



Mathematics faculty - outline of provision

The maths faculty is currently staffed by eight full-time specialist teachers, two part-time teachers and a higher-level teaching assistant. One of the specialist teachers is also a head of year, and one is an assistant principal. One of the part time teachers is full time in school, but teaches a part maths and part PE timetable. We are a hard-working, high-achieving, well-organised team, sharing expertise and resources both physically and through our online portal. All our teaching takes place in specialist rooms, which are equipped with a computer, symposium or interactive whiteboard and projector.

Maths teaching at Brockington College is firmly linked to the new Key Stage 3 and GCSE programmes of study and the schemes of work are constantly being updated to incorporate changes to the maths curriculum. The department has developed a new Key Stage 4 programme of study; including the design of a three-tier scheme with two different foci in the higher tier and a further focus in the foundation tier. Recently, we have also rolled out our new Key Stage 3 programme, which includes research-informed structure and provision.

All classrooms have access to the Oxford University Press GCSE textbooks for Key Stage 4. In addition, the department has a wealth of electronic teacher resources and all students have access to the [HegartyMaths.com](https://www.hegarty.com) website to support their learning. Although we have detailed schemes of work and suggested lesson plans and resources, they are flexible so that each member of the department can bring his or her own strengths and individuality into the classroom with new approaches and ideas. It is expected that the successful applicant will contribute to the work of the department through the sharing and planning of resources. All members of the department are involved in meetings, preparation and follow-up work to evaluate and improve upon ideas and resources. High standards of teaching and learning are expected and members of the department are encouraged to share good practice through discussion as well as observation. Teachers enjoy teaching across the age and ability range to maximise their professional development and to contribute to greater job satisfaction.

Departmental assessment takes two strands. Shorter tests at the end of each topic are used to cumulatively assess student attainment within each unit, whilst larger summative assessments are conducted two or three times a year in order to ensure students are retaining their understanding over time. Student data is carefully tracked and monitored by the department and students are given regular teacher assessments and attitude to learning grades in every subject, as well as written reports and target levels in line with the school calendar.

There is a background of innovation in the department, a willingness to change and a desire to ensure that we provide our students with every opportunity to achieve their potential.

The school has an excellent learning support department and teachers work closely with teaching assistants to ensure dedicated high-quality provision for students with special educational needs.