



The Redhill Academy

MATHEMATICS AT REDHILL

“Mathematics should be an interesting, positive experience that enthuses and equips students to be mathematically functional”

Redhill Maths Department. 2017

The successful applicant will join a team of fourteen highly motivated professionals, including four part-time teachers, in enabling students to maximise their potential by developing a deep understanding of mathematics through engaging, challenging and enjoyable Mathematics lessons. The faculty has a friendly and supportive atmosphere with teaching and learning at the centre of everything we do and staff are supported in continually developing their practice as we all strive for excellence. Development work is often carried out as a team due to the positive working relationships within the faculty and OFSTED commented that “all the teachers are very hardworking and mutually supportive”.

In addition, we have excellent relationships with the various members of The Redhill College of Leadership & Development that we work with. We are also a strategic partner of the local Maths Hub. Staff are able to attend various network meetings, led by representatives from the College of Leadership & Development and as part of the local hub. This work provides opportunities for further professional development as well as collaborative planning and training with staff at a wider network of schools.

The accommodation for Mathematics at Redhill is in a modern Mathematics block, with eight specialist teaching rooms and a workroom. All rooms are networked with a PC and an Interactive Smartboard.

Key Stage 3

Currently students are taught in parallel setted half year groups from Year 7 and the faculty operates a top-heavy setting policy so as to provide increased levels of support for lower achievers. There has been research and work carried out by members of the department with a view to implementing and embedding a teaching for mastery approach. Whilst in Key Stage 3 it is typical that students will be taught by a different teacher each year.

Key Stage 4

As in Key Stage 3 students are taught in two parallel setted halves agreed with both the Science and English Faculties. We follow the AQA Linear syllabus. In a similar way to Key Stage 3 the resource used to deliver lessons are largely those created and developed by Redhill staff themselves.

Teachers follow their groups throughout Key Stage 4 to provide consistency in these crucial years. A highly structured and successful intervention programme is in place at Key Stage 4 in order to support the whole school priority of raising attainment and progress of students in English and Maths. In addition to GCSE Mathematics we also offer appropriate students the chance of studying the AQA Level 2 in Further Maths on an extra-curricular basis.



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Key Stage 5

Our Sixth Form students follow the AQA A-Level syllabus in year 12. We also offer Further Mathematics to appropriate students, studying units including Further Pure Mathematics, Mechanics and Statistics. Teaching at Key Stage 5 involves engaging and challenging activities that are used to interest and enthuse students as well as developing understanding and practicing the skills that are required. This is in conjunction with promoting independence and the rigor needed to be successful in post-16 mathematics.

In all our work at Redhill we are driven by the goal of enabling students to achieve their best. We do this by focusing on teaching and learning and working collaboratively to create activities that allow students to develop independence, understanding and skills that prepare them for success in exams and when they leave Redhill. This ensures Mathematics lessons at Redhill are varied, engaging, challenging and effective. Work in lessons is supported by our weekly drop in session 'Maths Clinic' which provides students with an informal environment where they can get help or do homework.

We are looking now to add to our team an energetic and enthusiastic teacher who can take an active part in all these aspects of Mathematics at Redhill.

In the next two years the department considers its main priorities to be:

- Continuing the improvement in the percentage of 4-9 grades.
- Increase the percentage of students achieving 7-9 grades.
- Improve the progress measures for all students.
- Work to narrow the gap amongst key student groups.
- Increasing number of students attaining 9/A* at Key Stage 4/Key Stage 5.
- Preparing students to be functional in mathematics problem solving skills, both for the purpose of exam success and in the world of work.
- Teaching and learning development on lesson delivery, providing quality feedback, independent learning and effective revision techniques.

Chris Cookson
Faculty Leader of Mathematics – September 2021