



WELLINGTON COLLEGE

Job Description

Job Title:	Teacher of Mathematics
Date:	September 2020
Department:	Mathematics
Reports To:	Head of Mathematics, Aidan Sproat
Responsible For:	n/a

Purpose of the Position:

To teach mathematics to students aged 13-18 across a range of mathematical courses, including A-level Maths and Further Maths and IB DP Mathematics; to fulfil the teaching requirements as directed by the Head of Department, according to the overall aims of the school.

To offer support to the learning, pastoral and co-curricular needs of individual students in line with the school's pastoral policy, core values and the Wellington identity.

Departmental Information

The Mathematics Department will comprise seventeen members of staff from September 2020, including several staff holding other responsibilities around the school, including several House Masters, a Head of Year, the IB Diploma Programme Coordinator and the school's Director of Performance. It is a vibrant department with a range of academic interests and teaching experience. We are a close-knit and supportive group who work collaboratively to meet the department's needs. Responsibility is shared through the department, with staff having the opportunity to lead on individual initiatives, extension activities, or year groups. We teach in a (recently refurbished) dedicated maths block, which houses a large and busy shared workroom and twelve well-equipped classrooms with wireless projection facilities and writeable surfaces all around the room.

Over the last few years we have invested a lot of time and energy into developing a distinctive approach to the teaching of mathematics. Throughout the entire age range, our classes are delivered in discussion-led lessons; students are given a high degree of responsibility and agency, and in turn we support the development of their skills as independent learners. The bespoke courses that we have developed focus on delivering the course through a graded series of interleaved problems which the students can explore independently. The coursebooks we have written are unlike anything we have seen in use elsewhere in the UK; the most similar resource around is probably the Harkness courses created and shared by the Mathematics department of Philips Exeter Academy in New Hampshire. Our strongest students take maths further and we often send students to Oxford and Cambridge to read mathematics.

The way in which we embrace innovation shapes both our discussion within department and the manner in which we interact with other schools. In department meetings we spend time analysing and developing our educational practice, doing our best to keep abreast of developments in pedagogy and challenging ourselves to improve the way in which we enable our students to grow in skill and independence. Our unusual teaching style often attracts visitors from other schools and in recent years we have hosted our own maths conference, visited other schools to talk about our experience, been asked to appraise the work of maths departments in other schools and to advise on how independent learning models can be implemented in maths classrooms across the age range.

We are looking for a skilled mathematician to join our team, who will stretch and enrich our brightest students and support the development of the department as a whole.

Main Tasks and Responsibilities:

In addition to the general duties of a teacher at Wellington (see Purpose of the Position), the post holder is expected to:

- teach across the full age range from year 9 to year 13



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- teach a standard timetable allocation (currently around 36 lessons of 60 minutes in a twelve-day timetable cycle)
- play a role in the extra-curricular life of the Department, including contributing to off-timetable workshops, extension programmes, pre-university seminars, trips and competitions
- make a positive contribution to the efficient running of the Department, including setting and marking examinations, attending departmental meetings, undertaking administrative and other tasks as delegated by the Head of Department
- enhance the quality of teaching and learning in the Department and wider College through sharing resources and good practice, lesson observation, collaborative teaching and active participation in continuing professional development
- actively safeguard and promote the welfare of children
- support the College's aims and objectives for teaching and learning
- adhere to and promote all College policies and procedures

Beyond the Classroom

All teachers at Wellington are expected to contribute fully to the extra-curricular and pastoral life of the College. It is the norm for teachers to coach sport at the appropriate level and to help deliver service or CCF activities on Wednesday afternoons. As tutors, teachers are allocated to a boarding or day house and are responsible for monitoring and enhancing the academic and pastoral welfare of a group of pupils within that house. This involves meeting the pupils regularly both individually and as a group, liaising between teachers and parents, taking supervision duties in the house and being involved generally in the house community.

The College expects its teachers to contribute whole-heartedly to other aspects of school life by drawing upon their own interests and enthusiasms. The richness of the school depends upon teachers who, for example, coach games, direct plays, support and organise society meetings and take pupils on trips to concerts/theatre locally and in London.

A full seven-day-a-week boarding school such as Wellington must obviously look after and cater for the pupils entrusted to it at weekends. Staff should be aware that Wellington teaches on Saturday mornings and expects teachers to participate enthusiastically in the activities that are offered to pupils during weekends including; sport, social events, chapel services, musical rehearsals and many other things.

Person Specification:

Educational Attainment

- Good level degree in Mathematics or a directly related subject (essential)
- Masters or Post Graduate qualification in Mathematics or a related subject (desirable)
- 3 A Levels, IB or equivalent
- 8+ GCSE A*–C (English and Maths essential) or equivalent

Knowledge and Experience

Essential

- Thorough knowledge of the (13-18) subject Curriculum – GCSE and A/IB level
- High level of IT literacy

Desirable

- Recognised teaching qualification, such as a PGCE, or equivalent experience
- Teaching experience at A/IB level
- Experience teaching Further Maths or equivalent.
- Experience preparing students for STEP or other university mathematics admission tests.
- Awareness of Safeguarding requirements and good practice within a boarding school setting



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	<ul style="list-style-type: none">• Experience managing and leading groups of students/young people.• Experience of typesetting in LaTeX, or of coding in another language.
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Skills and Personal Qualities

- Have an interest in and broad knowledge of mathematics, with the ability to stretch bright students.
- Capable of delivering inspirational and informative lessons to the full age and ability range of pupils at the College
- Able to demonstrate a positive and authoritative rapport with senior and junior pupils
- Excellent and effective classroom management skills
- Excellent communication skills to enable effective dialogue with pupils, parents, staff and visitors
- Organised and self-motivated, with a proven record for meeting targets and deadlines
- Have a sharp and progressive vision of the subject and of teaching and learning in a successful and dynamic school
- Able to perform well and remain professional whilst under pressure
- A dedicated team-player, who strives for excellence and leads by example
- Committed to boarding school life and willing to engage in a range of extra-curricular activities
- Tactful and discreet, whilst mindful of observing Safeguarding and professional standards
- Demonstrate a strong commitment to personal continuous professional development
- Display a smart and professional appearance, representing the College in a positive manner

Essential Values, Behaviours and Attitudes

All employees are expected to actively promote and demonstrate the five core values of the College:

- Kindness
- Integrity
- Respect
- Responsibility
- Courage

In addition, the College expects all staff to show ambition and display curiosity both personally and professionally with a focus on encouraging these behaviours within the pupil body.

The College reserves the right to vary or amend the duties and responsibilities of the post holder at any time according to the needs of the College's business.

In exceptional circumstances, the Post holder will be required to undertake other duties and responsibilities of a similar post in order to support workload peaks, skill shortages, to ensure priorities are met. This will be sensitive to available resources and individual skills and will be generally in the same area.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All employees are required to ensure that all duties and responsibilities are discharged in accordance with the College's Statement of General Policy. They should take reasonable care for their own Health and Safety and that of others who may be affected by what they do or do not do. Staff should correctly use work items provided by the College, including personal protective equipment in accordance with training and instruction.