

Teacher of Mathematics from September 2019

Thank you for your interest in this post and we look forward to receiving your application.

We are seeking someone with the commitment and enthusiasm to be part of a lively, well managed and successful team. The staff in the Mathematics department enjoy their work and strive to deliver interesting and stimulating lessons. There is a supportive climate in which there is much cooperation, resulting in detailed schemes of work and excellent resources.

The successful candidate will be given full support and will be encouraged to engage in further **professional development** which we believe will benefit both the individual and the school. We have a strong induction programme, particularly for NQTs who will be accredited through the George Abbot Teaching School Partnership, and whose salaries will be backdated to 1st August. The successful applicant is likely to be a form tutor. As the school transitioned from being a Local Authority Community School to forming a MAT, a key element was maintaining the full benefit and protection of the **national Pay & Conditions**. Similarly, staff appointed from other academies are not disadvantaged, e.g. by counting service towards sick pay and maternity leave. The school takes a constructive approach towards Performance Management & Appraisal and Pay Progression and offers many opportunities for career development through paid responsibilities.

Please note that NQT salary is backdated to 1st August

This document contains information about the department and the person specification. Separately, there are documents:

- overview information about the school including extracts from the January 2015 Ofsted report and information about being a Leadership Partner School
- an introduction to the school, its ethos and approach
- new staff welcome package (including Summaries and extracts from the ‘Investors in People’ Reports in the last 4 years)
- examples of how staff have joined the school and developed their careers
- a location map for the school

Applicants should submit the Application Form and a letter of application which should not normally exceed two sides. A curriculum vitae is not necessary as all relevant information should be included on the application form or in the letter.

Visit our website www.ashcombe.surrey.sch.uk for information about the school. In particular, if you look at the “About the School” section, there is a range of information including “Information for prospective staff”.

This school/college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS)

Candidates selected for interview will be informed by telephone. We do not generally contact candidates who are not shortlisted.

Thank you for taking the time to complete your application.

Current Information on the Mathematics Department

Introduction

The department was praised in the last OFSTED inspection ("Mathematics is a strength of the school." "Mathematics is taught very well in the school. Students apply mathematical skills adeptly in a range of other subjects."), and is keen to develop still further the academic successes which have been gained by the pupils right across the ability range including a number of students going on to study Mathematics at degree level at Oxbridge and other universities. At GCSE, there is high attainment (typically 80% 9-4) and very positive value-added

Courses and grouping arrangements

Year	Course & materials	Lesson alloc.*	Grouping
7	KS3 course following schemes of work devised within the dept.	2	Mixed for first half term then setted. 4 sets in each half of the year.
8		3	Setted – 4 sets in each half of the year.
9		3	Setted – 4 sets in each half of the year.
10 & 11	KS4 AQA GCSE Maths.	3	Setted – 9 sets across the whole population. (2 bands decided by English and Maths jointly to allow for five sets in higher band and 4 sets in lower band – English and Maths can decide setting within each band independently of one another)
Sixth form	Edexcel AS and A level Mathematics	L6: 4 U6: 3½	Four groups each in in L6 th and U6 th covering Mathematics and Further Mathematics. All students have their own textbooks, specifically written for the Edexcel board
	Maths retake	1	One class

* out of 20 x 70 minute lessons per week

ICT is used regularly to support pupils' learning. We also participate in local Mathematics contests and the U.K. Mathematical Challenges (Junior, Intermediate and Senior) –with very pleasing results.

Accommodation and resources

The Mathematics suite is situated in the Ranmore building. The maths rooms are close to each other, and wherever possible, NQTs will have their own room. We have good storage facilities in this area and a department office. We have our own computer room (33 machines) and pupils are timetabled to use the room once every three weeks. ICT is fully incorporated into the schemes of work, and the ICT used includes Excel, Autograph, The Geometer's Sketchpad (GSP) and various Internet sites. We also have a full annual subscription to My Maths. All classrooms have a smartboard and each teacher has a school laptop. In addition, the whole-school IT rooms are bookable.

Staffing

At present there are 15 members of the department, with some who are Senior Managers or teach other subjects. The team works extremely well together, each member contributing creatively to the curriculum offered. We seek to allocate the teaching groups so that every member has the opportunity to teach the whole ability range and the whole age range. The Management team

consists of the Joint Heads of Mathematics and 2 i/c Mathematics postholders. In addition there are opportunities available to take on additional temporary responsibilities.

Joint Heads of Department: *Joe Bright & Becky Beggs*

2 i/c Maths: *Victoria Saunders*

Teachers: *Sharon Hockley; Stuart Prior; Beverley Betts; Gill Cammack; Miles Dunfield; Pam Gray; Jill McIlwaine; Martin Crozier; Hannah Hopgood, Amelia Middlemiss, Carys Jones, Andy Cook*

School Direct student: *Jasmine Boyce*

Teacher of Mathematics (MPS) - Person Specification

In selecting candidates for interview and eventual selection, the Governors will be looking for teachers with relevant education, experience, job related knowledge, aptitudes and skills, and many of the personal qualities listed below. The Governors welcome applications from teachers who consider that they could meet most if not all of the requirements listed.

EDUCATION / QUALIFICATIONS

- Qualified teacher status
- First degree or equivalent in Mathematical or related subject
- Evidence of continuing professional development

EXPERIENCE

- Either successful progress on PGCE course (or equiv. training scheme) or in a teaching post.
- An excellent record of attendance and punctuality

JOB RELATED KNOWLEDGE, APTITUDE AND SKILLS

The curriculum:

- Commitment to the comprehensive ideal and to equal opportunities
- The knowledge and vision to put these into practice in order to meet current and future challenges within the Mathematics area
- A keen interest in children as individuals and in how they learn
- A keen interest in developing International and European links and curricular aspects

Contribution to the Department

- An ability to teach the full age range 11-18 in the subject
- An ability to contribute to the coherence, effective planning, implementation, monitoring and evaluation of the Maths development plans within the school development plan
- A commitment to the development of a collaborative approach to decision-making, implementation and evaluation of the work in the department
- A commitment to using a wide range of teaching and learning styles to suit the needs of a comprehensive intake
- An ability to communicate effectively both orally and in writing
- A willingness to use or acquire relevant I.T. skills for administration purposes and to enhance the teaching of Maths

PERSONAL QUALITIES

- Confidence, imagination and drive; flexibility and adaptability
- A sense of humour and perspective
- A capacity for hard work, the ability to manage its pressures and the ability to be self-critical
- An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues