**Spalding Grammar**

**School**

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**Appointment to**

**the position of**

**Second in Department: Mathematics**

**Spring 2025**

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**GENERAL INFORMATION ABOUT THE SCHOOL**

Founded in 1588 by Royal Charter, Spalding Grammar School was located within a part of Spalding Parish Church, called St Thomas's Chapel, until the 19th century. The School moved to its current site in 1881 and doubled in size when it amalgamated with Moulton Grammar School which closed in 1939. The School now occupies an enviable, spacious site, including 17 acres of Governor-owned playing fields, five minutes from the town centre. Teaching accommodation has been significantly improved and developed in the last twenty years, incorporating a large sports complex, a new English block and Library, a dedicated Business Centre, extended Sixth Form facilities and a multi-purpose Atrium. The School was awarded Academy status in 2013.

The School is academically selective and admits the top 25% of the population as determined by standardised verbal and non-verbal reasoning tests. There are generally six forms of entry with an admission number of 150 pupils. Pupils are taught mainly in mixed-ability groups throughout the School, although setting does operate in mathematics from Year 7, and in English, modern languages and science from Year 9.

There is a common curriculum for the first three years, in which pupils study the National Curriculum core and foundation subjects. Every student studies a modern foreign language as well as Latin. Pupils also engage in lessons in core physical education and PaCE (Personal and Careers Education).

At GCSE, the majority of pupils will take ten subjects, including four options. Depending on ability, some pupils will take a second qualification in mathematics; others will take dual award science, rather than three separate disciplines. Pupils continue to pursue both core physical education and PaCE.

The Sixth Form, which is coeducational, has grown in recent years and now attracts many students seeking to join us from other schools. At present there are approximately 240 students in the Sixth Form, of which approximately one quarter are female. Our curriculum model, in light of post-16 reform, is that all students take three A Level courses, alongside an enrichment elective in Year 12. For some students, an additional pathway of four A Level subjects is available.

The School aims to develop individuals, both personally and academically, and has thus implemented a form system which allows all year groups to come together for a variety of structured activities such as mentoring, personal study, presentations and debating sessions. All teachers, as well as some members of the support staff, carry out the role of Form Tutor within one of the School’s six Houses.

A large part of what goes on at the School happens outside the classroom. The School’s main sports are Rugby, Football, Hockey, Athletics and Cricket, but numerous other options are available. The School competes very successfully with many other schools in the county and beyond. Many students are involved in the Duke of Edinburgh Award Scheme and are developed through the challenges and opportunities that this affords. We also offer a skiing trip each year, exchanges and work experience activities in France, Germany or Spain, as well as several other foreign visits.

The School’s principal aim is to ensure that all students and staff have every opportunity to attain their potential intellectually, socially and personally. Relationships between staff and students of all ages are exemplary, and there is a friendly and orderly atmosphere which, in combination with a stimulating academic environment, develops the qualities that lead to successful examination results.

Staff have the use of a modern staff room, complete with catering and reprographic facilities. Many staff who join the School speak of the warmth with which they have been received and they consider it a very friendly place to work. Continuing Professional Development for the staff, under the guidance of a dedicated Staff Tutor, is of paramount importance and there are many opportunities for individuals to both develop their practice and advance their career. The teaching and learning environment is supported by a dedicated team of support staff who work in harmony with the teaching staff to create a mutually supportive work place.

The School operates as a cohesive community. The Parents’ Association is very strong; it enriches the life of the School through a wide variety of events, as well as raising money for the School each year. Support for charities and community projects is also very positive. The Governing Body is also highly supportive of the School and its members are often a visible presence around the place.

Located in South Holland, Spalding is a pleasant market town in a largely rural area within easy reach of Peterborough and the A1. The people are very friendly and the pace of life is relaxed. There is a local entertainment venue, the South Holland Centre, in the town which provides a variety of live entertainment. House prices compare very favourably with those in most other parts of the country and there are a number of primary schools within the local area which provide for all abilities and faiths. The town is also served by our sister grammar school (Spalding High School) and a non-selective secondary academy.

**THE MATHEMATICS DEPARTMENT**

This is a thriving and successful department which consists of seven teachers, five full time, one SLT and one part-time. The department has a suite of six large classrooms; all rooms have projectors and large whiteboards. A suite of laptops is readily available. Every student has access to an online version of the main curriculum textbook used in their lessons; a variety of other additional texts are available within the department. The department subscribes to the Dr Frost Maths web-based resources.

Years 7, 8 and 9 follow a common department scheme of work based on the Elmwood Press KS3 books. We follow a five-year scheme of work aiming towards GCSE in Year 11.  From Year 9, the top sets follow an accelerated scheme of work. All students are entered for their GCSE with the AQA examination board at the end of Year 11, with the majority taking the Higher tier examination. Set 1 additionally study for the AQA Level 2 Certificate in Further Mathematics. A few members of lower sets also opt to take this qualification by attending extra lessons throughout Year 11.

We operate setting throughout the School. Years 8 to 11 are currently setted within two teaching bands whilst Year 7 are taught in mixed ability groupings.  Movement between sets in Years 8 to 11 occurs based on our own assessment data and all sets are reviewed on a regular basis to ensure that students are correctly placed.

In the Sixth Form our students are working towards Edexcel A2 qualifications in both Mathematics and Further Mathematics. In Year 12 and 13 we usually have two groups studying Maths and one groups taught entirely separately, studying Mathematics and Further Mathematics.  Students have 10 periods of Maths per cycle in Year 12 and 10 in Year 13. We also offer AQA’s Level 3 Certificate in Mathematical Studies (Core Maths) as an Enrichment subject in Year 12.

Intervention strategies are applied across the ability range to ensure that every student reaches their potential.  Maths drop-in is available each lunchtime during the week, giving all students the opportunity to seek help with homework and revision for tests.  This year we have also introduced a KS3 Problem Solving club aimed at developing some of the top students in Years 7 and 8 for the UKMT Maths Challenge.

Staff usually offer one lunchtime session to support students from their Year 11 classes post trial exams and we hold a KS5 Maths Clinic on a Friday lunchtime to support students studying for their A Levels in Maths or Further Maths.

Enrichment opportunities are many in the department. Students are entered for all levels of the UKMT Maths challenges. Students from Years 11 to 13 have the opportunity to attend Maths Inspiration lectures..

Results 2024(2023 in brackets)

GCSE 7-9: 40% (43%) 5-9: 93% (86%) 4-9: 99% (98%)

L2 Further Mathematics 7-9: 72% (59%)

A2 Mathematics A\*-B: 36% (58%)

A2 Further Mathematics A\*-B: 62% (56%)



**Spalding Grammar School**

**Second in Department - Maths**

**Purpose:**

* To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying Maths, in accordance with the aims and curricular policies of the School.
* To support the Head of Department through completion and delivery of agreed delegated tasks within the agreed Key Stage.
* Be accountable for student progress and development within the agreed Key Stage.
* Support the Head of Department and deputise when necessary.
* Play a full part in the life of the School community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.
* Act as a Curriculum Lead and be responsible for leading and developing within the agreed key stage.
* Help develop and enhance the teaching practice of others.
* Monitor and support the overall progress and development of students as a leader within Maths and as a Form Tutor.

**Reporting to:** Head of Department

**Responsible for:** Teaching staff and other relevant personnel within the Department

**Liaising with:** Head/Deputy/Assistant Heads, other Heads of Department, Additional Needs Team, relevant staff with whole-school responsibilities, relevant non-teaching support staff, and parents

**MAIN DUTIES**

**Operational/Strategic Planning**

* Will continue to support the Department’s drive to maintain both outstanding teaching and outstanding learning.
* To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies with the agreed Key Stage.
* To monitor student progress within the agreed Key Stage and to ensure appropriate support/intervention strategies are implemented.
* To review and evaluate intervention/support strategies to assess their impact.
* To implement School policies and procedures, e.g. Health and Safety policies.
* To work with colleagues to formulate aims and objectives for the Department which have coherence and relevance to the needs of students and to the aims and objectives of the School.

**Curriculum Provision and Development**

* Is creative and able to lead curriculum development for the Department.
* Will bring innovative ideas about the way Maths can be taught to all students irrespective of ability.
* To ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme with the agreed Key Stage which complements the SDP/DDP.
* To support curriculum development within the whole Department.
* To keep up to date with national developments in the subject area, teaching practice and methodology.
* To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

**Staff Development**

* Can motivate and inspire both staff and students by demonstrating a clear passion for Maths.
* To work with the Head of Department to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* To act as a positive role model.
* To contribute to the Performance Appraisal process and to act as reviewer for staff within the Department.
* To participate in the School’s Teaching Training programme.

**Monitoring**

* To ensure the effective operation of monitoring systems.
* To assist in the process of the setting of targets within the Department and to work towards their achievement.
* To help to establish common standards of practice within the Department and develop the effectiveness of teaching and learning styles, especially at the agreed Key Stage.
* To contribute to the School procedures for Quality Assurance, lesson observations and Performance Appraisal.
* To implement school monitoring procedures and to ensure adherence to those within the Department.
* To assist with Departmental self-evaluation.
* To seek/implement modification and improvement where required within the relevant curriculum area.

**Teaching**

* Is an inspirational teacher with a commitment to maintaining high standards.
* To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

**Management Information**

* To ensure the maintenance of accurate and up to date information within the agreed Key Stage.
* To make use of analysis and evaluation of performance data at agreed Key Stage.
* To contribute to the self-evaluation cycle.
* To assist in the production of reports/data on student performance/attainment.

**Communications**

* To contribute to Departmental meetings.
* Attendance, where necessary, at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings.

**Management of Resources**

* To help identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other Departments to ensure a sharing and effective usage of resources to the benefit of the School and the students.

**Pastoral System**

* To monitor and support the overall progress and development of students, including PPG vulnerable, SEND, EAL and G&T students.
* To help to 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.
* To act as a form tutor and carry out the duties associated with the role as outlined in the generic job description.
* To contribute to PaCE, Citizenship and Careers according to School policy.

To assist in the implementation of the Behaviour Management system in the Department so that effective learning can take place.

**Other Specific Duties**

* + To engage pro-actively in CPD.
	+ To engage actively in the performance appraisal process.
	+ To be courteous to all members of the School community and to provide a welcoming environment to visitors and telephone callers.
	+ To undertake any reasonable request by Headteacher/SLT

The School will endeavour to make any reasonable adjustments to the job and 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 Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

March 2025

**PERSON SPECIFICATION**

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| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Evidence** |
| **Qualifications** | * Good Honours degree
* Qualified Teacher Status
* Ability to teach A Level
 | * Additional qualifications to extend knowledge and skills in Mathematics
* Ability to teach Further Maths
 | * Application Form
 |
| **Professional Experience** | * Dynamic teacher with understanding and enthusiasm for Mathematics
* Potential to grow into Middle Leadership
* Knowledge of current educational developments in Mathematics
 | * Experience of successful Middle Leadership.
 | * Application Form
* Interview process
* References
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| **Vision and Leadership** | * Potential to lead, motivate, challenge and inspire staff and students in Mathematics
* Potential to build a cohesive and flexible team of teachers in Mathematics
* Potential to evaluate the Mathematics Department’s strengths and weaknesses, to initiate and successfully implement change for improvement
* Readiness to contribute to whole school developments as a Middle Leader
 | * Proven ability to lead and manage staff and students; to build an effective team; and to evaluate departmental strengths and weaknesses, then implement an effective Action Plan for improvement
* Experience of contributing to whole school developments as a Middle Leader
 | * Application Form
* Interview process
* References
 |
| **Leading Teaching and Learning** | * Commitment to personal and professional development of all staff within the department, both specialist and non-specialist.
* Commitment to promote teaching strategies that enhance learning for all students in Mathematics
* Potential to use data to support learning, set targets and monitor and evaluate performance
* Success in raising student achievement through review, evaluation and intervention
 | * Experience in using Go4Schools to track and monitors student progress
 | * Application Form
* Interview process
* References
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| **Managing the Mathematics Department** | * Potential to manage the quality of teaching and learning within the department through clear QA processes
* Potential to manage Appraisal and continuing professional development of members of the department, including induction of new members of staff
* Potential to enhance the quality of the learning environment within the department
* Potential to manage the department budget
 | * Experience of managing staff and holding them to account
* Experience in working across departments in the interests of coherent provision for students
 | * Application Form
* Interview process
* References
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| **Form Tutor** | * A teacher who actively supports the school’s commitment to tutoring at Spalding Grammar School
* Commitment to supporting the personal development of all students within the tutor group
 |  | * Application Form
* Interview process
* References
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| **Personal Qualities** | * Enthusiasm, drive and a love for the job
* A good sense of humour
* Ability to work under pressure
* Ability to organise, plan and prioritise time effectively
* Commitment to the School’s safeguarding policies and standards
 |  | * Application Form
* Interview process
* References
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**APPLICATION PROCESS**

Applicants wishing to view the School and the Mathematics Department in advance of making an application are invited to do so. Please contact Debbie Haslam, the Executive Headteacher’s PA, if you would like to make such an arrangement.

Applications should be made by:

* Completing the School’s application form (CVs will notbe accepted as an alternative to a completed form)
* Providing a supporting letter (on no more than two sides of A4, font size 11 if typed). The letter should include how you meet the person specification and how your skills and experience to date make you the ideal candidate for this post.

Applications should be sent either by email, to dhaslam@spaldinggrammar.lincs.sch.uk, or by post, to:

Mrs D Haslam

Executive Headteacher’s PA

Spalding Grammar School

Priory Road

Spalding

Lincolnshire PE11 2XH

The closing date for applications is **Thursday 24 April 2025, at 12 noon**

Interviews will take place on **Monday 28 April 2025**

I thank you for your interest in Spalding Grammar School and I look forward to hopefully receiving your application.

M K Anderson

Executive Headteacher