

MATHEMATICS DEPARTMENT

Introduction

The Mathematics Department has developed rapidly over the last few years. The department comprises a strong and committed team of teachers who plan activities collaboratively. It has supported students in achieving a considerable improvement in Maths GCSE results. In 2017 the percentage of students gaining at least a grade 4 was 82%. 22% of the Year 11 students gained grade 7 or above. The Mathematics department is one of the strongest departments with a P8 score of +0.98. This means pupils at the Weald achieved 1 grade higher in Mathematics than the average similar school.

Value added scores at A2 and AS level in Maths and Further Maths as judged by ALPS, have been very good in recent years.

Staff and Accommodation

The department is made up of fourteen mathematics teachers, with a blend of experienced teachers, and those at the start of their careers. We also have Numeracy Coordinators who intervene with year 7 and 8, helping raise their levels of attainment. Teachers have high expectations, and work well together to create an atmosphere in which all students can fulfil their potential.

The department is currently organised on a traditional model of separate Key Stage Coordinators. There are three post holders in addition to the Director of Maths.

Members of staff teach across the age and ability range. The department has just moved into a brand new £10 million building with 13 Mathematics classrooms fully equipped with interactive whiteboards. There is also a dedicated Maths ICT suite (and class set of Chromebooks), with most classes having access to this for one lesson every two weeks. Sharing good practice in our brand new staff room is an area of constant enjoyment within the department.

Curriculum

Key Stage 3 has undergone a period of transition with students following a two-year programme of study. Investigational and problem-solving approaches are encouraged as part of the mastery way of teaching. There are opportunities within the curriculum for students to learn further about education in schools from around the world.

The normal setting practice for Key Stage 3 is that students are placed into two parallel bands, each split into either 5 or 6 sets depending upon student numbers.

The Key Stage 4 curriculum follows a three-year Key Stage. KS4 students follow either the foundation or higher tier pathway. Our exam board for the new GCSE specification is AQA.

At Key Stage 5 students follow a two-year A Level, with both Maths and Further Maths offered. AQA is the exam board we use at Key Stage 5. Mathematics is a popular and very

successful choice in the Sixth Form, with students going on to study maths and related subjects at Oxbridge and other universities.

Extra-curricular

Most teachers offer extra support to exam classes in after-school sessions. While this is voluntary, the sessions are widely supported in the department. Liaison with primary schools is very strong and we have student leaders who return to their former primary school to tutor the current Year 6 students. This has been very well received by the primary schools and really helps with those students attending in Year 7.

We also have Sixth Form Maths students who assist in tutoring members of the lower school. This has proved really a successful strategy for Year 11 students' revision. The department enters students in the UK Mathematics Challenges at all levels and takes part in the West Sussex Mathematics competitions.

CPD opportunities are extensive for members of the department, with teachers attending various courses throughout the year to enhance their professional development. Collaboration within the team after a course is encouraged within the department meetings.

Examination Results

| Year | GCSE | |
|------|-------------|-------------|
| | % A*-C / 4+ | % A*-G / 1+ |
| 2013 | 78% | 99% |
| 2014 | 82% | 98% |
| 2015 | 83% | 97% |
| 2016 | 82% | 97% |
| 2017 | 82% (4+) | 98% (1+) |

| Year | AS Level | |
|------|----------|-------|
| | % A-C | % A-E |
| 2013 | 60% | 83% |
| 2014 | 61% | 86% |
| 2015 | 58% | 72% |
| 2016 | 57% | 89% |
| 2017 | 41% | 75% |

| A Level | |
|----------------|-------------|
| % A*-C | % A*-E |
| 95% | 100% |
| 83% | 98% |
| 96% | 100% |
| 95% | 100% (A*-D) |
| 82% (59% A*/A) | 100% |

Person Specification

Teacher of Mathematics - NQT / Main Pay Range / UPR

We are seeking to appoint a well-qualified and enthusiastic teacher of mathematics from September 2018 on a full time, permanent basis to teach across the age and ability range up to and including GCSE. An April start would be considered. This post would be suitable for an experienced or newly qualified teacher.

The opportunity to teach Maths to A Level may be available for a suitably qualified candidate. This post would suit an experienced or newly qualified teacher.

We seek a candidate with the following qualities:

- ◆ Well qualified (with Qualified Teacher Status) and an enthusiastic teacher of mathematics
- ◆ Able and willing to teach across the age and ability range
- ◆ An ability to teach Mathematics to GCSE, and preferably A level
- ◆ Commitment to high standards of achievement
- ◆ Commitment to teamwork
- ◆ Good communication and strong interpersonal skills
- ◆ ICT literate
- ◆ Willingness to contribute to the pastoral system as a Form Tutor

We are committed to safeguarding and promoting the welfare of children and young people and to equality of opportunity. Enhanced DBS clearance is required for all successful applicants.