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**Meadowhead School**

**Academy Trust**

**A Member of**

**The Meadowhead Community Learning Trust**



**Supporting Leader for Maths**

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**Maths**

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###### Introduction

This is an exciting time to be joining a large and successful Faculty. We are housed in a wing of a very well-kept school with twelve dedicated Mathematics teaching rooms (all equipped with an interactive whiteboard, running ActivInspire software) and a Faculty office. A new sixth-form block has additional teaching rooms for all subject areas including the provision of A-level Mathematics. Visualisers are also available within the department.

We are a strong and improving Faculty with solid maths pedagogy and a positive ethos. We have a record of staff enjoying working at Meadowhead and so have a well-established team striving to further improve the experience the students receive.

The Faculty is committed to developing the skills of all students and helping them reach their potential, whatever their ability. We work closely with the Pupil Support Faculty to ensure that students experiencing difficulties have adequate support, and we run many extension activities for those displaying a natural aptitude for the subject. We have high academic and social expectations of our students. The Faculty is actively involved in the whole-school initiatives of raising achievement, target setting, growth mindset and Assessment for Learning.

Our GCSE results are well above national average with large numbers of students moving on to take A-level Mathematics. Increasingly these students choose to stay with us for sixth-form before progressing on to Higher Education. Our Post-16 results are also well above national average and continue to improve.

###### The Staff

The Faculty is led by the Head of Faculty supported by two Seconds in Department and two additional TLR posts to develop Teaching and Learning and further the raising of standards. These Post Holders have responsibility for one or more year groups to monitor and improve the provision that our students receive. We have sixteen specialist Maths teachers in the Faculty, including several staff with key whole school responsibilities. We have high expectations of ourselves and the students, with a strong ethos of everyone contributing to Faculty developments. There is a clear sense of purpose within the Faculty with a network of support and advice always available.

The Faculty is well supported by Teaching Assistants who are targeted at specific students or groups of students as required.

###### The Curriculum and Pupil Groupings

On entry to the school pupils are placed in sets for Mathematics based on their KS2 results and teacher assessment levels from Primary school. Students then take a baseline assessment to moderate these results. We follow a detailed programme of study which leads students to at least expected progress. In September 2016, we started teaching Maths in a mastery style to our Y7 cohort which has been well received by staff and students alike. This also runs in Y8 with the ethos and delivery model echoed at GCSE. The mastery curriculum is well resourced and structured to consistently build upon prior knowledge.

Pupils continue to be taught in sets for the remainder of their time at Meadowhead. In Years 10 and 11 students have four hours of lessons per week while Years 7 to 9 have three lessons a week. Our A-level provision is for five hours of teaching time each week, and five additional hours for students taking Further Maths.

Year 10 and 11 students study Linear Mathematics, including A-level preparation where it is appropriate. We aim to thoroughly prepare all students for their next steps by giving them the best opportunities to enjoy Mathematics and reach their potential, from those Key Stage 4 students striving to achieve a pass at grade 1, 2 or 3 to those heading for A-level study.

**Opportunities**

Meadowhead Mathematics Faculty offers excellent opportunities for teachers, with a proven success record for its staff. The support and development opportunities given to Newly Qualified and Recently Qualified teachers enable them to develop their teaching with confidence. For more experienced staff, there are always opportunities to have a wider influence and gain additional responsibility.

To summarise, as a Faculty and a school we are committed to maximising the learning opportunities for students, both inside and outside the classroom. This commitment is delivered by staff who are dedicated to doing their best for the students, and for their own professional development.

April 2019

**Completing your Application**

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Every individual has potential and is, therefore, capable of achievement. It is the school’s task to present the fullest possible range of opportunities so that each individual may discover just where their talents lie. It is inevitable, therefore, that the school opens those opportunities to all and makes no assumptions based on gender, nationality, race, ability, disability or creed.

**Meadowhead Equal Opportunities Statement**

Interviews for main scale posts will usually be conducted by:

* the Head
* a member of the senior leadership team
* the person to whom the successful applicant will be directly responsible.

For posts of additional responsibility and certainly those at TLR 1b or higher, there will be at least one representative from the Governors’ appointments panel.

Applicants who are not called for interview are thanked for the time, thought and effort that they have put into their application. Due to high costs involved the school is unable to acknowledge this via individual replies.