

# HIGHGATE

## Teacher of Mathematics September 2020



An able mathematician who is also an inspiring teacher is required for this large and successful department to teach full-time across the entire range of ages and attainment at Highgate from Year 7 to Year 13 Further Mathematics, STEP and Oxbridge preparation.

The successful candidate should be academically well qualified: it is expected that applicants will have excellent grades in A Level (or the equivalent) Mathematics and, preferably, Further Mathematics, and have taken a degree, or pursued a career, containing a significant amount of Mathematics. The Department has significant experience in successfully training teachers who enter the profession without formal teaching qualifications (including the current Heads of Department and the current Director of Studies) and in providing suitable opportunities for continued professional development for all colleagues.

Our department teaching style is Socratic: pupils encounter new material through exploration and problem solving. We aim for pupils to take real ownership of their Mathematics by ensuring that all new study comes from them. This approach leads to a deeper understanding of the subject and helps pupils become the best mathematicians they can be. The successful candidate will subscribe to this teaching methodology, ensuring that their pupils' experience of the subject is robust, challenging and enjoyable.

We have 24 specialist Mathematics teachers and Mathematics is the most popular A-level choice at Highgate. Standards of achievement are high: this summer 71% of A Level candidates were awarded an A\* or A grade. There are around 35 Further Mathematicians in Year 12 and Year 13, from which there are usually a number of successful Oxbridge applicants. In 2018-19, all pupils in Year 11 took the new AQA 1-9 GCSE qualification; 64% of pupils attained a grade 8 or a 9 (equivalent to an A\* in the old grading system) and 95% secured a grade 6 or above. About 220 pupils enter each of the UK



Mathematics Challenges, with around twenty pupils qualifying for follow on rounds. In recent years, we have had pupils placed in the top fifty nationally in both the Intermediate and Senior Olympiads.

Partnership teaching is at the heart of our work as a department, with the equivalent of approximately two teachers' timetable allocations devoted to working with local Haringey schools. The Mathematics Department has pioneered a number of partnership programmes, including Primary Maths Clubs for years 4 and

5, Mathematics Enrichment days, Further Maths teaching and university preparation courses. The successful candidate will be willing to contribute to these programmes as part of a team of teachers.

The School has in place DfE recognised arrangements for the Induction Year and the confirmation of NQT status and has considerable experience of and success in guiding entrants to the profession to qualified status. For all teachers new to Highgate, regardless of experience, there is a strong and supportive framework of induction to the School.

Teachers at Highgate enjoy a welcoming, comfortable and exceptionally well-resourced environment and are provided with significant assistance from a range of support staff. Salaries are competitive. The School pays the employer's contribution to the Teachers' Pension Scheme. Terms are shorter than in the maintained sector. Staff have free access to the School's sports facilities.

**The Heads of Mathematics, Jonathan Wright and Martha Murphy ([jonathan.wright@highgateschool.org.uk](mailto:jonathan.wright@highgateschool.org.uk) and [martha.murphy@highgateschool.org.uk](mailto:martha.murphy@highgateschool.org.uk)), or James Newton, the Deputy Head (Academic) ([james.newton@highgateschool.org.uk](mailto:james.newton@highgateschool.org.uk)) will be happy to answer any questions.**

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## APPLICATION PROCEDURE

Please complete the on-line application form on the School's website:  
<https://www.highgateschool.org.uk/work-with-us>

**Closing date 8:00am on 27 January 2020 but applications will be considered as they are received.**

## Criteria for the post of Teacher of Mathematics

(to be read in conjunction with the details of the post)

### 1 Essential professional criteria

Criteria	How will these be tested or verified?
Excellent grades in A-level Mathematics and Further Mathematics, or equivalent qualifications	Original certificate(s) Questions about subject specialisation
A good honours degree in Mathematics, or a subject with a significant amount of mathematics	Original degree certificate(s) Questions about subject specialisation (and course content for more recent graduates) Opportunities at interview to discuss techniques for teaching set topics
The ability to establish good relations with colleagues and pupils.	Opportunities at interview to recount experiences where these skills have been demonstrated Questions which referees will be asked as part of the confidential reference request A 50-minute lesson to be taught to a Key stage 3 or 4 class
Excellent communication skills, both generally and in particular when communicating mathematical ideas	Two panel interviews Opportunities at interview to explain a mathematical concept Lesson, as above
The ability to reflect sensitively and constructively on their teaching practice	Opportunities at interview to reflect on the taught lesson
Willingness to work within the framework of the departmental ethos	Opportunities at interview to discuss this ethos
Sympathy with and knowledge of fundamental British values	Question at interview to test this
Awareness and understanding of safeguarding and welfare of children	Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare Questions which referees will be asked as part of the confidential reference request

### 2 Desirable professional criteria

Criteria	How will these be tested?
A teaching qualification (eg PGCE, GTP)	Original certificate
Experience of working with young people in an academic environment	Lesson, see above
A willingness to be involved in the wider life of the department (eg Mathematics Society, competitions) and school.	Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these

### 3 Person specification

Highgate seeks to appoint teachers who will have, in addition to the professional qualities outlined above, the following proven personal qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- Profound and continuing interest in the academic subject / s to be taught.

- The depth of knowledge and agility of mind to allow flexibility in lessons, adapting delivery as appropriate in the light of pupils' responses.
- Empathy with pupils across the age and ability spectrum at Highgate and the ability to implement a range of teaching strategies to cater for each individual pupil.
- Capacity to deal sensitively with problems raised by pupils, in line with Highgate's pastoral policies and sanctions system, working in partnership with Highgate's designated staff i/c pastoral care.
- Ability to create effective rapport and a sound relationship with pupils, earning their respect and trust but maintaining proper professional boundaries by not deliberately courting popularity or friendship.
- The energy, dynamism and stamina to contribute broadly to the life of a busy co-educational independent day school.
- Willingness to contribute to the extensive range of activities provided for pupils and to support them in their co-curricular pursuits.
- Capacity for industry and initiative in both independent work and as part of teams of colleagues in academic work, pastoral care, sports and co-curricular activities.
- Awareness and understanding of matters relating to the personal, social, health and emotional development of Highgate's pupils.
- Willingness and ability to liaise effectively and professionally between pupils, staff and parents when required, making accurate records of these exchanges.
- Patience and thoughtfulness to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives.
- The ability to defuse difficult situations using different strategies such as careful listening, sensitive use of humour, praise and recognition where due, utilising the School's reward system.
- Retention of a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.