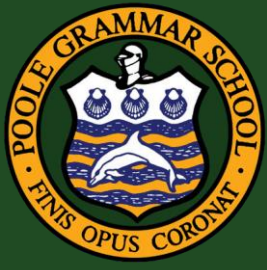




POOLE GRAMMAR SCHOOL



MATHEMATICS TEACHER INFORMATION PACK



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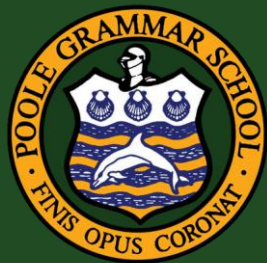
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Job description – Teacher of Mathematics

For September 2021

Full- or part-time; temporary (with a view to permanent)

Would ideally suit an NQT

The responsibilities of the postholder will include the following areas:

Curriculum

- Teaching Mathematics from Year 7 to Year 13 in a manner appropriate to students' ages and abilities, differentiating lesson content and activities in ways that both stretch and support students in their learning
- To be willing to develop subject knowledge and expertise in new areas of mathematics
- Monitoring and recording of students' progress in accordance with departmental and school policies, for example, maintaining department databases punctually and accurately
- Planning and delivering appropriate intervention strategies to help students fulfil their potential
- Promote the A level Mathematics courses to potential sixth form students
- Contribute to departmental meetings and other whole school events such as Open Evenings
- Maintain an awareness of curriculum change and its potential impact on teaching and learning; contribute to ongoing development of schemes of work
- Contribute to the development and effective use of departmental resources
- To use both benchmark data (FFT, ALPS, SISRA) and SEN data as tools to track progress and differentiate lesson planning and delivery
- Develop professional skills through INSET and CPD programmes
- To be able to reflect on personal teaching practice and collaborate effectively with colleagues to generate new ideas and new teaching skills
- Contribute to the departmental website
- Take an active role in self-evaluation exercises within the department and school in line with Ofsted criteria, and engage fully with the performance management process

Health and Safety

- Monitor and make appropriate recommendations to the Health and Safety policy of the Maths department
- Be aware of current risk assessments for Maths activities

Extracurricular

- To contribute to extracurricular student support for Mathematics
- To contribute to Mathematics outreach work as appropriate
- To develop links with local HE institutions and professional bodies



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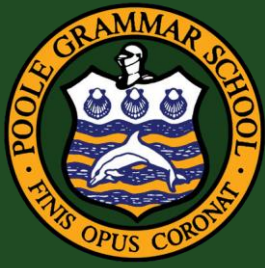
Pastoral

- To take part in the pastoral life of the school as a form tutor
- To contribute to the PSHE programme if appropriate

Responsible to: Head of Mathematics

This job description is specific to the post of Teacher of Mathematics and additional to the generic job description of a Teacher at Poole Grammar School. Further details of the school are on the school website www.poolegrammar.com

Dr Amanda Smith
Headteacher
March 2021



Teacher of Mathematics

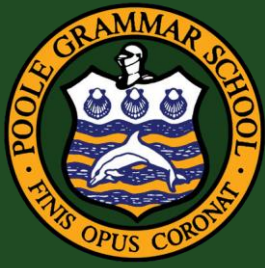
Job purpose

To facilitate and encourage a learning experience, which provides students with the opportunity to achieve their individual potential, coupled with raising standards of student attainment and achievement.

Key aspects of the post are:

Teaching

- Plan and prepare courses and lessons
- Teach students according to their educational needs, including the setting and marking of work
- Set and evaluate classwork and homework, the latter as per the relevant homework timetable, and keep appropriate records of student attainment and progress
- Assess, record and report on the development, progress and attainment and achievement of students in accordance with school policies
- Use a variety of teaching methods both inside and outside the classroom which will stimulate learning appropriate to student needs and the demands of the specification/scheme of work
- Ensure that ICT, Numeracy, Literacy and school subject specialisms are reflected in the teaching/learning experience of students
- Ensure that all students are set appropriate targets and are tracked accurately against those targets at various points in their courses
- Prepare students for public examinations and other examinations as appropriate
- Participate as appropriate in the curriculum enrichment of the school



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Pastoral

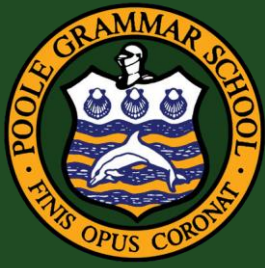
- Promote the general progress and well-being of individual students of any classes e.g. through tutor periods and registration
- Help gain access to appropriate advice on educational and social matters and on students' further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
- Being aware of the personal and social needs of students, recording information as appropriate and respecting the confidentiality of these records
- Communicating and consulting with the parents, other school staff and students
- Communicating and co-operating with people or organisations outside the school where appropriate
- Participating in meetings arranged for any of the purposes described above within directed time

Strategic planning

- Assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies in the department
- Contribute to the department's development plan and self-evaluation strategies
- Contribute to whole school planning activities e.g. the departmental development plan, staff meetings and teaching and learning committees, Year Head meetings etc.

Staffing

- Take part in the school's continuing professional development programme by participating in arrangements for further training and professional development
- Continue professional development, including subject knowledge and teaching methods
- Ensure the effective/efficient use of classroom support when allocated
- Work as a member of a team and to contribute positively to effective working relationships within the school
- Participating in any arrangements within an agreed national framework for performance management of the teacher and other teachers
- Contributing as appropriate to the professional development of other teachers and non-teaching staff, including the induction, assessment and support of newly qualified teachers



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Quality Assurance

- Help to implement school quality procedures e.g. departmental reviews, performance management and to adhere to them
- Contribute to the process of monitoring and evaluation of the curriculum including evaluation against quality standards and performance criteria
- Partake in ongoing reviews of programmes of study as the needs of the school and department evolve

Management Information

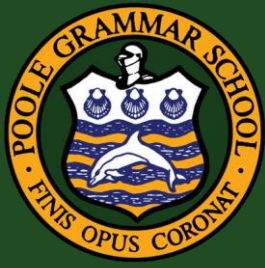
- Maintain appropriate personal records and inform support staff of changes for the school management information system
- Complete the relevant documentation to assist in the tracking of students

Management of resources

- Contribute to the process of ordering and allocation of equipment and materials e.g. suggesting new resources
- Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources
- Take responsibility for certain subject rooms and tutor rooms, including providing material for displays connected with the subject

Discipline, Health, and Safety

- Maintain good order and discipline among the students
- Safeguard student health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
- Develop in students the appropriate respect for the ethos of the school through an understanding of student rights and responsibilities

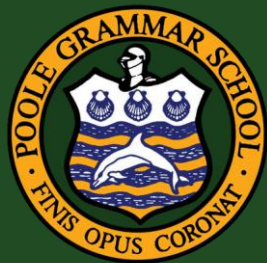


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Responsible to: Head of Department/Year Head

In drawing up this job description, the Headteacher acknowledges her responsibility, in ways defined for Headteachers in their Conditions of Employment, to enable the holder of each post to carry out the assigned duties and responsibilities. Staff will be consulted as appropriate during any review of such policies. These duties and responsibilities may be altered from time to time after consultation with the Headteacher and the relevant Head of Department in order to meet the changing needs of the school and the interests of the member of staff.

Dr Amanda Smith
Headteacher
March 2021



Person specification: Teacher of Mathematics

Experience

- Exemplary classroom practitioner with an enthusiastic approach
- Teaching of Mathematics at all key stages
- Expert subject knowledge and awareness of syllabus content
- Good awareness of the way Mathematics courses are evolving in the current educational climate
- Experience of tracking to monitor progress and develop intervention strategies
- Good knowledge of web-based resources for Mathematics and effective mathematical teaching tools
- Experience with assessment techniques in Mathematics

Qualifications

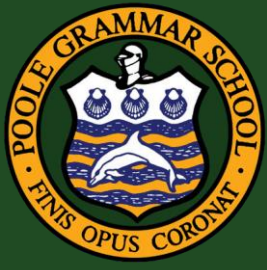
- Good Honours Degree in Mathematics or an appropriate subject
- Qualified Teacher Status

In-Service Training

- Up-to-date subject and National Curriculum knowledge and skills
- Professional development that clearly supports outstanding teaching and learning

Skills

- Able to establish effective “behaviour for learning” in the Mathematics classroom
- An ability to balance teacher instruction with student discussion
- Able to help students see the connections throughout Mathematics
- Questioning skills that engage all learners and make them think
- An appreciation of how to use “problem solving” in Mathematics to develop thinking skills
- Skilled at identifying, underlining and measuring progress made in the lesson
- Able and willing to contribute strongly to the extracurricular work of the department
- Able to communicate and collaborate effectively with colleagues and students
- Able to reflect on personal teaching practice to develop and perfect new teaching techniques
- Able to meet department and school deadlines regarding assessment, recording and reporting
- Communicate effectively with parents regarding student progress, effort and improvement
- An ability to work effectively as part of a team but also able to work independently
- Enthusiastic to research, develop and share new techniques that promote outstanding learning in mathematics

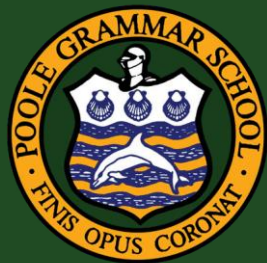


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Personal Skills and Qualities

- Confidence, tenacity, flexibility and adaptability
- Empathy for students, parents, staff and the community
- Energy and commitment
- A sense of humour and can-do attitude

Dr Amanda Smith
Headteacher
March 2021



The Mathematics Department

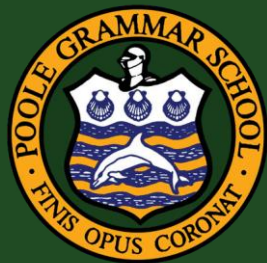
Personnel

From September 2021, the department will include a Head of Department, a Second in department, a KS5 Coordinator and nine other teachers. Two staff split their time between teaching Mathematics, leading outreach work in further mathematics and in subject specialism training in the South West. Most teachers are graduates in Mathematics or in a Mathematics-related subject and all share a passion for teaching Mathematics effectively and making it interesting for students. Subject knowledge and collaboration between teachers contribute significantly to the excellent ongoing professional development of all members of the Mathematics team. There is opportunity to teach both Mathematics and Further Mathematics at A level, with typical student take-up rates for Maths being 80 students and for Further Mathematics 30 students.

Curriculum

The school operates on a fortnightly timetable and on a teaching allocation of five hours per class per fortnight for Years 7, 8 and 9. In Years 7 and 8, the classes are mixed ability as pupils remain in tutor groups for their lessons. In Year 9, pupils are placed in sets according to their ability. The present system for setting, from Year 9 onwards, is that the six tutor groups are split into two blocks of four Mathematics classes. In each block, there are sets 1 and 2 which follow both the GCSE and the AQA FM level 2 courses. The other two sets in each block are mixed ability and focus on the GCSE course. All classes do the higher level GCSE. This approach has led to excellent progress at Key Stages 3 and 4 due to the high teacher pupil ratio in the GCSE sets and the accelerated learning in sets 1 and 2.

The department follows the AQA Higher level linear course at KS4 and the AQA Level 2 Certificate in Further Mathematics as an additional course for set 1 and 2 classes. This means that around 100 students are able to take their Mathematics beyond GCSE by the end of KS4. The effect of the AQA FM Level 2 course has been to provide strong preparation for the study of both Mathematics and Further Mathematics at Advanced level and to maintain the study of Further Mathematics at Advanced Level. The numbers of students who choose to study Mathematics or both Mathematics and Further Mathematics at A level are very healthy and three years ago we added Core Mathematics to our post-16 offer. Just over a hundred students regularly choose a post-16 course in Mathematics each year.



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The set of skills within the department makes for a very positive learning environment for teachers as well as students and a significant part of department meeting time is devoted to developing our teaching skills and sharing new resources. This is particularly relevant in view of the recent curriculum changes at key stages 4 and 5. Examples of our recent work include: finding effective means of assessment at all key stages; achieving curriculum continuity and coherence; preparing students for the increase in rigour and demand both at GCSE and A level; how we may use this increased level of challenge to prepare candidates better for A level. Most recently, we have worked hard to develop effective online teaching techniques and to share our range of online teaching skills. Our enthusiasm for subject specific CPD has continued throughout both Lockdowns, with our second in department being responsible for a very successful A-level Maths hub project via Zoom.

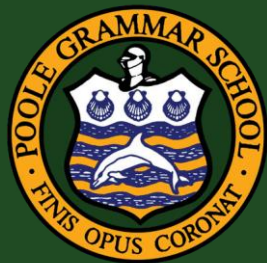
Student achievement

GCSE and A level results are available from the school website www.poolegrammar.com and can also be accessed as an appendix to this document.

Typically we expect at least 80 students to gain a grade 8 or 9 at GCSE with 52 students gaining a 9 in 2019 and 42 an 8. In a typical year group of 180, a consistent 65% of students gain at least a grade 7 in Mathematics. In the AQA FM level 2 qualification, 60 out of 100 entries would expect to gain an A (7) or above, with 30 gaining an A* (8) or above. At A level, results are in line with ALPS indicators, with 80.5% of candidates gained an A* to B grade in Maths in 2019 and 73.4% in 2018. The pass rate at A level in 2019 was 100%. Ensuring that students make an effective KS4 to KS5 transition remains an important aspect of our work year on year. In particular, we have focussed on ways in which we can improve A level outcomes for those students with lower ALPS indicators.

Accommodation and resources

The department has a suite of six dedicated Mathematics rooms, each equipped with a whiteboard and data projector. The enthusiasm within the department means that there is a high level of expertise in the use of Mathematics-related software and equipment (for example, graph plotters and dynamic geometry) and an enthusiasm for sharing and developing teaching methods. Online subscriptions currently include Mymaths, MathsBox and Kerboodle at all key stages. Text books are used to support learning but teaching is definitely not text-book reliant. The Mathematics teachers' office provides an excellent workspace for six teachers and there is good storage provision for our resources. Much Mathematics-related discussion and sharing of expertise takes place in this area, which is a real hub for our informal professional development.



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Extracurricular

These activities mainly take the form of Mathematics Challenges and Mathematics Conferences. We participate in the UKMT Individual and Team Mathematics Challenges at junior, intermediate and senior levels with typically 20% of entrants reaching later stages of the individual competitions. During both lockdowns we were able to make the online format of these competitions available to our students. Year 10 and Year 12 students are also offered trips to events organised by the AMSP (Advanced Maths Support Programme) or the online equivalent.

We offer STEP and AEA level Mathematics tuition to students who require these qualifications for their university courses.

There are also Year 13 Mathematics ambassadors, typically six of them, who assist with open evenings and the maths subject support sessions offered to both main school and Year 12/13 students twice each week. Such "Face to Face" support has not been possible since March 2020 and we continue to explore ways to use our subject ambassadors effectively.

Teacher training

Poole Grammar School is very involved in the professional development of Mathematics teachers. We are part of the Wessex Teacher Training Partnership, providing teaching placements for trainee teachers.

The Post

We are looking for a teacher with an enthusiasm for Mathematics, who can teach from Year 7 to Year 13 and who would enjoy the opportunity to teach at A level. The post would suit new entrants to the profession as well as more experienced teachers.

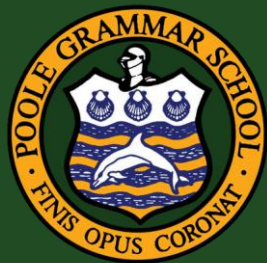
This position would be an excellent opportunity for somebody wishing to work in an environment where the focus is not only on learning real Mathematics and helping students achieve at the highest level, but also on differentiating effectively at the upper end of the ability spectrum. There will definitely be potential for the person appointed to develop their teaching at all levels and to gain from being part of a very collaborative team of enthusiastic Mathematics educators.

The successful candidate should complement and add value to an already high-performing teaching team. They will have a passion for both the subject of Mathematics and the art of teaching it, and they will seek to make a significant impact both within and beyond the classroom. Academic results, and the development of teaching, learning and assessment are all areas to which the successful candidate might contribute.

You will be a key member of a dynamic department situated in an area of outstanding natural beauty with the Jurassic coast only a few minutes away. This is coupled with working in a school renowned for the friendliness of its staffroom and the potential of its pupils, where teachers and pupils share the learning experience and strive together for outstanding progress.

Further details of the school and department are available from the school website www.poolegrammar.com

Dr Amanda Smith
Headteacher. March 2021



POOLE GRAMMAR SCHOOL

Results Appendix

AS and A level results from 2018

2020 CAG	A*	A	B	C	D	E	U
Mathematics	29	32	9	6	4	5	
Further Maths	10	3	2				
Further Maths AS	0	1	1				
2019	A*	A	B	C	D	E	U
Mathematics	24	22	8	6	4	3	0
Further Maths	5	6	2	1	2	1	0
Further Maths AS	0	2	0	0	0	0	0
2018	A*	A	B	C	D	E	U
Mathematics	23	27	19	11	9	4	1
Further Maths	6	5	3	2	0	0	0

In Core Maths there are normally between 15 and 20 students and in 2019 all 17 entries were B or better. This was similar in the 2020 CAG results

GCSE results from 2018

Attainment

Grade	9	8	7	6	5	4	3
2020 CAG	50	44	42	25	13	2	
2019	52	42	34	30	12	7	0
2018	38	45	29	37	22	7	1

94 grades 8 and 9 (2019) 83 grades 8 and 9 (2018)

Further Maths Level 2 2018/19

Grade	A^	A*	A	B	C	U
2020	22	26	18	23	18	4
2019	22	23	19	21	13	5
2018	13	16	30	23	15	4



POOLE GRAMMAR SCHOOL

Application procedure

Please visit www.poolegrammar.com and complete the online application form.

CVs will be accepted in addition to the above but will not be accepted on their own.

Online application forms are preferred but a PDF version of the application form is available to download from our website. This can either be emailed to the HR Department at pgshrdept@poolegrammar.com or posted direct to the school.

If you have any questions regarding the application process, please contact the HR Department

Closing date for applications: 19th April 2021

Informal visits are encouraged. Please contact the HR Department to make an appointment:
01202 692132 or pgshrdept@poolegrammar.com

Poole Grammar School is committed to safeguarding and promoting the welfare of children and young people. All successful applicants will be required to complete an enhanced DBS application. Poole Grammar School also promotes equal opportunities for its workforce.