



# DR CHALLONER'S GRAMMAR SCHOOL

Teacher of  
Mathematics

Information  
Pack

*Challenge with reward*



DR CHALLONER'S  GRAMMAR SCHOOL

## TEACHER OF MATHEMATICS

Full Time  
TPS + Fringe

Thank you for your interest in DCGS. For September 2022, we are seeking a highly qualified full time teacher of Mathematics at this 11-18 grammar school for boys with a co-educational Sixth Form.

Dr Challoner's has 1350 students, of which 420 are in the co-educational Sixth Form. The school was inspected in November 2019 was judged to be judged Outstanding in a full section 5 inspection under the new Education Inspection Framework. It is regarded as one of the leading grammar schools in the country. As lead in the Teaching School Hub - Buckinghamshire we provide an exciting range of professional development opportunities.

We also offer:-

- engaging, able and well-motivated students
- an innovative approach to learning
- outstanding facilities in every subject
- a friendly working environment

This post offers an exciting opportunity for a newly qualified Teacher or for someone looking to broaden their experience in an innovative and high achieving school.

**Closing date: Wednesday 19 January 2022, noon.**

To apply for the post, please email a completed application form to Alison McAloon (HR Manager and Head's PA).

Email: [employment@challoners.org](mailto:employment@challoners.org)

**We are interested to hear from candidates as soon as possible and earlier applications are welcomed.**

**Shortlisted candidates may be interviewed before the closing date.**

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know

Dr Challoner's Grammar School is committed to safeguarding and successful candidates will be required to complete an enhanced DBS check.

# A warm welcome...

From Mr David Atkinson, Headmaster Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post. Like most job applicants you will want to find out a bit more about us. These days there is a wealth of data about schools which you may wish to look at. Proud though we are of that data, such research never tells the whole story and you will only be sure that you want to work here when you get 'that feeling' within the first few minutes of walking through the door.

When you do your research you'll find that our Ofsted inspection, carried out in November 2019, graded the school as outstanding in every respect. We believe that this judgement is a reflection of the fact that Challoner's is genuinely a special place. The report echoed what many visitors tell me – that the school has a distinctive ethos and culture of teamwork, loyalty and aspiration, with the well being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

Our motto - Excellence with Integrity - demonstrates the purpose behind this ethos. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its formidable academic record, Challoner's is not an examination hothouse – it's a place of genuine creativity, fun and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes – and that it's our job to ensure that they learn from them. Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our teachers are prepared to give up so much of their time to run educational visits (we do more than any school I know) and other co-curricular activities is that spending time with our students is so rewarding and enjoyable.

Over the years, schools have been subjected to a daily influx of policy changes and 'guidance' from government, much of it well-intentioned but unhelpful. I see it as an important part of my job to insulate staff from 'initiative overload' as much as possible so that they can direct their talents and energy into the things which we think are really important – ensuring that our students develop into confident learners who are at ease with themselves and others and willing to take responsible risks in their learning. We don't believe that just getting good GCSE and A Levels necessarily makes our students into good learners. Therefore we put a lot of thought and effort into how to make their time at school into a really worthwhile apprenticeship in the arts and crafts of learning which will stand the test of time, equipping them to make a success of whatever they choose to pursue in later life. Our Learning and Teaching framework has been carefully developed over the years to promote valuable You'll find a lot more information about the school on our website [www.challoners.com](http://www.challoners.com) (which we hope encapsulates that intangible 'feel' of the school) and about the Astra Teaching School Hub and SCITT at [www.astrahub.org](http://www.astrahub.org). If you would like further clarification or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some information about your subject at Challoner's along with some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement.

I do hope that you will decide to make an application to join us and that we will have the chance to meet.

With best wishes,

Mr D Atkinson,  
Headmaster

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff, including the opportunity to gain designation as an Astra/Buckinghamshire Leader of Education, where eligible. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Having been rated 'outstanding' by Ofsted in all categories for ITE in 2018, and now leading the delivery of the ECF and NPQ programmes across the county colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.



*'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.*

## Why work for Dr Challoner's Grammar School?



Dr Challoner's Grammar School is based in Amersham. The school benefits from outstanding modern facilities including spacious, light classrooms, all of which are fully equipped with a whiteboard and digital projector. The school also enjoys recently modernised sports, music and arts facilities.

Staff often remark that DCGS is a great place to work. Staff retention is very high which we think reflects the supportive and friendly environment in which we work. Students are hard working, capable and diligent. New staff to the school often remark that they enjoy working in an environment where students want to learn. The Ofsted inspection from November 2019 noted that the school has a culture of teamwork, loyalty and aspiration, and that staff feel exceptionally well supported.

Working at Dr Challoner's is busy and very rewarding. The School has high expectations of its staff, so looks to offer a positive range of benefits in addition to the ones already mentioned.

- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- The school offers a friendly working environment with supportive and caring colleagues.
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Free onsite parking
- Access to regular staff social events
- Generous pay based on the London Fringe Allowance
- Dr Challoner's offers access to join the [Teachers' Pension Scheme ("TPS"). The TPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme. Full details of the superb benefits conferred by membership of this scheme can be seen by following the hyperlinks
- The School operates a successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of.
- Teaching staff are issued with a Chromebook computer for use during their employment at Challoner's
- There is an extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession.



## Introduction

Mathematics is an area of particular strength at Dr Challoner's. The Maths team currently consists of thirteen highly qualified staff (ten full-time and three part-time) who together create an extremely positive learning culture based upon high expectations, the building of mathematical learning skills and a huge enthusiasm for the subject! Our results are consistently outstanding and our work has been recognised by many highly respected institutions. OFSTED have reported that provision in Mathematics was very good overall and excellent in the sixth form; the standard of teaching was judged to be very good, leadership outstanding and that standards in Mathematics were particularly high.

In 2002 the school was designated as one of the first Science Colleges in the country – 'Science' meant the Sciences and Mathematics. Science College status provided the Mathematics Team with exciting and challenging opportunities which we have since built on. Every member of the team is now equipped with a Chromebook. The nine Mathematics classrooms are equipped with projection facilities and Wi-Fi is enabled throughout the school; in addition to this students in Years 8, 9, 10 and 11 each have an iPad to support their academic development. There is an extensive and ever growing set of resources available for staff and students and at A level significant use is made of the MEI website. The school was the first secondary school in the country to achieve Lead Centre status for the MEI 'Enabling Access to Further Mathematics' project, was a Strategic Partner for the local Mathematics Hub, is part of the BASS group of schools and works within the network of the Buckinghamshire Grammar Schools Heads of Maths group. In addition to this the Maths team and the school more broadly are heavily involved in outreach and support work, regularly working with other schools to help staff develop and improve students' learning.

## Mathematics at GCSE

Students enter the school at age 11 having sat an examination that includes a significant amount of Mathematics. They are taught in mixed ability groups of approximately 30 students in Year 7 and Year 8 and have historically been arranged into eight sets by ability in Year 9 - standards at Key Stage 3 are, and always have been, exceptionally high. In Years 10 and 11 students are placed into one of four Mathematics levels, the top two sets (approximately 60 students) taking both GCSE and AQA's Level 2 Certificate in Further Mathematics this year. All students are entered at the Higher tier for GCSE and we presently use the Edexcel GCSE 9-1 Mathematics specification. Recently GCSE results have been outstanding and over the last decade almost 95 % of students have achieved A\*/A (now 7-9) at GCSE (of which just under 70% were A\*s before the change).

## Mathematics at A level

Mathematics is the most popular A level choice in the school and we follow the 'MEI A Level Mathematics' course. At any one time over 300 students are studying Mathematics in the Sixth Form. In each of Years 13/12 we have three Further Mathematics sets and six/seven single A Level Mathematics sets respectively making a total of 19 independent sets studying Mathematics (the Further Mathematicians are taught separately from standard A Level sets). Results at A Level are particularly impressive and over the last 10 years just under 90% of almost 400 taking A Level Mathematics have secured A\*-B grades (with just under 40% gaining an A\*). The record in Further Mathematics at Challoner's is equally impressive with over 90% of grades being A\*-B from over 400 students in the same period (with over 45% gaining an A\*).

# Dr Challoner's Grammar School at a glance




2020 & 2021 qualifications were awarded through the provision of a centre assessed grade, because of the cancellation of public examinations. As such those results are not comparable with previous years' outcomes, and are not published here.



1624

School Founded

1905



School moved to current site

Co-educational Sixth Form since

2016



Number of Students.....1365

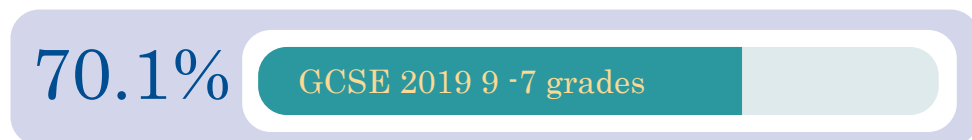
6th Form.....443



Teaching staff.....80



Support staff.....66



1351 Staff Years of experience of working at DCGS

Current staff have worked over 10 years **62**

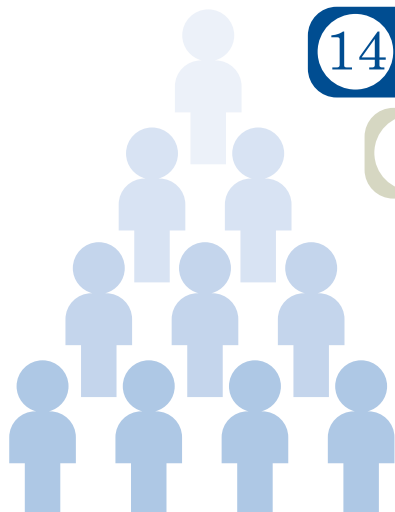
**31**

Staff promoted internally in past 2 years

## Staff development 2020/2021

**96**

CPD requests approved 2020/21



**14** staff on the Leadership Development Programme

**7** Leadership shadowing programmes

**5** Early Career Development programme

**4** NQT programme

**2** on Pilot CCT NQT Coaching programme

# Dr Challoner's Grammar School at a glance



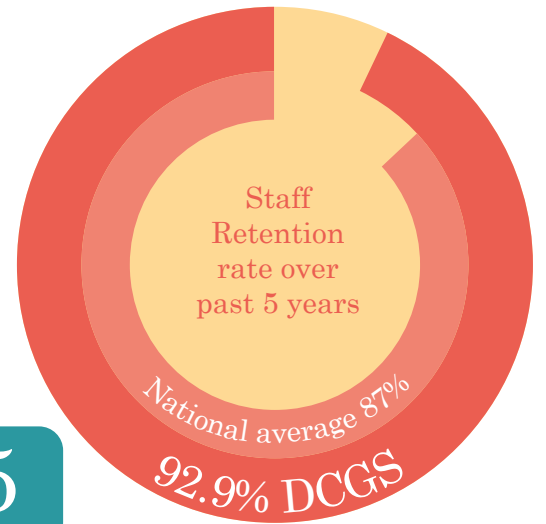
Due to school closures in 2020 & 2021 and on going guidance on educational visits, the data reflects both current and previous years figures.

# 2

week October half-term

# 3

Mental Health awards (One of 15 nationally to do so)



## International residential trips

Marseille, Murcia, Bruges, Ardeche, Berlin, Bensheim, Sicily, Krakow, Iceland, Washington, Geneva, Namibia, Portugal, Holland, Paris, Austria, Barbados, Normandy.



# 85

Average Number of co-curricular Clubs and Societies per Term

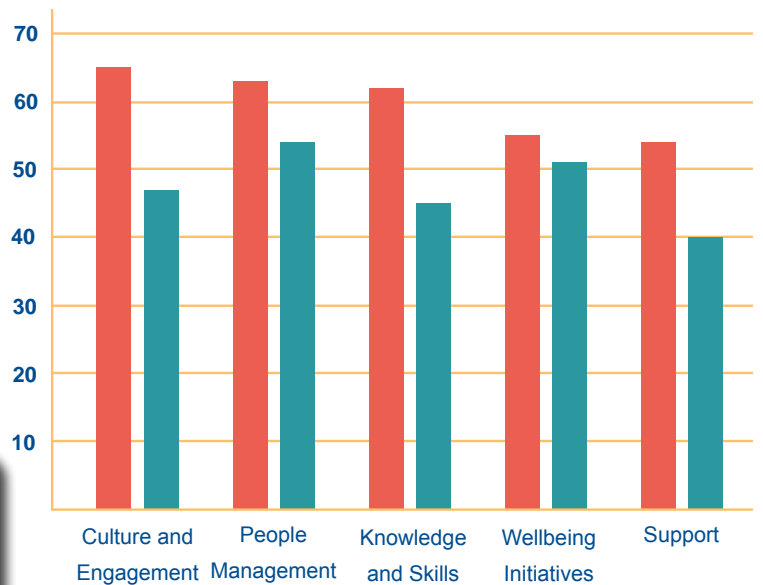
# 55

Staff went on residential trips (inc Support Staff) last year

## Staff Survey Results

What % staff rate positively

■ DCGS  
■ Sector Average



1 staff member wedding reception at school  
1 played nationally for their country  
123 Strawberries eaten at Staff Wimbledon

Staff Football   End of Term Gatherings   Christmas Party   Secret Friend  
Staff Yoga   Time to Talk Day   Mental Health Day   Staff Badminton  
"How's it going?"   Step Challenge   Secret Santa  
Leavers Dinner   French Film Society   Staff gathering  
Staff Wimbledon   Staff Tennis   Pub trips  
Staff Cake Rota   Staff Tea and Coffee

Staff walked 5302.47 miles in 3 weeks (twice round the earth's circumference!)



# Role Profile



## Job title

Classroom Teacher/Form/Division Tutor

## Job purpose

To promote the academic and personal development of all students.

## Objectives

- To encourage and support the learning of all students.
- To ensure the highest possible standards of student behaviour
- To promote positive values and attitudes
- To demonstrate professional values and practice.

## Principal areas of responsibility

- A Planning and providing challenging learning activities
- B Assessment and support of student progress
- C Managing the students for whom you have responsibility as their tutor.
- D Working professionally as a member of subject teaching and tutorial teams

## Key Tasks

- A1 To plan and teach sequences of lessons which incorporate an appropriate range and depth of subject knowledge in line with statutory requirements.
- A2 To teach lessons with clear objectives and well pitched tasks which provide pace and challenge using a variety of learning strategies including ICT.
- A3 To understand the responsibility required under the SEN Code of Practice and to adjust teaching and learning strategies for individual students accordingly.

- B1 To employ a variety of marking, monitoring and assessment strategies to inform planning, develop learning and evaluate students' progress.
- B2 To provide constructive feedback to help students reflect upon and improve their work.
- B3 To make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.
- C1 To keep the form register (a legal requirement) and monitor patterns of student attendance/ absence.
- C2 To make appropriate use of the school's rewards and sanctions procedures in line with the school's behaviour policy.
- C3 To monitor the progress of students in your tutor group by target setting and through regular inspection of planners and/or other appropriate methods (e.g. students on report).
- C4 To report concerns about individual student progress and behaviour to relevant senior staff (Subject/Team Leaders)
- D1 To demonstrate consistently high expectations of all students and a commitment to raising their achievement.
- D2 To promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
- D3 To communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- D4 To contribute towards, and value, the work of teams of staff dedicated to advancing student learning and welfare.
- D5 To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities and comply with policies & procedures relating to child protection, health, safety, welfare, confidentiality and data protection.



# Person Specification



	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<p>Qualified Teacher Status or Post Graduate Certificate in Education</p> <p>Degree level qualification (minimum 2:1)</p>	<p>Further professional qualifications</p>
<b>Previous Work Experience</b>	<p>Experience of teaching the subject to at least GCSE level (either in a substantive post or as a student teacher)</p>	<p>Experience of teaching A level in subject</p>
<b>Professional Skills &amp; Experience</b>	<p>Thorough knowledge of the requirements of the National Curriculum in the subject.</p> <p>An understanding of the ways children learn and how individual needs may be assessed and met</p> <p>Continued professional development with recent relevant in-service training (if applicable)</p>	<p>Competent use of IT</p> <p>Particular knowledge and experience of Able and Gifted students</p> <p>Knowledge &amp; experience of Safeguarding &amp; Child Protection issues</p>
<b>People management Skills</b>	<p>Effective communicator with children, staff and parents</p> <p>An effective team player, working collaboratively with colleagues</p>	<p>Experience in fostering good relationships between all members of the school community</p>
<b>Other Personal Qualities</b>	<p>Appropriate motivation for working with children (one which values each child &amp; shows concern for their personal safety &amp; wellbeing)</p> <p>Well developed planning &amp; organising skills including time management, delegation and administration</p>	<p>Sense of humour</p> <p>Willingness to contribute to the wider life of the school.</p>

# Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. As this post holder will be working in regulated activity and will have contact with children, therefore the interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

## How to apply

To apply for this position, you will need to complete an application form, which can be downloaded by following this link.

Completed applications should be sent to [employment@challoners.org](mailto:employment@challoners.org)

Please note that only fully completed application forms will be considered.

CVs will not be included in the short-listing process

## Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

## Interview

Short-listed candidates will be interviewed initially informally by a member of the senior team.

Candidates will also be given a tour of the School, and there will be a chance to meet members of the department informally over lunch or coffee.

The interview will also include a lesson sample for teachers or administration task for support staff.

Selected candidates will then be formally interviewed by the Head and other members of the School management team.

## (Teachers) Sample Lesson

Teaching Candidates invited to interview in person will be expected to prepare and deliver a sample lesson of one hour, which will be observed by the Head of Department or Subject Leader. Details of the material to be covered will be sent in advance.

Candidates are advised to avoid trying to cover too much in the lesson, but to have enough material to fill the time available: pupils at the school are of differing degrees of high ability and will expect to be involved in lessons that challenges them.

As part of our safer recruitment process please find a link to our Child Protection Policy, Safeguarding Statement and recruitment of ex-offenders policy.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at DBS filtering guide. It is an offence to for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.



## Excellence with integrity

At DCGS...

We are determined to give our best to everything we do  
We are prepared for the opportunities and challenges of today and the future We  
serve the wider community

At DCGS We Value...

Aspiration



Kindness



Resilience



In All Our Actions And Intentions

At DCGS everyone learns through...

Teaching that is rigorous, engaging and high quality  
Developing leadership at all levels  
Maintaining a culture of high expectations Showing a  
concern for everyone's wellbeing Providing a first class  
learning environment Ensuring a breadth of  
opportunities for all Promoting an open and outward  
facing attitude Engaging with the global potential of  
technology Exploring innovative and sustainable  
approaches