



The Redhill Academy

MATHEMATICS AT REDHILL

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

Redhill Maths Department. 2017

The successful applicant will join a team of thirteen highly motivated professionals, including four part-time teachers, 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. Development work is often carried out as a team due to the positive working relationships within the faculty and OFSTED commented that "all the teachers are very hardworking and mutually supportive". In addition, we have formed excellent relationships 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. This work provides opportunities for further professional development as well as collaborative planning and training with staff at a wider network of schools. Also, the Faculty is involved with research projects with the University of Nottingham on an on-going basis.

The accommodation for Mathematics at Redhill is in a brand new Mathematics block that opened in September 2015. We have eight specialist teaching rooms at present and a workroom. All rooms are networked with a PC and an Interactive Smartboard.

The school as a whole is in a very interesting phase of curriculum development which is motivated by a need to increase the emphasis on achievement in Maths and English as well as the major changes to the program of study and particularly the new 1 to 9 GCSE. As a result of this we have a three year Key Stage 4 and students have increased hours of Mathematics in Years 9 and 10.

Key Stage 3

Currently students are taught in parallel setted half 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 a scheme of work developed in conjunction with the East Midlands East Maths Hub using materials designed by Redhill staff. These materials include problem solving, functional mathematics, rich tasks, thinking skills and computer software packages alongside numeracy strategy units. There has been research and work carried out by members of the department with a view to implementing and embedding a teaching for mastery approach. 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 two parallel setted halves agreed with both the Science and English Faculties. We follow 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 Redhill staff themselves.





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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. In addition to GCSE Mathematics we also offer appropriate students the chance of studying the AQA Level 2 in Further Maths. This was a real success last year and we see this as an important part of our proposed curriculum changes that will increase the number of A/A*.

Key Stage 5

Our Sixth Form students follow the AQA A-Level syllabus in year 12. 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 required. This is in conjunction with promoting independence and the rigor needed to be successful in post-16 mathematics.

In all our work at Redhill 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 Redhill. This ensures Mathematics lessons at Redhill 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 or do homework.

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 Redhill.

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

- Increase the level of challenge and engagement at Key Stage 3.
- Continuing the improvement in the percentage of 4-9 grades.
- Increase the percentage of students achieving 5-9 grades.
- Improve the progress measures for all students.
- Increasing number of students attaining 9/A* at Key Stage 4/Key Stage 5.
- 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.

Phil Noble
Faculty Leader of Mathematics – October 2017

