective planning of lessons and sequences of lessons to meet students' learning needs. • Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. • Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences eg of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available. • Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment. • Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans. • Make reasonable adjustments in practice to include students with a disability. • Take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.
Teaching and managing student learning	<ul style="list-style-type: none"> • Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Secure a good standard of student behaviour in the classroom through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school. • Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

Student achievement	<ul style="list-style-type: none"> Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets. Secure progress towards student targets. Demonstrate that, as a result of their teaching, their students achieve well relative to the students' prior attainment, making progress as good or better than similar students nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for students where national tests and examinations are not taken.
Assessment and Evaluation	<ul style="list-style-type: none"> Assess how well learning objectives have been achieved and use this assessment to inform future teaching. Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress. When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses. Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.
Working with other adults	<ul style="list-style-type: none"> Establish effective working relationships with professional colleagues including, where applicable, support staff. Take part in and contribute to meetings that relate to teaching/curriculum; co-operate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of a subject in the school. Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.
Managing resources	<ul style="list-style-type: none"> Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
Relations with parents and wider community	<ul style="list-style-type: none"> Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples. Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress. Communicate and co-operate with specialists from outside agencies when appropriate.
Managing own performance & development	<ul style="list-style-type: none"> Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and students' learning. Participate in the performance management system for the appraisal of their own performance, or that of other teachers. Take responsibility for implementing school policies and practices, including Health and Safety. Support initiatives decided by the Headteacher and staff Set a good example to the students they teach in their presentation and their personal conduct. Evaluate their own teaching critically and use this to improve their effectiveness.

This job description is in addition to the school teachers' pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.

Post-Threshold Expectations

In addition to the above:

- to provide a role-model for teaching and learning
- to make a substantial and sustained contribution (specifically agreed through the Performance Management system) to the raising of student standards and to contribute effectively to the work of the wider school team.

The Job Description (3): Tutor

Job Purpose: To be responsible for the pastoral care, guidance and support of girls within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House.

Reporting to: Head of House

Strategic leadership	<ul style="list-style-type: none"> Take responsibility for implementing school policies and practices, including those dealing with bullying Work to develop and maintain positive attitudes and confidence in student welfare and guidance Help to develop a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to: <ul style="list-style-type: none"> students' spiritual, moral, cultural, mental and physical development (SMSC) the preparation of students for the opportunities, responsibilities and experiences of adult life the capacity of students to stay safe, be healthy, enjoy and achieve, make a positive contribution and prepare for their future life, including economic well-being
Specific responsibilities	<ul style="list-style-type: none"> Tutor time: <ul style="list-style-type: none"> work with the Attendance Officer to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor's best efforts (including telephoning parents if necessary) is notified to the Head of House ensure that any information to be sent home to parents through girl post is distributed promptly, and that other returns of a routine nature are dealt with as required Assemblies and tutor-time: <ul style="list-style-type: none"> be responsible for organising meaningful activities with the tutor group in tutor-time, and assisting the group in the presentation of assemblies supervise the tutor group in whole school and other assemblies and in moving to the place of assembly check homework diaries/ student planners and sign them at least half-termly; follow up any problems in subject areas with the subject teacher and relevant Head of Department Conduct and appearance of students: <ul style="list-style-type: none"> check the behaviour, attitudes and appearance of members of the tutor group, within the school's Behaviour Policy monitor that uniform/ sixth form dress is worn correctly and warn students of inappropriate uniform prior to letters being sent home by the Head of House set a good example to the students they teach in their presentation and their personal conduct Care of the tutor group environment: <ul style="list-style-type: none"> actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base ensure that tutor group noticeboards are maintained well
Teaching and managing student learning	<ul style="list-style-type: none"> Ensure effective delivery of SMSC period activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. Secure a good standard of student behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of the Behaviour Policy of the school.
Monitoring student progress	<ul style="list-style-type: none"> Monitor tutees' progress towards subject and review targets and support students in making progress towards their targets. Be responsible for maintaining individual tutee records, ensuring that any sensitive or confidential information is conveyed to the Head of House and Headteacher as necessary Be responsible for commenting on individual reports for members of the tutor group, and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group
Relations with parents and wider community	<ul style="list-style-type: none"> Foster good home-school relationships and liaise with the Head of House if direct contact with parents is necessary Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.

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Privacy Notice for Applicants: How we use your information

Who are we?

Stratford Girls' Grammar School is the 'data controller'. This means we are responsible for how your personal information is processed and for what purposes.

Stratford Girls' Grammar School is registered as the Data Controller with the Information Commissioner's Office (ICO); Registration Number: Z3198676

You can contact the Academy Trust as the Data Controller in writing at:
Stratford Girls' Grammar School, Shottery Manor, Stratford-upon-Avon, CV37 9HA.

What is a Privacy Notice?

A Privacy Notice sets out to individuals how we use any personal information that we hold about them. We are required to publish this information by data protection legislation. This Privacy Notice explains how we process (collect, store, use and share) personal information about job applicants.

What is Personal Information?

Personal information relates to a living individual who can be identified from that information. Identification can be by the information alone or in conjunction with any other information in the data controller's possession or likely to come into such possession.

'Special category' personal information reveals racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation.

What personal information do we process about applicants?

The categories of applicant information that we collect, hold and share include:

- The information you have provided on your application form, including name, title, address, telephone number, personal email address, date of birth, gender, teacher number, employment history, qualifications, subjects taught and other training and development activities.
- Any test results which arise as part of this application process.
- Information about your current level of remuneration, including benefit entitlements.
- Information provided to us by your referees unless you have indicated otherwise on the application form.
- Any academic qualifications
- Information on documents provided for the purposes of proving identity e.g passports, driving licences, birth certificates, and bank statements and utility or other invoices used for proof of address

Where you have named referees on your application form, we shall assume that they have consented to being approached by us.

We may also collect, hold and share the following "special categories" of more sensitive personal information:

- information such as gender, age, ethnic group, religious belief, sexual orientation;
- Information about your health, including any medical condition, health and sickness records;
- Information about criminal records;
- Information about being barred from working with children or vulnerable people
- Any information you provide to us during an interview.

How is your personal information collected?

We collect personal information about candidates from the following sources:

- You, the job applicant.
- Disclosure and Barring Service in respect of criminal convictions and information about being barred from working with children or vulnerable people (once a job offer has been made).
- From former employers (once a job offer has been made).

For what purposes do we use applicants' personal information?

We will use your personal information to:

- assess your skills, qualifications and suitability for the role
- carry out background checks
- communicate with you about the process
- keep records
- comply with legal or regulatory requirements
- To make salary payments and pay over PAYE and NI on your behalf

We need to process your personal data in order to decide whether to enter into a contract of employment with you. It is ultimately in our legitimate interests to process personal data during the recruitment process and for keeping records of this process. Actively managing this data allows the recruitment process to be efficient and adequately confirm your suitability for the job.

If you fail to provide information when requested, which is necessary for us to consider your application (such as evidence of qualifications or work history), we will not be able to process your application successfully.

Information about your disability status may be used in order to consider where reasonable adjustments need to be made during the recruitment process.

Information about your age, gender, race or national or ethnic origin, religious beliefs and sexual orientation will be used to ensure meaningful equal opportunity monitoring and reporting.

Collecting applicant information

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

Who might we share your information with?

We may share applicant information with members of our staff and Governors who are involved in the recruitment process, consultants/experts assisting with the interview process, HR providers, payroll providers (EPM) and managers who hold vacancies.

Appropriate security measures have been put in place to prevent personal information being accidentally lost, used or accessed in an unauthorised way.

We will not share your data with third parties, unless your application for employment is successful and an offer has been made. They will only process personal information on our instructions and are subject to a duty of confidentiality.

Procedures are also in place deal with suspect data security breaches and you will be notified of a suspected breach where we have a legal obligation to do so.

What do we do with your information?

All personal information is held in a manner which is compliant with Data Protection legislation. Personal information is only processed for the purpose it was collected. Stratford Girls' Grammar School monitors the personal information it processes and will only share personal information with a third party if it has a legal basis to do so.

How long do we keep your information for?

In retaining personal information, Stratford Girls' Grammar School complies with the Retention Schedules provided by the Information Record Management Society. The schedules set out the Statutory Provisions under which Stratford Girls' Grammar School are required to retain the information.

A copy of those schedules can be located using the following link: <http://irms.org.uk/page/SchoolToolkit>

Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

What are your rights with respect of your personal information?

Under data protection law, applicants have the right to request access to information about them that we hold. To make a request for your personal information contact the School Data Protection Officer at Warwickshire Legal Services via email at schooldpo@warwickshire.gov.uk or alternatively;

School Data Protection Officer
Warwickshire Legal Services
Warwickshire County Council
Shire Hall, Market Square
Warwick CV34 4RL

***Please ensure you specify which School your request relates to.*

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>