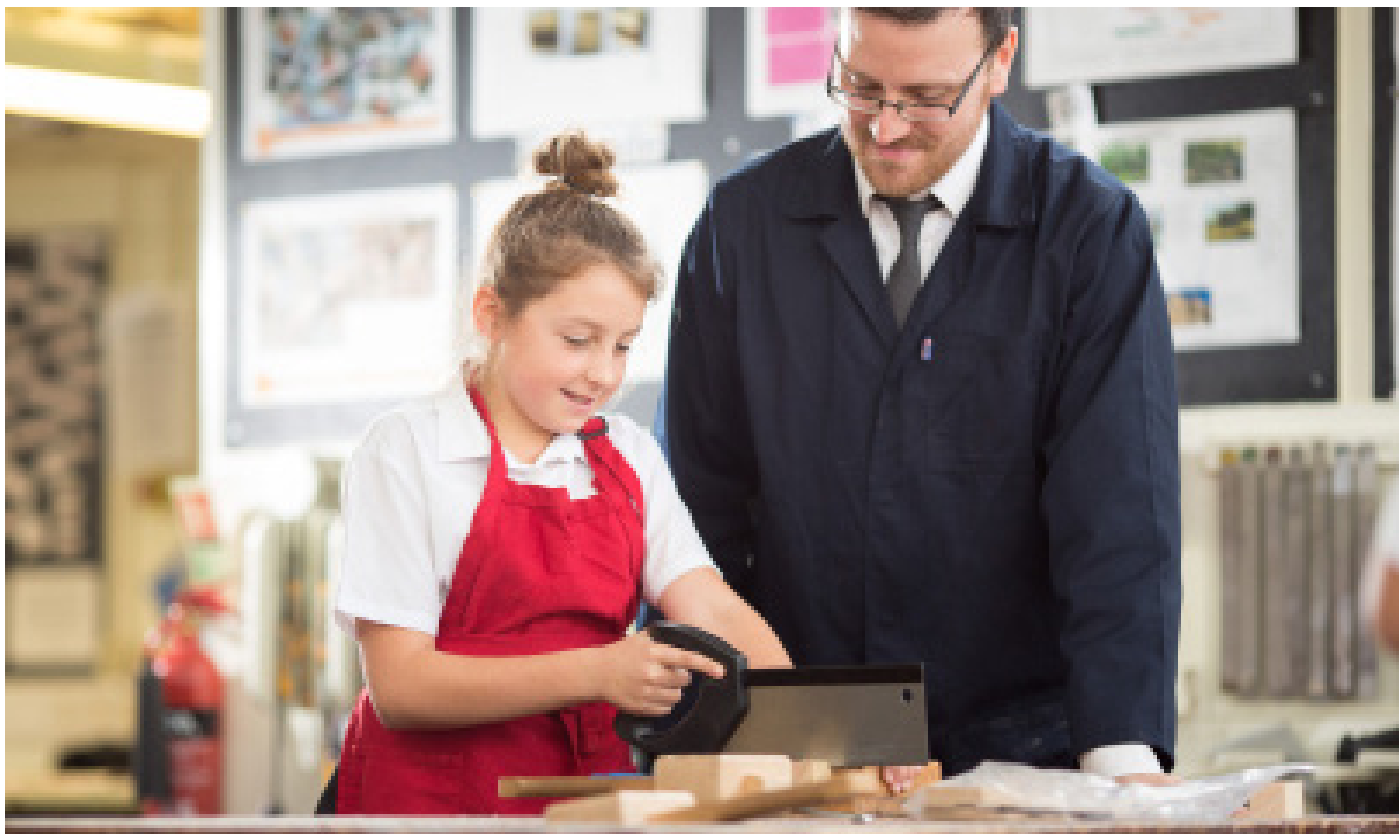




CANDIDATE BRIEF  
TEACHER OF MATHEMATICS

# LETTER FROM THE HEAD TEACHER



Dear Applicant

I am delighted that you are expressing an interest in working at Queensmead. I took up the position of Head Teacher in 2009 and it fills me with pride when I reflect on what we have achieved in this time and how we continue to build on our outstanding work. We are committed to ensuring that every student at Queensmead excels and has the very best start in life. Our standards are high and our expectations are clear and consistent.

During my time I have seen some exceptional teachers and also witnessed remarkable growth in teachers. I am proud that several members of my leadership team started their careers as NQTs in our school. We are committed to your development and providing you with the opportunities and support to progress in your career.

I wish you luck with the application process and invite you to visit us and see the school for yourself. Indeed, it was the students and the team that inspired me and many others to join Queensmead!

If you have any questions on the recruitment process, please email [recruitment@qmschool.org.uk](mailto:recruitment@qmschool.org.uk) or visit our website:- [www.queensmeadschool.org.uk](http://www.queensmeadschool.org.uk)

Yours sincerely

Rhona Johnston  
**Head Teacher**

# HOW TO APPLY



Applications must be received by **9am** on **Friday 14th October 2022**.

Please email your completed application form and covering letter for the attention of the Head Teacher to:  
**[recruitment@qmschool.org.uk](mailto:recruitment@qmschool.org.uk)**

If you have any questions, please email [recruitment@qmschool.org.uk](mailto:recruitment@qmschool.org.uk)

# PERSON SPECIFICATION

## Classroom Management

To maintain classroom discipline and help maintain school discipline in accordance with school policy standards and procedures; to arrive promptly at lessons and tutor sessions and dismiss students at the correct times; to keep checks on students' attendance at lessons and follow up absences as appropriate; to liaise with Heads of Department and/or pastoral staff on matters of concern relating to individual students.

## Subject Responsibilities

To follow conscientiously, departmental syllabuses and schemes of work for each teaching group; to prepare properly lesson materials and to mark students' work consistent with departmental and school assessment policy; to set and mark homework in accordance with departmental and school policy; to have the highest reasonable expectation of individual student performance; to play a part in organisation and administration.

## Recording Student Progress

To keep appropriate records of individual students' work and achievements, consistent with departmental and school policy; to make a proper contribution to the writing of school reports; to complete such National Curriculum assessments as are required.

## Pastoral Responsibilities

To teach the pastoral curriculum and to follow conscientiously personal, social and health education syllabuses and schemes of work; to act as counsellor and guide to individual students in the tutor group, both in relation to personal development and specific phases of educational development and transition.

## Administration

To carry out efficiently the various necessary administrative functions of the Form Tutor including school requirements in relation to the proper and accurate keeping of registers.

## Development Aspects

To play a part in the development of departmental, curriculum development group and year team meetings as appropriate; to seek to identify personal staff development and INSET needs and ensure that these are discussed with Head of Department/senior pastoral staff.

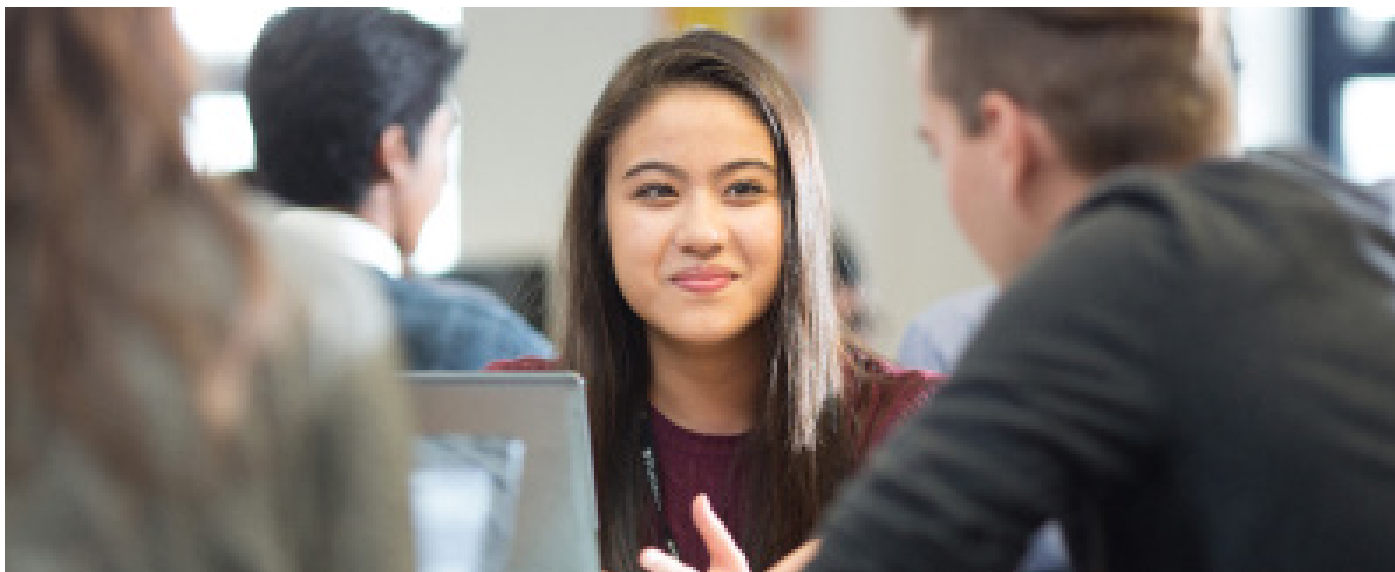
## Appraisal/Performance Management

To play a part, as required, in the school's appraisal programme, both as appraisee and, where appropriate, as appraiser of other colleagues.

## Health and Safety

To ensure that practice is, in all respects consistent with the requirements of Queensmead Health and Safety at Work policy as well as with any subject specific health and safety guidelines.

# DEPARTMENT OVERVIEW



## Overview

Mathematics is considered to be a leading department within the school and is continually improving with regards to examination results. In 2021/22, 84% of students achieved grades 9-4, 73% 9-5 and 38% 9-7. Students make significant progress in their five compulsory years studying Maths as is demonstrated by the Progress 8 Maths element score, 1.05 in 2021 and 0.95 in 2022. Maths is the most popular subject for A level and we consistently achieve top red ALPS for A level Maths.

The department consists of a strong and enthusiastic team who are committed to working together. Staff are keen to plan and prepare resources to share workload and this allows them the time and scope to develop fun and creative lessons. We are not a textbook department and staff prepare lessons to meet the needs of their students. The department is very supportive of change and has continually sought to be at the forefront of mathematical development.

## Staffing and Resources

The department consists of fourteen members of staff. Each of our teaching rooms contains a smartboard. We also have access to 60 chromebooks, which adds to the interactive nature of lessons. All teachers are provided with a slate, which allows them to move about the classroom freely whilst maintaining contact with the whiteboard. We subscribe to many online resources and also subscribe to Sparx annually. Although we do not use textbooks to teach from, there are a wide variety of books available to staff for reference.

The Maths suite is one full corridor of rooms which promotes collaborative teaching and ensures that support is always available.

## Teaching Groups

Students are set from Year 7, and continue to be set through all other year groups. Class sizes vary but characteristically there are usually 30 students in top sets and classes get smaller, allowing lower sets to contain fewer than 20 students. The classes are organised into half-year groups with two top sets in each year. Every effort is made to share ability groups amongst teachers.

## The Courses

In Years 7 to 11 students follow a Mastery style scheme of work based on in-depth understanding of key concepts rather than a focus on covering a wide breadth of content each year.

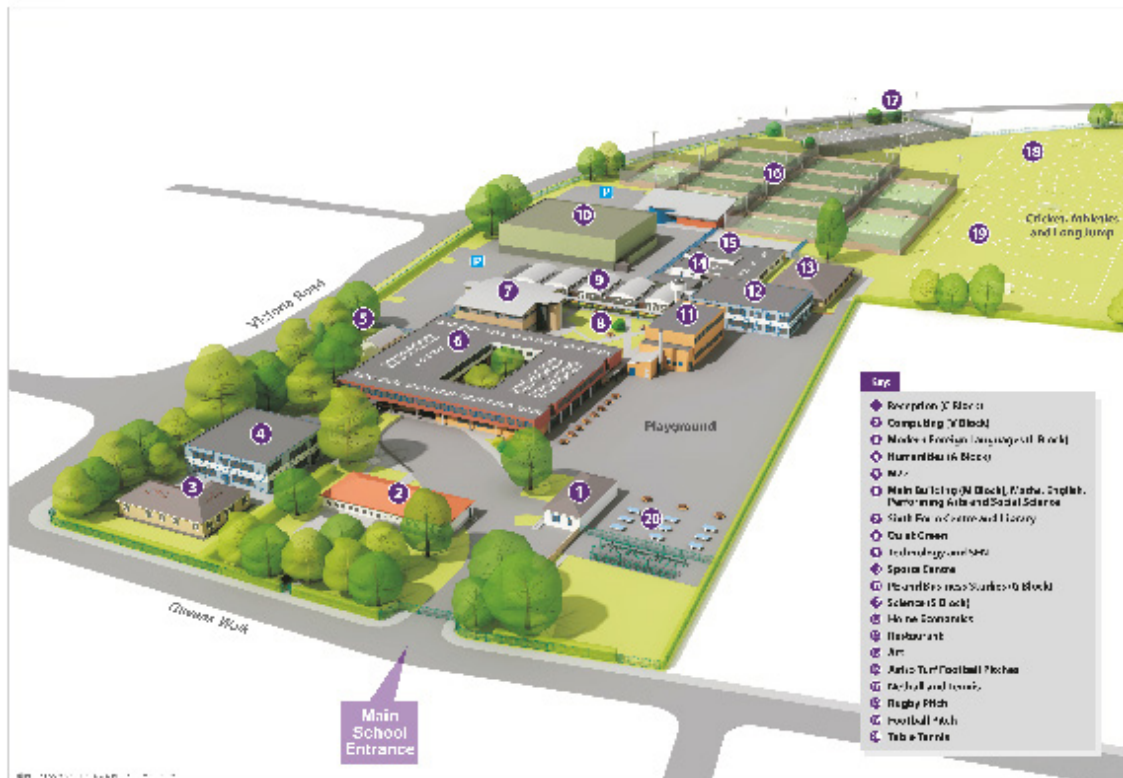
Our current Year 11 students are working towards the Edexcel GCSE.

For the A Level course we currently follow Edexcel. We have six classes, three in Year 12 and three in Year 13, with a significant number of students studying Further Maths in each year group.

Students at Queensmead thoroughly enjoy studying Mathematics.

# QUEENSMEAD

excellence through learning



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