**The Grange School**

**HEAD OF MATHEMATICS**

**The Context**

The Grange School has gone through a complete transformation in recent years and under the leadership of the new Headteacher, Ms Jane Asplin-Locke, we are now looking for an ambitious teacher who is passionate about mathematics to lead our excellent team.

As was stated in the advertisement, this post is not about ‘driving up standards’ through target setting and heavy handed accountability. We really do mean that we are looking for an excellent practitioner who not only loves mathematics but who is keen to learn and to work with great colleagues within and across our schools.

The Director of Mathematics, Mrs Clare Hill, is an exceptional coach and mentor so please don’t think that you need to have already had all the relevant experience to be able to apply for this position. We are looking for an excellent teacher who is passionate about working with young people and who is curious about how children learn mathematics.

This really is a unique opportunity and as well as leading your own department you will be part of the larger team across the Trust which will shortly consist of Twynham School, The Grange School, Twynham Primary School, two large junior schools and one large infant school.

You will also be able to gain significant leadership experience with the full support of the Headteacher and senior colleagues at The Grange School as well as senior colleagues across the Trust.

**The Department**

We know that if students have a deep understanding of multiplicative relationships and demonstrate procedural fluency in their calculations at key stage 3 they are much more likely to be successful at key stage 4. In fact understanding of fractions at age 11 has been proven to be a key indicator of later success. Our vision is to allow students to develop this understanding within both number and algebra and through the course of year 7 raise all students to a floor standard of understanding which will allow them to progress successfully at secondary school. This involves becoming fluent with directed numbers, fractions, decimals and percentages and algebraic simplification and equation solving. All teachers adopt a similar approach to learning which reinforces conceptual understanding and supports transition between year groups.

We are looking for an individual who is both a team player but can also contribute to an evolving approach to teaching maths. We review the finer details of students' understanding and the finer detail of how we present the mathematics and encourage everyone to contribute to an improving scheme of work. We are a small, friendly team and would like our new colleague to quickly become an integral member of this team. We work closely with Twynham School mathematics department and this offers many opportunities for joint working. As we raise outcomes for all students we will support you in teaching a broader mix of students with varying prior achievement, through carefully crafted schemes of work drawing on influences from our visit to Shanghai and our work with the NCETM in their Multiplicative Reasoning Project, ICCAMS project and Secondary mastery project. As a strategic partner to the Jurassic hub we have been involved in many major national projects so not only will you receive excellent CPD every working day through immersion in schemes of learning which form a mastery curriculum, you will have many opportunities to become involved in worthwhile national projects. This could lead onto roles as an SLE, an accredited CPD lead with the NCETM or a Lead Practitioner. You may wish to develop your career along a research route and many colleagues have undertaken Masters degrees.

The department is well advanced in developing a responsive teaching model within the school and regularly uses small, low stakes tests to monitor learning. Learning journals have been an integral part of mathematics teaching at The Grange for a number of years and the department is well placed to understanding student progress without NC levels.

There are 3 full time members of the maths department. We have one salaried SCITT training with us and a full time HLTA supporting the department. We currently teach years 7 and 8 in two tiers - one higher set and two mixed foundation sets. This reflects the mastery scheme of work we are teaching in these year groups. Years 9, 10 and 11 are vertically grouped with one more able group in each year.

**Curriculum**

At Key stage 4 we are currently following the Edexcel specification. We have resourced the teaching for this specification with Cambridge University text books and the accompanying Problem Solving book. We work closely with Edexcel as a MAT and Twynham School is the centre of a collaborative network which gives us a termly opportunity to meet with other local maths leaders and hear important news from the exam board directly.

**Facilities**

The department is well resourced with all rooms having access to audio-visual equipment, including data projectors and interactive boards. Students enjoy regular access to IT facilities and we subscribe to My Maths, MathsBox and Mangahigh. The Learning Gateway has a comprehensive bank of key stage 4 resources and the Cambridge University textbook comes with access to online resources.

**The Appointment**

The position arises due to a vacancy in the department following the resignation of the current postholder.

**Further Information**

Applicants are invited to contact [clare.hill@twynhamschool.com](mailto:clare.hill@twynhamschool.com) the Director of Maths for Twynham Learning in the first instance.

**Salary**

The post is on the MPS

**Expenses**

The school will meet the reasonable expenses of interviewed candidates within the UK mainland but regret it cannot assist with the removal expenses of the successful candidate.

**To apply**

Completed forms should be emailed to [recruitment@twynhamlearning.com](mailto:recruitment@twynhamlearning.com) or you can apply via the TES.