



Penryn College



Application Pack Head of Mathematics

Classroom Teachers' Pay Scale
plus TLR 1B (£11,440).

Full-Time, as specified within the STPCD.



Penryn
College

"Achieving through Challenge"

April 2024

Dear Applicant

We are looking to appoint an inspirational Head of Mathematics with superb leadership skills and a proven track record to lead this successful and important department in taking its next step with curriculum development.

You will need to be a dynamic and forward-thinking Teacher of Maths or Second in Department looking for the next step in your career. You will have a track record of excellent classroom practice, be committed to high standards of learning and student progress - with the energy and vision to build on current progress - and have ambitions for yourself and our school.

The Maths department currently comprises nine maths teachers, three of whom are part-time, a member of the Senior Leadership Team, and one numeracy teaching assistant.

This is a full time, permanent position to start on 1st September 2024 with a TLR1B worth £11,440 for the Head of Department role.

The closing date for completed application forms is 3rd May 2024 at 9.00am. Interviews will be held during the week commencing 6th May 2024.

Please return the completed application form, along with a covering letter to:
vacancies@penryn-college.cornwall.sch.uk or post to HR Office, Penryn College, Kernick Road, Penryn, Cornwall, TR10 8PZ.

Yours faithfully

S J Quinn

Sue Quinn
SLT PA

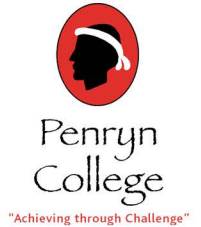
Headteacher:
Tamsin Schouten
Kernick Road, Penryn,
Cornwall, TR10 8PZ

01326 372379

secretary@penryn-college.cornwall.sch.uk
www.penryn-college.cornwall.sch.uk

Department Information

Head of Mathematics



The Maths department requires a committed and enthusiastic teacher to lead the department, and teach at both Key Stages 3 and 4. The successful candidate will play a pivotal role in shaping the Mathematics curriculum, developing teaching strategies, and fostering a culture of mathematical excellence within our school community.

We are a team of specialist Maths teachers, including a Second in Dept and a Teaching Assistant. There is a mix of full time and part time staff, including some staff with additional leadership responsibilities across the school.

Department classrooms have SMART boards and all students have iPads.

Students are set by ability in each year group. This is done using thorough tracking systems starting with the transition information from our feeder primary schools when the students join us in year 7.

Years 7, 8 and 9 are divided into 2 populations, one of which in each year group contains a dedicated Numeracy group for those students who need intense support. Our year 10 and 11 classes are taught vertically which allows a lot more flexibility in movement between classes throughout the year to ensure the right route for individuals at GCSE. We are constantly monitoring, checking and reviewing the progress of our students and respond to individual needs ensuring that they are in the group best suited to them achieving their potential.

The department is dedicated to improving teaching and learning and ensuring that students are equipped with the Maths skills for their futures. We have high expectations of our students and promote an ethos of a partnership between them and us to enable them to succeed.

Our Schemes of work reflect opportunities for students to develop their thinking skills in a variety of ways. Discussion between students is important as is time to reflect on their own learning. A recent focus for us as a department has been improving mathematical oracy. We feel that it is important for students to experience a variety of teaching styles and activities, and to see the application of the subject in their Maths lessons. We are keen to incorporate the mastery approach to teaching and learning, and to promote depth of understanding, procedural fluency, and mathematical reasoning among students and staff.

One of our department's great strengths is the sharing of good practice. We share our resources electronically on the school shared area and make efficient use of iPads, Showbie and the Virtual School to further share resources with students and parents at home. We have a collaborative and supportive culture within the Mathematics Department and aim to inspire excellence among staff and students.

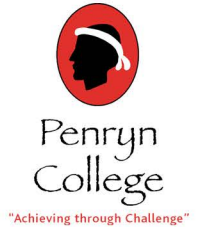
We use a variety of online resources in class, as well as for homework and improvement work, that complement the iPads and we feel that they are integral to students independently addressing their personal areas for development. We use SparxMaths as our main homework provision.

All students are following a 5-year SOW in preparation for the GCSE examination in year 11. We have recently switched exam boards to AQA from OCR as we felt their papers were better suited to our students, and more support and resources were available from AQA. Our able Mathematicians can also elect to study for the Further Maths Qualification in year 11.

Some of our lower prior attainers are entered for Functional Skills exams to support their studies for the GCSE examination.

Department Information

Head of Mathematics



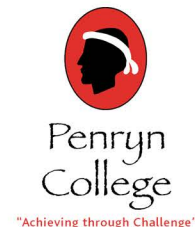
We enter a large number of pupils each year for the UKMT challenges at both Junior and Intermediate level, and each year have a number of pupils who score highly enough to be invited to the follow-on rounds. Internally, we run our annual “Pi day” contest where each year we are astounded by the memory skills our students show.

We are keen to build on and continue to foster positive relationships with parents, guardians, and community stakeholders, providing them with insights into the Mathematics curriculum and student progress.

We look forward to welcoming a new member staff who can lead the team and is able to develop and share innovative ideas in a successful and enthusiastic department.

Job Description

Head of Mathematics

**Post:**

Head of Mathematics

Reporting to:

SLT Link

Responsible for:

Departmental Staff, Teaching Assistants and the provision of a full learning experience and support for students.

Liaising with:

Headteacher, Leadership Team, teachers and support staff, LEA representatives external agencies and parents.

Working hours:

Full-Time, as specified within the STPCD.

Salary:

Classroom Teachers' Pay Scale plus TLR 1B (£11,440).

Disclosure:

Enhanced DBS

Purpose:

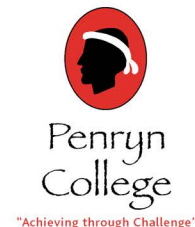
- Raise standards of student attainment and achievement within the whole school curriculum area and to monitor and support student progress.
- Be accountable for student progress and development within the department.
- Develop and enhance the teaching practice of others.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the faculty, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.
- Be accountable for leading, managing and developing the department.
- Effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.

Teaching:

- Undertake an appropriate programme of teaching in accordance with the duties of Head of Department.
- Teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Ensure the ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- Undertake a designated programme of teaching.
- Ensure a high quality learning experience for students, which meets internal and external quality standards.
- Prepare and update subject materials.
- Use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- Maintain discipline in accordance with the College's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- Mark, grade and give written/verbal and diagnostic feedback as required.

Job Description

Head of Mathematics



Operational/Strategic Planning:

- Lead the development of appropriate curricula, resources, units of work, marking policies, assessment and teaching strategies in the department.
- The day-to-day management, control and operation of course provision within the department including effective deployment of staff and physical resources.
- To actively monitor and follow up student progress.
- To implement School Policies and Procedures, for example Equal Opportunities, Health and Safety, COSHH.
- To work with colleagues to formulate aims, objectives and strategic plans of the school.
- Foster and oversee the application of ICT in the department, including the development of materials for online learning.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the faculty are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Manager.

Curriculum Provision:

- Liaise with SLT link to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives.

Curriculum Development:

- Lead curriculum development for the whole department.
- Keep up to date with national developments in the department area and teaching practice and methodology.
- Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- Liaise with SLT link to maintain accreditation with the relevant examination and validating bodies.

Staffing:

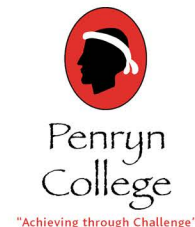
- Work with the Staff Development Officer to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- Be responsible for the efficient and effective deployment of the faculty's support staff.
- Undertake Professional Review(s) and to act as reviewer for a group of staff within the designated faculty.
- Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department.
- Participate in the interview process for teaching posts when required and to ensure efficient induction of new staff in line with school procedures.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Participate in the school's ITT programme.
- Ensure the effective efficient deployment of classroom support.
- Be responsible for the day-to-day management of staff within the faculty and act as a positive role model.

Quality Assurance:

- Ensure the effective operation of quality control systems.
- Establish the process of the setting of targets within the faculty and to work towards their achievement.
- Establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- Contribute to the school procedures for lesson observation.
- Implement school monitoring procedures and to ensure adherence to those within the department.
- Monitor and evaluate the department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- Seek/implement modification and improvement where required.
- Ensure that the department's quality procedures meet the requirements of Self Evaluation and the Strategic Plan.

Job Description

Head of Mathematics



Management Information:

- Ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- Make use of the analysis and evaluate performance data provided.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Produce reports within the monitoring cycles for the department.
- Produce reports on examination performance, including the use of value-added data.
- In conjunction with the relevant person to manage the Department's collection of data.
- Provide the Governing Body with relevant information relating to the faculty's performance and development.

Communications and Liaison:

- Ensure that all members of the department are familiar with its aims and objectives.
- Ensure effective communication/consultation as appropriate, with the parents of students.
- Liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- Represent the department's views and interests.
- Lead the development of effective subject links with partner schools and the community, planning or attending where necessary liaison events in school and the effective promotion of subjects at Open Days/Evenings and other events in partner schools and the wider community.
- Actively promote the development of effective subject links with external agencies.

Management of Resources:

- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- Work with the SLT link in order to ensure that the departments teaching commitments are efficiently time-tabled and roomed.

Pastoral System:

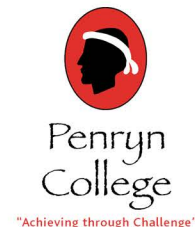
- Monitor and support the overall progress and development of students within the department.
- Monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- Act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description.
- Contribute to PSHE/Citizenship and Enterprise according to the school policy.
- Ensure the Behaviour Management system in the department so that effective learning can take place.

Form Tutor Duties:

- Act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description.
- Monitor and support the overall progress and development of students within the tutor group and ensure plans are place to support any other underachievement.
- Offer care and support to students in all aspects of their academy life and prepare them for adult life;
- Develop an understanding and knowledge of each student as an individual.
- Enable students to play an active role in all aspects of the school's tutorial and SMSC programme; and to undertake all administrative tasks to ensure the smooth day-to-day running of the school.

Job Description

Head of Mathematics



Other Specific Duties:

- Play a full part in the life of the college community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Contribute to a study support programme to offer students the chance to participate and develop excellence.
- Support the college in meeting its legal requirements for worship.
- Promote actively the college's corporate policies.
- Continue personal development as agreed.
- Comply with the college's Health and Safety Policy and undertake risk assessments as appropriate.
- Undertake any other duty as specified by STPCB not mentioned in the above.
- Be aware of and work in accordance with the college's child protection policies and procedures in order to safeguard and promote the welfare of children and raise any concerns relating to such procedures which may be noted during the course of duty.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in the job description.

The College will endeavour to make any necessary, reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job, commensurate with the grade and job title.

Signatures:

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed:
(Teacher)

Dated:
(Teacher)

Signed:
(Headteacher)

Dated:
(Headteacher)

Person Specification

Head of Mathematics

Person Specification	Essential	Desirable	How Identified
Qualifications You will have these:	Qualified Teacher Status. Good Honours degree in a relevant discipline.	Evidence of continuing personal and professional development	Application Form
Background & Experience You will have these:	Capacity and ability to lead the Mathematics Department. Experience of leading and developing other people. A commitment and ability to fulfil the role of tutor. Current experience of teaching at KS3 & KS4. Experience of teaching Mathematics.	A minimum of 3 years teaching/education experience. Ability and willingness to contribute to the teaching of an additional subject. Experience within more than one school. Proven ability to gain excellent results with good value added.	Application Form and References
Professional Knowledge & Understanding You will have these:	The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching and learning routed in high levels of engagement and achievement for all pupils.	The future potential of ICT to aid teaching and learning of the subject.	Selection Process
Skills You will:	Have the ability to create a rich and safe learning environment for all pupils by: <ul style="list-style-type: none"> - establishing high expectations and promoting exciting purposeful learning, - implementing effective classroom management and organisation, - establishing high quality extra-curricular and performance opportunities. Have the ability to inspire, motivate and lead children and adults. To have the ability and commitment to contribute to extra-curricular activities. Communicate effectively and work as part of a team.	Set standards and provide a role model for pupils and other staff in the teaching and learning of Mathematics. Ability to take on numerous roles within a team to enable it to function efficiently. Think creatively and imaginatively to anticipate and solve problems and identify opportunities.	Selection Process and References
Personal Qualities You have:	A passion for engaging students in Maths. The personal skills to work as an effective member of a team within the Mathematics department. Energy, enthusiasm and the ability to demonstrate initiative and independence on a daily basis. A sense of proportion and an excellent sense of humour. An awareness, understanding and commitment to the protection and safeguarding of children and young people.	Ambitious and have a clear personal career path and development strategy. Able to work well under pressure. Interest in all areas of Maths.	Selection Process and References
Attitude You should:	Value the education of every student. Be committed to equal opportunities. Promote a positive image of the school. Give time to individuals and groups outside the classroom. Have a rigorous and positive view of Behaviour Management.	Adopt a reflective approach towards professional decision making.	Selection Process