Chislehurst & Sidcup Grammar School

Full-time Permanent Teacher of Mathematics

Required for September 2017

Information for Candidates



Our school

The school opened in the Autumn Term of 1931 and has been at three different sites since then. 'Chis & Sid' has been at the current site for over fifty years and has undergone considerable building development, which includes a new Art & Technology block.

Chislehurst and Sidcup Grammar School aims to educate and prepare for life, able students from all backgrounds. This mission is dynamically carried forward within a caring, happy and supportive community. The education that 'Chis & Sid' offers develops its students intellectually, emotionally and physically. The ingrained idea of excellence in school life allows students to reach the highest academic, sporting, cultural and aesthetic standards. The special quality of learning in the classroom is equally matched by the richness of teaching that students experience.

Whilst healthy competition is central to the 'Chis & Sid' ethos, there are also many opportunities for students to enter into the wider life of the school. Service to the school and community is enthusiastically performed and high levels of leadership and responsibility are actively taken on by students at all levels. There is a supreme belief that building 'Chis & Sid's' tradition of excellence comes not from dwelling on yesterday's successes but performing tomorrow's tasks.
The continued success of 'Chis & Sid' is matched by an ongoing focus on site development and improvement. Upon extremely attractive grounds, almost unique in the south east of England, a heavy investment programme in new facilities is unfolding. Aside from a range of well resourced specialist teaching areas, the school continues to add new buildings. In 2005, the Jubilee Pavilion was opened and the new Art, Design and Technology building opened in Spring 2007. The construction of the Sidcup Leisure Centre provides yet another development for the school; a modern sports hall further augments 'Chis & Sid's' great sporting tradition. Significant enhancements to the Sixth Form Centre have also provided our Year 12 and 13 students with a dedicated study facility closely attached to the school's Learning Resource Centre.



Mission, Aims & Values

Mission

Helping the learners of today become the leaders of tomorrow
This school aspires to educate, in partnership with parents and students, inquiring, well informed and compassionate citizens who will go on to make a better world by occupying positions of responsibility and influence.

Aims

- To teach with high expectations, striving to ensure students fulfil their potential in both the academic and complementary curriculum.
- To develop inquiring, knowledgeable, creative and articulate lifelong learners.
- To encourage students in leadership and other positive contributions to the life of the school and wider community.
- To encourage students to adopt healthy, physically active and safe lifestyles.
- To develop students who are both happy and capable of future independence.
- To develop students who will respect others, take responsibility for their own actions and become good citizens.
- To ensure students display self-discipline and responsible behaviour that makes a positive difference to the life of the school.
- To develop excellent working relationships between all those involved in the life of the school.

Values guiding the work of staff and students

- To be excellent role models in all we do.
- To strive to make a positive difference.
- To ensure that health and safety are never at risk.
- To show respect for the environment.
- To be calm, polite and fair in all our relationships.
- To allow no place for any form of aggression or violence.
- To act with open-mindedness, understanding and forgiveness.
- To ensure the needs of the individual and school community are in harmony.
- To show respect for each person's unique role in the life of the school.



Curriculum

The school's curriculum is designed to:

- prepare students for the opportunities, responsibilities and experiences of adult life
- be balanced, broadly based, relevant and differentiated to match student needs, aptitudes and abilities
- promote the spiritual, moral, social, cultural, mental and physical development of each student

Students have equal opportunities to the curriculum at all key stages; where options are available, every effort is made to provide students with the options of their choice. Student progress is assessed and the results recorded and reported to parents.

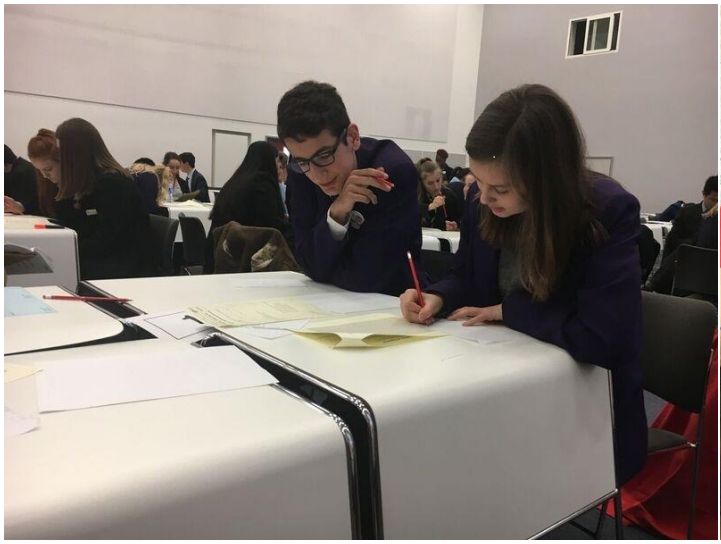
Year 7: On entry, our students study the full range of traditional subjects in addition to German, French and Latin as part of Key Stage 3.

Year 8: Students continue to study the full range of subjects as in Year 7.

Year 9: Students continue to study the full range of subjects as in Years 7 and 8. The end of Year 9 marks the end of Key Stage 3 and final assessments are made at that point.

Years 10 and 11: All students take GCSE in Mathematics, English Language, English Literature, Biology, Chemistry, Physics, PE, at least one Language subject and RS.

Years 12 to 13: GCE A Level courses are followed by all students in the Sixth Form – it is expected that all students follow at least four courses from the beginning of Year 12. The range of A Levels offered include, Mathematics, Further Mathematics, English, PE, Drama, Music, Music Technology, Chemistry, Physics, Biology, Business Studies, Economics, Psychology, French, German, Classics, Art, Product Design, Food Technology, Computing, ICT, Geography, History, Religious Studies (Philosophy) and Government & Politics.





The Department

The department currently consists of twelve members of staff. Some members of the department have other responsibilities in the School. Most mathematics lessons are taught close to the departmental staff room, which includes workstations for members of the department. Access to the school computer network is via a wireless network with a laptop computer provided by the school. There are excellent reprographic and computer facilities within the school and mathematics classrooms.

The department's approach to the teaching of mathematics is very much focused on problem solving rather than rote learning of techniques. Staff are encouraged to discuss the subject and its teaching both informally and in departmental meetings.

Recent results in the department have been very good. Over the last three years, 65% to 70% of students achieved A*-A grades in the GCSE examination. 60% to 80% of students achieved A*-B grades in A Level Mathematics and 78% to 83% of students achieved A*-B grades in A Level Further Mathematics.

Every year, a large number of students gain places at Oxford, Cambridge and other Russell Group Universities to read mathematics or related subjects.

Mathematics Curriculum Overview

Mathematics at Chislehurst and Sidcup Grammar School is taught at a high standard where we aim to develop students' problem solving skills and mathematical reasoning. Our aim is that all students will have the mathematical skills that are required for their future work and life. Key Stages 3 and 4 cover work under the content headings Number, Algebra, Ratio & Proportion, Geometry & Measures, Statistics and Probability. Key Stage 5 covers more advanced areas of both Pure and Applied Mathematics.

Key Stage 3

At Key Stage 3, we focus on developing non calculator skills and the building blocks for the knowledge that is required at GCSE. In year 7, students are taught in their form group, all assessment is non-calculator to develop core skills and improve students' communication of work. In year 8, classes are set by ability and by year 9, the smallest classes have 16 students or less. This means that we are able to provide more individualised support for our students. The Scheme of work for KS3 aims to challenge our students, by exploring the maths they learn, whilst preparing them for their GCSE course. Each half term there is a module assessment as well as a set of problem solving activities; this is then followed by end of year exams in the summer term.

Key Stage 4

At Key Stage 4, we continue to develop the skills learnt at Key Stage 3, whilst exploring more complex problems and extending topics to examination level. Students will continue to develop strong problem solving skills. Students are still set on ability, with the smallest class sizes of 16 students, however all classes are entered for the Higher Paper at GCSE. Students are prepared for their GCSE through regular testing using examination style questions and all students sit full examinations at the end of year 10 and a full mock examination in December of year 11. We enter all students for the Edexcel Linear Syllabus 1MA1 Higher Tier in the summer of year 11. Top set students will also study for the OCR Additional Mathematics Course and most of these students will be entered for the examination.

Key Stage 5

At Key Stage 5, we are the largest department with 14 sets across year 12 and 13, 10 of which study Mathematics and 4 study Mathematics with Further Mathematics. Students study Edexcel A level Mathematics and the content covers a variety of areas of Mathematics including Pure Mathematics, Statistics, Mechanics and Decision Mathematics. Students are taught six modules over two years for each subject and they currently do three examinations at the end of each year. As with KS3 and 4, we regularly test students and track their progress.

Enrichment

The Mathematics Enrichment programme is thriving in our department and it is considered a very important part of what we do. As well as catering for the needs of our brightest students, we try to encourage as many students (and staff) as possible, regardless of ability, through these events and activities.

The department sets regular problem sets for all students in the Lower school and we look to increase the frequency of this in the coming years. We are also holding the first internal Mathematics cup for year 7 this summer.

Each year, a large number of our students from year 7 to 13 are entered for the UKMT Mathematics challenge at all three levels. Year 11, 12 and 13 girls are entered for the UK Mathematics Olympiad for Girls. They regularly achieve hundreds of certificates with many students progress to the following on rounds of each level. In recent years, we have had students invited to attend the Mathematics summer schools at the University of Leeds and the University of Oxford, the initial Olympiad training camp and the Olympiad training camp in Hungary.

We are keen participants in the Team Mathematics Challenges. Teams from Chislehurst and Sidcup Grammar School compete in the regional finals annually with increasing success. This year, the Senior Team came 22nd nationally, the year 10 teams won most of the rounds in the year 10 team challenge and the Junior team came 3rd in the regional final.

The department runs a comprehensive mentoring scheme where year 8 to 11 students are exposed to areas of Mathematics that are not normally taught in the curriculum such Number Theory, Combinatorics and Euclidean Geometry. Year 12 and 13 students meet weekly to prepare for Oxbridge entrance examinations such as PAT, MAT and STEP. A small group of students are coached to Olympiad level.

We organise annual trips to attend enrichment events such as those at the University of Oxford or Cambridge, the Maths Inspiration Lectures, mathematics lectures at local schools and universities. We are also in the process of organising an oversea trip to explore Mathematics in different cultures. The prospective candidate will have the possibility of taking part in this trip.

Teacher of Mathematics Job Description

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description may be amended at any time following discussion between the head teacher and line manager, and will be reviewed annually as part of the performance management process.

LINE MANAGER: Head of Faculty Mathematics

GENERAL RESPONSIBILITIES:

A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL

1. Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum;
2. Analyse and interpret relevant school, local and national data relating to the classes they teach and advise the senior management on the level of resources required to maximise achievement;
3. Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within the classes they teach;
4. Consider the views of both pupils and parents/carers and to respond appropriately.

B. TEACHING AND LEARNING

1. Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour and discipline;
2. Support the identification of, and provision for students with additional educational needs within the classes they teach;
3. Regularly monitor progress of students within the classes they teach which is then reflected in teaching plans;
4. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;
5. Ensure setting of realistic and challenging expectations of students in the classes they teach;
6. Liaise effectively with staff to ensure the successful transition of students through the school;
7. Contribute fully to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.

C. RELATIONSHIPS WITH STAFF

1. Achieve constructive working relationships with all staff;
2. Direct, organise and manage the work of support staff within the classes they teach;
3. Provide regular information to senior staff on student progress.

D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

1. Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives;
2. Participate in the performance management system and agree objectives based on the school improvement plan, borough and nationally determined targets.

E. GENERAL

1. Promote the school's mission, aims, values, ethos, behaviour policy, and other policies;
2. Perform the role of form tutor and carry out its attendant responsibilities;
3. Participate in the designated guidance and direction of pupils, including progress reviews and target setting meetings;
4. Contribute to the delivery of the Personal and Social Education (PSE), Careers, and Health Education programme;
5. Attend assemblies, designated school functions (such as parents evenings, Speech Day etc.) and register the attendance of pupils;
6. Provide cover according to the terms of the nationally agreed framework;
7. Contribute to the school's complementary curriculum;
8. Take on any additional responsibilities, which might, from time to time, be determined.

SPECIFIC RESPONSIBILITIES:

To be agreed with Line Manager.

The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.

Person Specification

Skills, qualities and qualification	Essential	Desirable	Method of assessment
A strong academic background and a good honours degree or equivalent in Mathematics or other related subject	✓		Application Form
Teaching qualification	✓		Application Form
The ability to teach Mathematics at KS3, KS4 and A level	✓		Application Form Lesson
The ability to teach both Mechanics/Statistics or Further Mathematics in the Sixth Form		✓	Application Form
The ability to prepare students for university entrance tests such as MAT and STEP		✓	Application Form Interview
A willingness to participate in extra-curricular activities and trips, including team training or Mathematics Clinic	✓		Interview
Very good teaching, communication and interpersonal skills	✓		Interview
Strong ICT competence	✓		Application Form
Excellent written and spoken English	✓		Application Form Interview
Efficiency and reliability	✓		Application Form Interview
Committed to the safeguarding and well-being of children and young people	✓		Interview

Pay scale

- MPS or UPS plus Outer London Allowance

Other benefits

- Competitive pay and pension scheme
- Family-friendly working with a childcare voucher scheme
- An Investors in People employer
- Tailored induction programme
- Bluesky professional development scheme with the possibility of funding for additional qualifications.

How to apply:

Further details together are available either from the school website www.csgrammar.com (Vacancies) or by emailing jobs@csgrammar.com. Please complete your application form via www.TES.com. Applications will be considered on receipt and interviews may occur at any stage.

In section 5 of the application form, please indicate relevant GCSE and A Level teaching experience. Also, please state which A Level Mathematics and Further Mathematics modules or any other examinations that you can potentially teach.

CVs will not be considered and should not be submitted.

If you have any questions, please contact jobs@csgrammar.com

References

Please note that it is our practice to take up references before shortlisting for interview. Current and previous employers will be contacted as part of the verification process pre-appointment checks.

When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.

Safeguarding

Chislehurst and Sidcup Grammar School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service (DBS).

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references, which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

Key Dates:

The school reserves the right to appoint prior to the closing date if a suitable candidate is found.

How to find us

The school is located within a 5-minute walk from Sidcup train station, has local bus services and is close to both the A2 and M25.

