

Hills Road Sixth Form College

Appointment of: Teacher of Maths

Location: Cambridge



Shape
the
future



Hills Road
Sixth Form College
Cambridge

Welcome from the Principal



Thank you for your interest in Hills Road Sixth Form College and in this post. We really hope that the information in this booklet will support you in making an application to our College and will provide all you need for deciding whether we're right for your next career step. We hope we are!

Choosing an institution where you find a fit in terms of ethos and values is hugely important. Hills Road Sixth Form College enjoys a strong national reputation, having topped Sixth Form College performance league tables for many years. But that doesn't make us complacent. We still want to improve the ways in which we work with young people to get the best for them and from them, whatever that might take.

We are therefore looking for a colleague to join us who shares that drive and wants to ensure that the department they are joining continues to achieve excellent outcomes. Everything we achieve relies on the quality and commitment of our staff team, whatever their role in the College, and we are keen to recruit colleagues for whom excellence comes as standard. Excellence is one of our six core staff values, together with Kindness, Integrity, Diversity, Respect and Community. We want you to know that you will be joining a diverse, welcoming community where you will continue to grow professionally. We are lucky to have colleagues here who are not only committed to our values but also to young people and the potential within each one of them to be brilliant at something they've not yet tried.

As a busy, vibrant community with around 2,800 young people, there's always a great deal going on and lots to be part of and take part in. Extra-curricular opportunities abound and we hope you will want to get involved with the extraordinary range of activities that is on offer. We have an on-site sports centre, including a fully equipped gym, plus squash and tennis courts, to which all staff colleagues have free membership, and our staff wellbeing programme includes access to on-site talking therapy, fitness and relaxation sessions. If you would like to talk through a prospective application or to explore the College's ethos and values a little more, please don't hesitate to make contact for an informal chat.

Finally, I do appreciate the time commitment involved in completing a job application and, if you do decide to apply, can I thank you for the investment of time you have chosen to make. Whatever the outcome, can I wish you all the very best with your future career, wherever that may be.

With very best wishes

Jo Trump
Principal

Teacher of Maths

Permanent; part time or full time (minimum 70%)

From £32,177 to £49,725 per annum FTE (April 2025 SFC Teacher's Pay Award), depending on qualifications and experience

Due to ongoing growth in the department, Hills Road Sixth Form College is looking for an innovative and inspirational Maths teacher who is keen to develop their pedagogy and subject expertise, and eager to make a meaningful contribution to a leading Maths education team. Come and help us shape the future!

Recently rated 'outstanding' again, Hills Road Sixth Form College continues to enjoy a strong national reputation for excellence in education. In part, this is because we continually review and refine our practice to enhance the experiences of our students and staff. We also appreciate that academic success requires a happy, healthy and caring community, so our coaching culture ensures that the wellbeing of our students and staff is at the heart of all we do.

Whether you are an experienced teacher or an Early Career Teacher, there is a career for you at Hills Road. If you are excited by the opportunity to work in a team committed to the very best standards of education at a Sixth Form College where you can inspire highly motivated students to engage with your subject passions at an advanced level, we would love to hear from you.

We offer a wide range of competitive benefits including a generous pension scheme, free use of the college sporting facilities, free on-site parking, cycle to work scheme, as well as discounts on all our Adult Education courses.

Closing date: Monday 24th March 2025 at 9.00am

Interviews: W/c Monday 31st March 2025

We reserve the right to close this vacancy early if we receive sufficient applicants for the role. Therefore, if you are interested, please submit your application as early as possible.

Details and an application form for the above post may be obtained from our website www.hillsroad.ac.uk

The college is committed to safeguarding and promoting the welfare of its students and staff and expects all members of the college community, volunteers and visitors to share this commitment. The college actively promotes equality and diversity and welcomes applications from all sections of the community.

Information for applicants

The Post

We are looking for a well-qualified, passionate and innovative teacher to join our highly successful and experienced Maths department. We are particularly looking for teachers who are committed to inspiring young people with a love for and a confidence in their subject, who are open to adopting a range of creative pedagogical approaches.

Dependent on teaching experience to date, the post will be paid from £31,477 to £49,725, rising incrementally, subject to satisfactory annual review. Full-time teachers teach a maximum of 20 x 65min teaching periods in the college week.

The post is suitable for experienced teachers or Early Career Teachers.

For Early Career Teachers, there would be an appropriate additional amount of remission built into the timetable allocation for the first two years of teaching to support the gaining of QTS or QTLS status. All new members of the department are supported by the Head of Department who provides ongoing support and advice. For ECTs, this support would include induction into post-16 education. Additionally, there is a comprehensive induction programme for all new staff organised by Human Resources.

The job description and the person specification relevant to the post are enclosed.

The Department

The department, which currently comprises fourteen full-time and six part-time teachers as well as two support assistants, is highly experienced and supportive. Between us, we have a great deal of teaching experience and come from a range of backgrounds. We are always looking for ways to develop further and come together, not just in department meetings, but also at break and lunchtimes to share teaching ideas over tea and coffee (often with biscuits or home-made cake!)

All teaching and learning resources are shared and available on the student and staff SharePoint sites. To facilitate communication and decision-making, the department holds regular departmental meetings, chaired by the Director of Maths.

Students

There are currently approximately 1500 students in the department. They are generally extremely well-motivated and able, with the vast majority progressing to higher education courses, many involving the study of Mathematics. The teaching is rewarded by the rapid development and achievements of our students, who readily acknowledge the high level of support they receive from their teachers.

Courses Offered

We offer courses in both Mathematics and Further Mathematics (both AQA board) taught in parallel, with all students studying together in Maths classes and Further Maths students studying Further Maths in separate classes. In Further Maths, all students study the discrete option in year one, and have the choice of Further Statistics or Further Mechanics in year two.

Most sets contain approximately twenty-three students. Some sets are taught by a sole teacher and some by two teachers.

	Number of sets in Year 12	Number of sets in Year 13
Mathematics	36	33
Further Mathematics	9	6

The department provides lunchtime classes for students who face additional assessments when they apply to university. Around fifteen per year apply to study Mathematics at Cambridge or Oxford and many others apply to study Mathematics or mathematically based subjects at universities with demanding entry requirements.

Examination Results

In 2024, students achieved outstanding results as shown in the table below:

	% A*	% A*-B grades	% A*-E grades
Maths	25%	87%	99.8%
Further Maths	50%	96%	100%

Accommodation and Resources

The department currently occupies a new purpose-built suite of fourteen teaching rooms, a staff base room and study rooms where students can receive support from our gap-year assistants. All teaching rooms are equipped with computers and digital interactive whiteboards. All staff are issued with a college laptop with the added function of digital inking.

Hills Road Sixth College operates a Bring Your Own Device approach with all students bringing their own laptops and devices to work on in the classroom. As such, most of our departmental and college resources are digital and, as a college, we strive to equip our young people with the digital literacy they need for the next step in their life.

Extra-curricular Activities and Enrichment Opportunities

Students have the opportunity to enter the Senior UK Maths challenge, and every year many students progress to the Olympiad and Senior Maths Kangaroo events. The department also organises two trips each year to Maths inspiration lectures in Cambridge and Mathsfest in London. At lunchtimes, stretch and challenge enrichment sessions are offered to first year students who want to enrich their study of Mathematics.

Student Support

The department employs two gap-year assistants who provide small group intervention and support for students throughout the college day. In Year 13, two Mathematics classes become 'support sets,' where students who need additional support receive extra teaching-time.

I hope that we have been able to provide a flavour of the department through the details in this booklet. Please do not hesitate to contact me if you have any queries that I can help with regarding any details of the post or person specification. My email contact details are below.

I should like to thank you in advance for your interest in this post. We have a very well-established and committed team, and we hope very much that you will be interested in joining us.

Phil Hacking
Director of Maths

phacking@hillsroad.ac.uk

Job Description

Teacher at Hills Road Sixth Form College

Purpose: To teach students within the college and to carry out such other associated duties as are reasonably assigned by the Principal or Head of Department, and to make a positive contribution to the wider life and ethos of the college

Reports to: The Director of Maths

Main Accountabilities:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and encourage young people's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum and scheme of work within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of young people, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear expectations and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the college in accordance with appropriate college policies
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Accountabilities that relate to all staff at the college

- demonstrate behaviour and values consistent with the person specification for this role
- promote equality of opportunity in accordance with the college's Equality and Diversity Statement
- To comply with all college policies and procedures. This includes those where each member of staff has an individual duty to act and for which the college can be held vicariously responsible for the actions of its employees:
 - equality and diversity
 - safeguarding the welfare of young people
 - health and safety

Person Specification for Teacher of Maths

	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Good honours degree in Maths or a related area • Relevant teaching qualification e.g., PGCE or willingness to complete a PGCE • Good level of competence with IT • Evidence of continued relevant professional development 	<ul style="list-style-type: none"> • An understanding of current development in post-16 education
Experience	<ul style="list-style-type: none"> • Experience of teaching Maths at A level (which, for a current trainee, might include school/college placement experience) 	<ul style="list-style-type: none"> • Experience of teaching Further Maths at A Level • Experience of using learning technology and digital platforms • Experience of developing materials and schemes of work at A Level

In addition, the successful candidate will demonstrate, or have potential to develop, strengths in the following areas.

Classroom teaching	<ul style="list-style-type: none"> • Deliver lively, energetic and well-planned classroom teaching • Employ strong subject knowledge in facilitating students' learning and progress • Develop and use effective and varied resources in support of students' learning, including digital resources • Focus clearly on maximising student potential and encourage high levels of attainment by all students • Demonstrate strong and positive commitment to individual students • Apply creativity to contribute to the on-going development of schemes of work
Professional Responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the college • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively where relevant • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

	<ul style="list-style-type: none"> • Communicate effectively with parents/carers with regard to students' achievements and well-being • Commitment to equality of opportunity • Commitment to collaborative teamwork • Good organisational skills and commitment to meeting deadlines • Flexibility and ability to undertake new activities • A willingness to support the enrichment and extension activities undertaken by the department • Confident and effective use of Information Learning Technology • Willingness to undertake appropriate staff development • Readiness and enthusiasm for taking initiative • Excellent written and spoken communication skills
Professional Standards	<ul style="list-style-type: none"> • Commitment to equality of opportunity • Commitment to collaborative teamwork • Good organisational skills and commitment to meeting deadlines • Flexibility and ability to undertake new activities • Willingness to undertake appropriate staff development • Commitment to safeguarding the welfare of young people
Focus on quality	<ul style="list-style-type: none"> • Commitment to continuous improvement • Commitment to safeguarding the welfare of young people
Personal and Professional Conduct	<ul style="list-style-type: none"> • Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • Have regard for the need to safeguard students' well-being, in accordance with statutory provisions • Show tolerance of and respect for the rights of others • Support fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

Overview of the College

The College

The College operates on an attractive site just over a mile south of the centre of the historic city of Cambridge. The site has been occupied from 1903 when it was originally home to the Cambridge and County School for Boys. Since its inception in 1974, succeeding the former boys' grammar school, the College has concentrated mainly on providing Advanced level courses to students in the Cambridge area. Having responded to strong and sustained demand for places over a number of years, we now have 2,800 full-time 16-19 students for whom we provide a choice of 36 A level subjects plus the

Extended Project Qualification, an extensive programme of enrichment and extra-curricular activities and responsive individual support and guidance. The breadth, depth and challenge of this curriculum are at the heart of our long-standing educational vision.

The College is a member of the Cambridge Area 14-19 Partnership: there are ten other centres for post-16 education: Cambridge Regional College, Long Road Sixth Form College, The College of West Anglia, The Cambridge Academy of Science and Technology, (formerly the UTC Cambridge), and six school sixth forms. The Cambridge Area 14-19 Partnership provides a common application procedure for post-16 courses and co-ordinates the information and guidance services for student transfer at 16+. The great majority of our full-time sixth form students are recruited from 21 maintained secondary comprehensive schools in the Cambridge area, 14 of which do not have their own sixth form.

We deliver an Adult Education programme, mainly during evenings and some weekends. The number of part-time adult student enrolments is around 2,900 a year. The range of courses reflects the needs of a much wider community in Cambridge and the surrounding area. The College is also a study centre for the Open University.

The Hills Road Sports and Tennis Centre is solely owned by the College and operates as Cantabrigian Ltd. While providing an outstanding facility for staff and students of the College, it also serves as a community sports centre working in partnership with Cambridge City Council and the Lawn Tennis Association. Local residents use the centre on a pay-as-you-play basis or via the membership scheme. Activities range from tennis and fitness room sessions to squash, cricket and Pilates.

College Performance

Hills Road Sixth Form College enjoys a national reputation for excellence and, in its last two Ofsted inspections, was rated outstanding in all graded areas.

A summary of the College's performance

- In the Government's examination performance table for 'points per examination entry', the College has consistently posted the highest score of any sixth form college in the country.
- In recent years the tables have included the percentage of students achieving at least AAB at A level in at least two of the Russell Group's 'facilitating subjects'. Year on year Hills Road has recorded the strongest sixth form college percentage.
- The College's in-year learner level retention rate on study programmes, as used for funding purposes, has averaged 99.4% over the past six years.
- A level pass rates have remained close to 99.5% for five years.
- Value added is consistently positive, indicating that, on average, Hills Road students achieve better results than might have been expected based on their prior GCSE outcomes.
- Often after a gap year, around 90% of our leavers progress to Higher Education; two thirds go to the most sought-after Russell Group universities.
- Hills Road students consistently thrive in higher education with 52% earning first class honours degrees in 2020 according to the latest Sixth Form College Association report which is based on HESA data.
- Hills Road has been consistently shortlisted since 2017 as a finalist in the TES 'Sixth Form College of the Year' award.

Exam Results 2024

The 2024 A level results were outstanding and very similar to the typical, strong performance in recent years. Despite the challenges of recent academic years, the staff effectively supported and directed students to enable them to achieve highly.

	2024 HRSFC	2024 National
A*	16.5%	9.3%
A* - B	76.7%	53.6%
A* - E	99.5%	97.1%

College Ethos

At Hills Road, we are strongly committed to providing our students with a broad sixth form education characterised by academic excellence, high quality learning experiences and extensive enrichment opportunities. Students are encouraged to achieve the highest standards not only in the classroom but also in a range of extra-curricular activities which help them to develop new skills, think independently and exercise their responsibilities as global citizens. We seek to promote a caring and supportive atmosphere with a strong sense of community in which all students are valued equally as individuals and treated as young adults.

From teaching and tutorial departments to administrative and support functions, Hills Road staff are deployed within specialist teams where their expertise, knowledge and skills may be used to best effect: each student has a specialist tutor with whom s/he meets regularly; subject departments offer lunchtime workshops where students can receive one-to-one support with homework queries or extension work; help with all aspects of learning, from essay writing to time management, is available from the specialist team in the Study Skills Department; and the Careers Department advises students on the world outside and beyond Hills Road, from work experience to UCAS applications. The Student Services Team respond to all manner of student need and ensures a qualified staff member is available throughout the College day to respond to student concerns in respect of wellbeing and mental health.

Specialisation brings considerable benefits to staff as well as to students: not only does it have a significant impact on the quality of teaching, support and guidance, but it also helps to enrich working relationships and to promote a culture of learning and continuous improvement. Teams are encouraged to work in creative and collaborative ways and to reflect on their own and each other's performance.

College Facilities

Throughout our history, the buildings have been extended and refurbished to meet changing needs. All lessons take place in high quality, purpose-built accommodation. In addition to excellent classrooms which are fully equipped with digital media resources, the College enjoys first class facilities including: extensive open-access IT facilities, a Library and Resources Centre, The Robinson Theatre, a modern well-equipped Music Department with recital room and practice rooms, an Art and Design Centre and specialist laboratories for science and language learning. Indoor and outdoor sports facilities are excellent, with the Sports and Tennis Centre located on the main site and a well-maintained ten-acre sports ground, including a modern pavilion, situated within a short walk from the College. Recent additions to our facilities include the Linda Sinclair Building, a three-storey building which provides outstanding accommodation for the Mathematics, Performing Arts and Sport departments, our Student Services Reception and Careers hubs as well as the new The Study Centre which houses the Supported Independent Learning Service, student study spaces and a fabulous Staff Room and roof terrace.

Work has recently been completed to build a new welcoming and accessible Reception area to the front of college.

College Finances

Since incorporation, the College has managed its finances effectively and has continually met the financial criteria under the different funding bodies. The College's financial returns have been assessed as 'outstanding' over many years. Full management accounts are produced each month in order to monitor and manage the finances and to report to senior management and the Corporation in a timely manner. Sound financial management has allowed the College to maximise the potential for investment in human and physical resources, and, in particular, to fulfil the phases of its long-term property strategy.

A Stimulating Environment

We hope this has helped to convey some of the qualities which make Hills Road Sixth Form College a stimulating and rewarding place in which to work and learn. If your application is successful, you will experience a College which enjoys a happy and purposeful atmosphere and a unique blend of opportunity, quality and achievement.

How to Apply

Applicants are asked to do the following:

- complete the Hills Road Sixth Form College application form
- complete the equality and diversity monitoring form

- write a supporting letter of application
- supply a brief CV

The completed application form should be submitted via email to recruitment@hillsroad.ac.uk. All documents should be submitted by **9am on Monday 24th March 2025**.

Please note that applications received after the closing date may not be eligible for consideration. If Human Resources have not contacted you by Friday 29th March, then unfortunately your application has not been successful.

Interviews will be held in the week commencing 31st March 2025.

Hills Road Sixth Form College will base its decision as to whether to invite you for interview solely on the details provided on your application and how well they match the criteria for this post.

In accordance with Home Office guidance, successful candidates will be required to evidence their right to work in the UK before commencement of employment. The successful candidate therefore must be able to demonstrate their right to work during the recruitment process.

Hills Road Sixth Form College is committed to ensuring equal opportunities in all aspects of employment and selects staff on merit, irrespective of race, religion, sex, disability or age. You are not obliged to complete the equal opportunities monitoring form, but any information given will help us to monitor the effectiveness of our equality and diversity policy.

If you have a disability, you are invited to request any special arrangements you may require for interview, or any adjustments you may anticipate would be needed in your working arrangements, by contacting the Human Resources Team on 01223 278063 (direct line). Further information about accessibility to the site can be found on our website under 'Equality and Diversity/Site Plan' and also from 'AccessAble: www.accessable.co.uk.

Thank you for your interest in this post and in the College. We do hope that you will decide to apply, and we should like to thank you in advance for taking the time and trouble to do so. For more information about working life at the College, please go to our website <http://www.hillsroad.ac.uk>

Human Resources

