



MATHEMATICIAN IN RESIDENCE: JOB DESCRIPTION 2021

Purpose of the role

The appointed post holder will work to sustain and strengthen our provision for those sixth formers who want to take up places on the most competitive mathematics and mathematics-related university courses. They will also play a role in supporting a smooth and successful transition for maths students moving from year 11 to year 12.

The key responsibilities will include:

- Working intensively with the most able sixth formers in the mathematics department to support them onto competitive university courses, notably, but not limited to: mathematics, engineering and mathematics-related courses at Oxford, Imperial and Cambridge universities.
- Supporting the teaching of the most able mathematics students to achieve a higher proportion of A* grades.
- Supporting the Second in Charge in the Maths Department with the LAE Maths Scholars Programme. Duties include organising scholars' enrichment trips, lectures, competitions and activities, running seminars, mentoring, university preparation.
- Lead on oversight of underachieving year 12 students in the Autumn Term and implement appropriate interventions to support their successful transition to A level.
- Design and lead an in-house programme of maths and numeracy support for year 12 physics, chemistry, and maths students.
- Working with the lead teacher of mathematics to share best practice in the department to improve subject knowledge.
- Teaching (a reduced number of) good and outstanding lessons in the mathematics department including timetabled interventions.
- Preparing appropriate materials to support mathematics teaching and learning and maintaining resources and displays of a high standard.
- Marking and assessing sixth former work and reporting on sixth former progress in accordance with LAE policies.
- Supporting sixth formers in every lesson and giving a reasonable degree of additional academic support outside of lessons (e.g. after school or during part of the lunch time) to the sixth formers whom you teach.
- Providing or contributing to oral and written assessments, reports and references relating to individual sixth formers and groups of sixth formers.
- Participating in arrangements for preparing sixth formers for public examinations and in assessing sixth formers for the purposes of such examinations.
- Fully supporting the ethos and aims of LAE.
- Participating fully in the learning community of LAE teachers, for example by regularly observing colleagues and welcoming observations in return, by contributing enthusiastically to discussions around teaching and learning, and by attending professional development

activities either at LAE or elsewhere to improve and enhance your own practice, including attending meetings which take place outside of normal working hours.

- Giving additional academic support to sixth formers at reasonable times beyond the school day (including at weekends and during school holidays prior to public exams) so that they maximise the likelihood of achieving the high grades that they will need to make successful applications to Russell Group and equivalent universities.
- Creating an effective rapport and a sound relationship with all LAE sixth formers, earning their respect and trust but maintaining proper professional boundaries by not deliberately courting popularity or friendship.
- Being a pastoral tutor to a group Year 12 or Year 13 tutees, with responsibility for tracking and reporting on your tutees' attendance and their academic, social, and personal development.
- Contributing to the teaching of Personal, Social and Health Education.
- Liaising closely with colleagues within the pastoral structure of LAE.
- Ensuring that all sixth formers observe LAE policies relating to dress, behaviour, and other matters, and that they take proper care of LAE's environment and resources.
- Leading on subject-specific enrichment programmes (for example, Maths Challenge).
- Contributing to the programme of after-school and lunchtime academic enrichment activities.
- Contributing to the programme of extra-curricular activities, which may sometimes require reasonable evening or weekend commitments, some of which will be offsite.
- Contributing to either the Pathways or OutReach programmes.
- Leading or assisting offsite trips and visits (any necessary training, for example around First Aid or Risk Assessment, will be provided, at LAE's expense).
- Contributing to the establishment and maintenance of a caring, positive, safe, and stimulating environment for each sixth former at LAE.
- Prioritising always the safety and well-being of the sixth formers by following the Welfare & Safeguarding policies.
- Attending training days in reasonable proximity to the start or end of the LAE terms (usually, within four working days of the published term dates) and demonstrating a personal commitment to be fully up to date with training.
- A share of the duties around sixth former supervision;
- Providing cover for absent colleagues and participating in arrangements for sixth formers' supervision during public examinations.
- Participating in recruitment events such as Open Evenings and Assessment Days, some of which take place after 17.25 on weekdays or at weekends.
- Maintaining effective and harmonious professional relationships with colleagues.
- Looking after one's physical and emotional well-being, and not being reluctant either to ask for help or support, or to accept and reflect upon it when it is offered.
- Any other reasonable duty, as requested by the Headteacher.

All employees must comply with LAE's Safeguarding & Welfare Policy. If while carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety and welfare of our students, these concerns must be reported immediately in accordance with the policy.

LAE is committed to safeguarding and promoting the welfare of children.

MATHEMATICIAN IN RESIDENCE: PERSON SPECIFICATION 2021

Essential professional criteria	How these will be confirmed
<ul style="list-style-type: none"> • Good grades at A-Level or equivalent. 	A
<ul style="list-style-type: none"> • Good honours degree in mathematics (or a closely aligned subject) 	
<ul style="list-style-type: none"> • Good postgraduate degree in mathematics (or a closely aligned subject) 	
<ul style="list-style-type: none"> • Passion for their subject and for promoting learning. 	I, T
<ul style="list-style-type: none"> • An ability to clearly explain complex mathematical concepts to students aspiring to progress to competitive university courses. 	
<ul style="list-style-type: none"> • Excellent interpersonal skills including building good relationships with colleagues and sixth formers. 	A, I, T, R
<ul style="list-style-type: none"> • Effective oral and written communication. 	
<ul style="list-style-type: none"> • Excellent organisational skills. 	
<ul style="list-style-type: none"> • Passion and commitment to supporting students to succeed, academically and pastorally, 	A, I, R
<ul style="list-style-type: none"> • Commitment to providing enriching extra and cocurricular activities. 	
<ul style="list-style-type: none"> • Belief that pupils can achieve highly regardless of background. 	
<ul style="list-style-type: none"> • Enthusiasm, humour, and initiative. 	
<ul style="list-style-type: none"> • Resilience, flexibility, and an ability to work under pressure. 	
<ul style="list-style-type: none"> • A belief that the best interests of pupils always come first and that safeguarding concerns must be acted on quickly. 	

Desirable professional criteria	How these will be confirmed
<ul style="list-style-type: none"> • Experience of working with young people. 	A
<ul style="list-style-type: none"> • Successful experience of tutoring or providing support to young people. 	A, I, R
<ul style="list-style-type: none"> • Experience of working in a fast-paced environment, managing competing demands. 	

KEY: A = Application form; I = Interviews; T = Task; R = References