



# Lady Margaret School

## Head of Mathematics Application Pack





## Letter from Headteacher

Dear Candidate,

Thank you for showing interest in the post of Head of Mathematics at Lady Margaret School.

Founded nearly 100 years ago, the school has a proud and successful heritage in educating girls. As we approach our centenary, we are also looking to the future with the expansion of the Sixth Form and a move to a permanent four forms of entry.

We wish to appoint a new Head of Mathematics to be part of shaping that future, to build on the great strengths of the school, maintaining the highest academic and behavioural standards, whilst adapting to the fast changing educational landscape.

Lady Margaret School has always been a high performing school, as testified by its most recent 'Outstanding' Ofsted and SIAMS ratings. Recent results at GCSE have continued these high standards whilst reminding us of the challenge of building 'added value' for girls of all abilities. At A level, we enjoyed excellent results in 2016 and we continue to offer a rich curriculum for our students.

This post offers the chance to work with a committed and experienced staff as part of a learning community supporting each other to develop an innovative and exciting curriculum. This is a unique opportunity: to work in a school with a strong and proud heritage and to help lead it into the next exciting chapter in its history.

Thank you again for your interest in joining us.

Yours sincerely

Elisabeth Stevenson  
Headteacher



# Head of Mathematics Department

Inner London Teachers' Scale & TLR 1B ( £9,377)

Required for September 2017, permanent position

Lady Margaret School is a comprehensive Church of England school for girls aged 11-18. It is situated on Parsons Green in West London, and serves a diverse local community. It was founded in 1917 and became an Academy in September 2012. The school is extremely successful and over-subscribed. Staff, students and parents work together to develop each individual student within a culture of high expectations and respect. We aim to empower students to achieve high aspirations for themselves within a culture of hard work and respect for everybody.

Our exam results reflect the hard work of our staff and students. In 2016, 84% of girls attained 5A\*-C at GCSE including English and Maths.

As we approach our centenary year, we look forward to building on this success. We are looking for a talented and enthusiastic professional to lead our Maths Department from September 2017. The successful candidate will be a well-qualified and experienced

Teacher of Maths who is ready to take on a key leadership role or an existing Head of Department who is seeking a new challenge.

As a member of our staff community you will have the chance to work with a strong staff team to build on the current successes of the school as we move forward into the next stage of our development.

Closing date for applications: Monday, 24 April 2017, midday

Interviews will be held on: Wednesday, 26 April 2017

For further information about this position, and an application form, please refer to our website ([www.ladymargaret.lbhf.sch.uk](http://www.ladymargaret.lbhf.sch.uk)), contact Mrs Wendy Gainham by email ([recruitment@ladymargaret.lbhf.sch.uk](mailto:recruitment@ladymargaret.lbhf.sch.uk)) or telephone 020 7736 7138 (8.30 am till 4.30 pm).

Lady Margaret School is committed to safeguarding children. The successful candidate will be subject to an enhanced DBS check.



# Lady Margaret School Mathematics Department

## The Aims of the Mathematics Department at Lady Margaret School are:

- To promote positive values and enable all pupils to have a positive experience of mathematics, regardless of ability.
- To deliver lessons based on sound pedagogical values, using methods that engage and motivate students.
- To promote debate, exploratory and investigative methods encouraging the involvement of all pupils.
- To help pupils gain confidence in mathematics, dispelling any fears or negative thoughts associated with the subject.
- To develop pupils' mathematical thinking skills, knowledge and understanding.
- To facilitate reasoning and justification skills, demonstrating the need for rigour in mathematics.
- To enable pupils to make connections within the subject of mathematics and also with other subject areas and to see and appreciate the role of mathematics outside of the classroom.
- To have the resources necessary to meet the demands of the curriculum and the aims of the Department.
- To have in place a detailed, well-referenced but flexible scheme of work for all year groups.

## Teaching structure

The Department consists of 8 members – including three part time members two of whom job share the Second in Department role. We also have a KS4 Interventions Coordinator within the department.

### KS3

- Mixed ability in Y7
- Ability sets in Y8
- Ability sets in Y9

### KS4

In general, the majority of pupils sit the higher tier GCSE. Approximately 20 pupils will sit the Foundation tier. We enter pupils for the tier that best reflects and one which will provide them with the best exam experience; students predicted a grade 4 will be entered for the Foundation Tier.



# Lady Margaret School Mathematics Department

**GCSE Results 2016: 44% A\*-A, 90% A\*-C**

- **Ability sets with Science – following the AQA linear syllabus**
- **Top set also follow OCR FSMQ in Additional Maths. A proportion of these take the final exam.**

## **KS5**

**Students follow the Edexcel Specification. Mathematics is a popular choice at A-Level. We have two sets and each set will have a Core and Applied teacher. In year 12 students study C1, C2 and S1. In year 13 students study C3, C4 and M1. We also have a small set for Further Maths. They currently study FP1, FP2, D1, D2, S2, M2. This can change depending on the expertise of the teacher and the needs of the class.**

## **Teaching in Maths**

### **Key Stage 3**

**In Year 7 students are set in mixed ability. Pupils are in sets in years 8 & 9. Movement of pupils between sets normally, but not exclusively, occurs half way through and at the end of the academic year. For year groups of 120 there are 5 sets in KS3.**

**Homework is given to pupils once a week. This homework consolidates and extends learning that takes place in the classroom. Books are expected to be marked once per fortnight.**

### **Key Stage 4**

**In Year 10 Maths is set with Science and an extra set is created. The top 4 sets follow a Higher scheme of work and the bottom 2 sets follow Foundation. The scheme of work is electronic and allows staff to share resources. In Year 10 girls sit a full GCSE paper at the end of the year and we currently have three mock exams during Year 11. Regular intervention is targeted and used to help prepare pupils fully for their GCSE.**

### **Key Stage 5**

**At A-Level we expect students to have a good grounding from GCSE and this is tested in their first lesson. Students require a GCSE Grade 7 to study Mathematics at A Level. Time is tight for Year 12 and there is a strong emphasis on independent study to back up what is covered in class. We have an open door policy and actively encourage students to come and see us at any time.**

**In addition to this our top sets in years 8-10 sit the UKMT maths challenge along with some Sixth Formers. We offer a numeracy club to our Year 7 pupils needing extra support. A selection of our Sixth Formers are chosen to support numeracy at a local primary. Many Year 12s mentor year 11 students in Mathematics and this is coordinated through the department.**



## Job Description — Head of Mathematics Department

**Job Title:** Head of Mathematics Department

**Reports to:** Deputy Headteacher

**Overall Responsibility:** Delivering the highest quality learning experiences to pupils learning Maths

**Start date:** 1st September 2017

**Salary:** Main Scale—Upper Scale, dependent on experience & TLR1B £9,377 (Inner London)

**Disclosure level:** Enhanced

**Roles included:** Head of Department, Form Tutor

### Safeguarding

- Lady Margaret School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
- Appointment to this post is subject to an enhanced criminal record and background check

### Aim and Main Purpose of the Job:

To actively support the school's ethos and vision and to:-

- Ensure that standards of pupil attainment and achievement in Maths are sustained and developed so that all girls make expected or more than expected progress.
- Be accountable for pupil progress and development within Maths and hold staff to account for this.
- Develop the teaching practice of staff within the department.
- Ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for all pupils studying Maths.
- Be accountable for the leadership, management and development of Maths across Key Stages.
- Effectively manage and deploy teaching and support staff, financial and physical resources within the Maths faculty to support the curriculum.
- To minimise the performance gap for vulnerable students, eg those in receipt of Pupil Premium.

### Main Duties and Accountabilities:

#### Strategic Planning:

1. To meet with SLT to establish how the work of the Maths Department will support the development of the school.
2. To devise an annual DDP and implement strategies within the Department in support of the School's Development Plan (SDP).
3. To implement strategies to ensure the efficient running of the Department, in support of school policies and procedures.
4. To liaise with SLT and other HODs to maximise the Maths department's contribution to positive progress and performance.



## Job Description— Head of Mathematics Department cont'd

### Quality Assurance:

1. Establish a process of setting targets with staff within the department and to work towards their achievement.
2. Establish consistent standards of practice within the department
3. Contribute to lesson observations and give developmental feedback to teachers.
4. Implement school procedures on quality assurance and ensure these are following by members of the department.
5. Monitor and evaluate standards and progress in teaching and learning within the department, in order to sustain high standards of achievement and provide job satisfaction for colleagues.
6. Monitor and evaluate the quality of marking and feedback in the department.
7. Support and challenge colleagues who are performing below expectations.
8. Ensure that the department's internal monitoring procedures are in line with the school's SEF and SDP.

### Information Management:

1. Evaluate performance data provided.
2. Complete the Department Self-Evaluation Form to set targets based on data.
3. Produce reports on examination performance—including value added data.
4. Plan how to address, monitor and evaluate identified areas for development.

### Pastoral System:

1. Monitor and support the overall progress of pupils within the department.
2. Ensure the School's behaviour policy is implemented to support excellent learning and outcomes.

### Curriculum Provision and Development:

1. Liaise with SLT to ensure delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the SDP.
2. Organise department meetings so that professional dialogues can be achieved, information disseminated and good practice shared.
3. Monitor and respond to curriculum development and initiatives at national and local level.
4. Organise departmental CPD so that all colleagues can be engaged in relevant and meaningful activities in support of their own teaching, the development of schemes of work and the implementation of key school learning strategies.
5. Maintain department teaching resources.



## Job Description—Head of Mathematics Department cont'd

### Staffing:

1. To support the professional development of department staff, providing feedback for them in such a way that supports their progress against performance management objectives.
2. Ensure staff development needs are identified and that appropriate programmes are designed to meet their needs.
3. Have responsibility for appropriate and effective deployment of teaching staff.
4. Make appropriate arrangements for classes when staff are unexpectedly absent, liaising with the Cover Supervisor/relevant staff to arrange adequate cover.
5. Participate in interview processes when required and ensure effective induction of new staff in line with school procedures.
6. To ensure appropriate support, guidance and advice is provided for NQTs and student teachers within the department.

### Notes

1. All the responsibilities outlined in this job description are subject to the general duties and responsibilities contained in the statement on conditions of employment under the Teachers' Pay and Conditions Act 1987.
2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the school's published time budget policy and have regard to Clause 4 (1F) of the teacher's conditions of employment.
3. This job description is not necessarily a comprehensive definition of the post it will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Staff are required to wear business dress and to be professionally presented.
5. Candidates must be in sympathy with the aims and objectives of a Church of England school and its ethos. (See prospectus for guidelines). Members of staff must support the church ethos of the school, including taking part in religious education and acts of worship.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.



## Person Specification—Head of Mathematics Department

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Qualified to at least degree level</li><li>• Qualified to teach in the UK</li><li>• Qualified to work in the UK</li><li>• QTS or equivalent</li></ul>	<ul style="list-style-type: none"><li>• Further professional qualifications</li><li>• Experience of teaching A Level in this subject</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Ability to deliver consistently outstanding lessons in this subject to pupils of all ages and abilities.</li><li>• Proven record of significantly raising achievement with all groups of pupils across the age and ability range and of helping them achieve impressive examination outcomes.</li><li>• Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.</li><li>• Experience of haing designed, implemented and evaluated effective, imaginative and stimulating schemes of work.</li></ul>	<ul style="list-style-type: none"><li>• Experience of having worked successfully in at least one school in an urban, multicultural setting, teaching pupils from backgrounds of socio-economic disadvantage.</li><li>• Experience of having led and managed a high-performing team, ideally, but not necessarily, in an educational context.</li><li>• Successful experience of working particularly with high ability and SEN pupils.</li></ul>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Thorough knowledge of the requirements of the subject.</li><li>• An understanding of the ways children learn and how individual needs may be assessed and met.</li><li>• Good knowledge of current educational developments and initiatives relating to the subject and their implications.</li><li>• An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies.</li></ul>	<ul style="list-style-type: none"><li>• Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.</li></ul>



## Person Specification— Head of Mathematics cont'd

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"><li>• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents.</li><li>• The ability to develop positive relationships with all young people</li><li>• Well-developed planning &amp; organising skills including time management, prioritisation, delegation and administration.</li><li>• Ability to plan, monitor, evaluate, review and lead by example.</li><li>• Sound judgement and problem solving skills.</li></ul>	<ul style="list-style-type: none"><li>• An ability to use data confidently to inform planning.</li><li>• Competent user of ICT</li></ul>
<b>Motivation</b>	<ul style="list-style-type: none"><li>• Willing to support LMS school ethos as a Church of England school</li><li>• Willing to be fully engaged in the whole life of the school including extra-curricular activities.</li><li>• Willing to be a form tutor.</li><li>• Committed to working collaboratively with colleagues.</li><li>• A commitment to the safeguarding and welfare of all pupils.</li></ul>	<ul style="list-style-type: none"><li>• Experience of leading successful extra-curricular activities which inspire and motivate learners.</li></ul>