



St Dunstan's
College

TEACHER OF MATHEMATICS

Recruitment Information

Employment Status	Full Time, Permanent
Required From	September 2018
Job Location	Senior School
Application Closing Date	1600 on Thursday 1 February 2018
Application Shortlisting	Friday 2 February 2018
Interviews Week Commencing	Monday 5 February 2018



WELCOME TO ST DUNSTAN'S COLLEGE

Thank you for your interest in our College. We are a community that is grounded in the vibrancy of our South London setting and we celebrate the opportunities afforded to us by being located in such a diverse environment. We encourage creativity and innovation, expect high standards of performance and support members of our community with clear professional development and a range of benefits.

Mr N Hewlett
Headmaster

St Dunstan's Educational Foundation (Charity Number 312747) consists of three elements; St Dunstan's College, St Dunstan's Enterprises and St Dunstan's International.

ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 125 years, the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is a proud reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School, a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points. St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Family Society' is as important in name as it is in what it achieves.

ST DUNSTAN'S ENTERPRISES

The Foundation's commercial arm provides facilities and activities for external use, including a range of sports amenities for football, rugby, tennis and swimming; an impressive wedding venue space and clubhouse for social events; a private nursery; holiday clubs and summer schools. Planning permission has just been granted for a new Multi-Use Games Area (MUGA) to enhance our sporting provision, and works will commence early in 2018.

ST DUNSTAN'S INTERNATIONAL

The Foundation works closely with a Chinese partner on a number of projects including providing places for a number of Chinese students, who join the community in Year 10 and Year 12. These students live with host families in the local area for the duration of their studies. The partnership also extends to the provision of nursery education in China. Further exploration is taking place on additional international ventures, including the establishment of international schools.



THE DEPARTMENT

Mathematics at St. Dunstan's is a vibrant and forward-thinking Department of seven full time subject specialists. With the transition to IGCSE and Linear A Level specifications in Mathematics and Further Mathematics, we are undergoing an exciting period of development. This is reflected in our popularity throughout the College, and we are at the forefront of excellence in many areas.

We are a critical part of a learning community that seeks to develop academic excellence, through exciting and innovative teaching and learning experiences. The Department is currently based in five well-resourced classrooms, and access to ICT throughout the College is a development priority that we are well placed to support.

Our students take the Edexcel IGCSE Mathematics qualification, and follow the OCR (MEI) A Level specification. In both cases, we focus on the development of excellent mathematical skills, focussing our teaching on equipping students for the next step along the path. In 2017, the A* - A performance was 62% for IGCSE students, and 67% for Mathematicians and 100% for Further Mathematicians at A Level.

The Department collaborate strongly to develop a tailored KS3 curriculum that sets our students up for success in the academic, skills and wider context of the subject. Significant recent work has been done in this area, and student and parent feedback is very positive.

We have a proud history of strong performance in academic competitions including Hans Woyda, UKMT Individual and Team Challenges. We also provide tailored support for students applying to university to read Mathematics, Engineering and related subjects, including preparation for Oxbridge and all pre-University assessments.

The Department is ambitious and open to new ideas; we collaborate well and are continuing to develop a mastery approach in the classroom. We look forward to welcoming a new team member.

THE ROLE

This position is ideal for a dynamic and enthusiastic teacher; whether they are beginning their career in teaching, or seeking to develop their existing classroom practice as part of a supportive and well qualified department. The successful candidate will be expected to teach from Year 7 to 13, with the potential to teach Further Mathematics at A Level where suitable. Applicants with a strong mathematical background are expected. The successful candidate will contribute to the development of bespoke Department teaching and learning resources to support lessons for all ages, including Key Stage 3. The successful candidate will be an inspiring classroom practitioner and will show an active interest in the development of students' mathematical knowledge, skills and enthusiasm beyond the classroom. They will be expected to play a full part in supporting and shaping the Department's co-curricular provision, including clubs, competitions, seminars, trips and visits.

JOB DESCRIPTION

Responsible to: The Head of Mathematics

Teaching and Assessment

- Plan, prepare and deliver lessons in line with Department Schemes of Learning and Assessment and Senior School policy.
- Assess, record and report on student attainment, learning and progress in accordance with Department Schemes of Learning and Assessment and Senior School policy.
- Set and mark classwork and homework regularly, and in accordance with Department and Senior School policies.
- Support the supervision, marking and moderation of internal examinations and coursework or controlled assessment as required.
- Prepare for and attend Parents' Evenings and other parent-teacher events as requested, maintaining constructive and developmental dialogue with students and families then and at other times.
- Support Department and School guidance and advice to students regarding GCSE, A Level and Further Education choices as appropriate.
- Collaborate and contribute positively to Departmental Development Planning, including in relation to Schemes of Learning and Assessment, the creation of teaching and learning resources, and co-curricular initiatives as appropriate.
- Routinely reflect on professional practice, and actively engage with training and professional development expectations and initiatives at by the College.
- Consult early and honestly with your line manager regarding any concerns that might impact on the fulfilment of your responsibilities or the learning of your students.

Safeguarding and Pastoral Care

- Always ensure College safeguarding expectations and priorities are met by

understanding and complying with the College Safeguarding Policy at all times.

- Consult with appropriate members of the Pastoral team should you have concerns of student wellbeing, safety, or behaviour, and follow College record keeping and referral procedures.
- Maintain good order and manage the learning and wider behaviour of students at all times and in all contexts, via the appropriate use of both rewards and sanctions in line with School policy.
- Fulfil the responsibilities of being a Form Tutor if required.

Co-curriculum and College

- Support and contribute to wider co-curricular activities in the College, including, if appropriate, the Forder Programme.
- Support colleagues by providing cover for absence when required.
- Invigilate internal or external examinations as required.
- Support and attend relevant College events, acting and interacting professionally and in support of College values at all times.

Administration and Organisation

- Keep appropriate records in relation to student attendance and behaviour using the College information management system, iSAMS.
- Keep an up-to-date and complete markbook, which is made regularly available for scrutiny by your Head of Department or line manager.
- Complete administration associated with probation, appraisal and professional development as appropriate in a timely and efficient manner. Carry out other duties as reasonably required by the College.

COMPETENCIES OF A TEACHER AT ST DUNSTAN'S COLLEGE

All teachers at St Dunstan's College are expected to:

- fulfil the Principles of Excellent Teaching and Learning (PETALs) set out by the College*
 - fulfil the Principles of Excellent Pastoral Care (PEPCs) set out by the College**
 - enrich the co-curricular life of the College by engaging with pupils beyond the confines of the classroom.
 - further their understanding of subject and pursuit of knowledge
 - engage in academic discourse with pupils and staff
 - balance work commitments by demonstrating
- high levels of personal organisation, planning and prioritisation
 - express themselves clearly and articulately to pupils and staff
 - welcoming and engaging with the many ideas, views and thoughts associated with a progressive organisation
 - embrace technological change and innovation
 - support the progress of all pupils, no matter what their needs, and through the effective use of educational data, as appropriate.
 - be self-reflective enough to recognise their own strengths and weaknesses as a teacher and be proactively involved in their own professional development

*Principles of Excellent Teaching and Learning (PETALs)

Teachers at the College deliver lessons that demonstrate:

1. **Planning.** Lessons are organised, well resourced, and located within a coherent scheme of learning.
2. **Engagement.** Students are actively focused on their learning.
3. **Teaching.** Teachers show strong subject knowledge and successfully challenge students to think for themselves.
4. **Assessment.** Teachers check and respond to student understanding and progress within and across lessons.
5. **Learning.** Lessons have clear learning outcomes based on high expectations.

**Principles of Excellent Pastoral Care (PEPCs)

Staff at St Dunstan's College provide excellent pastoral care by being:

1. **Fair.** Students are treated in a consistent, reasonable and fair manner.
2. **Proactive.** Staff are aware of their students' circumstances, and are able to intervene early to prevent issues from arising or worsening.
3. **Involved.** Staff have positive and open relationships with their students. Students feel that the staff know and understand them, and are comfortable speaking with staff, even about sensitive issues.
4. **Responsive.** Staff react quickly to pastoral concerns, informing Tutors, Heads of Year and/or the DSL as appropriate, and providing the immediate attention that a student may need to feel reassured.
5. **Consistent.** Staff are consistent in their expectations of high standards of behaviour and academic conduct from the students. Staff hold students accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations.

Professional Attributes

The following professional attributes are expected from all staff:

Courtesy, consistency, discretion, energy and stamina, resilience, enthusiasm, flexibility, initiative, sound judgement, patience, integrity and honesty, self-awareness.





PERSON SPECIFICATIONS

The following Experience and Skills are Essential/Desirable

	Essential	Desirable
A good degree in Mathematics	x	
Further education in Mathematics or strongly related discipline		x
Teaching experience through the age range from KS3-5		x
A teaching qualification		x
A passion for subject and a high level of subject knowledge	x	
A willingness to engage with Mathematics beyond the classroom	x	
A willingness to enhance student learning through ICT		x
Successful examination experience in similar boards		x
A strong work ethic and high levels of personal organisation	x	

THE PACKAGE

Salary: Competitive

Pension: Teachers' Pension Scheme (TPA)

Benefits: Tuition fee remission* (25%)
 Private Health Care Insurance (50% paid by employer)
 Free lunch and beverages during term time
 Free off road parking
 Reduced health club membership
 Salary Sacrifice Schemes including Childcare Vouchers, Tax Free Childcare and Bike2Work
 Season Ticket Loan
 Free winter and summer social events
 Annual flu immunisation
 Use of College leisure facilities including gym, tennis courts and pool*

* *Conditions apply*

APPLICATION PROCESS

Please complete the application form available on our website and include a covering letter. This letter is your opportunity to evidence where you meet the person specification and will include your supporting statement.

Full details of the application process can also be found on our website.

Completed application forms and covering letters should be emailed to recruitment@sdmail.org.uk

Promoting and Safeguarding the Welfare of Children and Young People

The post holder will be required to adhere to the College's Safeguarding Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the College these concerns must be reported to the College's Designated Safeguarding Lead (DSL) in accordance with the College Safeguarding procedures'

