



Lead for KS5 Maths
TLR 2a equivalent to £2,873 per annum
TMS/UPS, full time and permanent
Start date: 25th April 2022

1. THE VACANCY

For April 2022 we are seeking an inspirational, well-qualified and highly motivated Teacher of Maths to join our talented and successful Maths team. The successful applicant will have specific responsibility for the leadership of, progress and development of the KS5 curriculum in Maths. The person appointed will also be a tutor and responsible for a tutor group.

The ability to teach Further Maths at A Level would be welcomed, but it is not essential.

2. THE MATHEMATICS TEAM

The Mathematics Faculty is a close and friendly team. Working relationships are supportive and positive. High expectations are set for students and staff alike.

The Mathematics Faculty currently consists of:

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| • Tim Fewster | Head of Faculty |
| • Jimi Woods | Lead for KS4 Maths, 2 nd in Faculty (from April 2022) |
| • Vacant | Lead for KS5 Maths |
| • Brogan Robinson | Lead for KS3 Maths |
| • Mike Penhale | Lead on Maths Transition |
| • Tom Heysham | Teacher of Maths /Deputy Head of 6 th Form |
| • Michael Alsop | Teacher of Maths & Business Studies |
| • Emily Clerc | Teacher of Maths |
| • Francoise Johnston | Teacher of Maths |
| • Alice Powell | Teacher of Maths, Whole School Able Students Lead |
| • Thomas Smith | Teacher of Maths |
| • Stuart Rossiter | Assistant Headteacher |
| • Victoria Lloyd | Teacher of Maths, Head of Year 7 |
| • Lauren Hennessey | Teacher of Maths (part-time) |
| • Rhian Player | Teacher of Maths (ECT) |
| • Hannah Morris | Teacher of Maths (ECT) |
| • Chris Quickfall | Teacher of Maths (ECT) |

3. THE MATHEMATICS CURRICULUM

Gordano School's curriculum is divided into the Development stage which covers Years 7 and 8, the Personalised stage which covers Years 9, 10 and 11, and the Sixth Form.

Assessments are planned into the schemes of learning throughout the Maths curriculum, and are written using databases of questions. Most personalised assessments are pared down past papers allowing effective current attainment tracking data to be generated, and students to look across their learning at personal development priorities. All staff share in the responsibility of managing the data, and post holders guide the expectation and follow up on key assessment data.

The Development Stage (Years 7-8)

The Faculty has made schemes of learning that follow a system of support, core, challenge and super challenge objectives allowing teachers the opportunity to push students as far as possible. These systems are currently under review in light of the new National Curriculum and GCSE courses.

Students throughout the Key Stages are set according to ability in Maths, with initial setting decisions being made before entry using KS2 data and information from the feeder primary schools. Setting is reviewed regularly (specifically at the end of terms 2 and 6) and adjusted where necessary. Judgements are made using moderated assessment material, professional judgements and consideration of a wider range of performance and attainment data, for example target levels/grades generated from baseline assessments.

The aim of all setting arrangements is to both support and challenge learning in Mathematics lessons, and the pattern of sets will always be dictated by the needs of individual cohorts. However the year groups are generally taught in two halves with a pattern of 6 sets on each half.

Personalised Stage (Years 9-11)

There are a variety of texts available to support learning and a large bank of resources available on the Maths shared area, all class teachers are given a significant amount of photocopying credit to encourage the use of rich and interesting teaching resources.

Sixth Form (Years 12-13)

There are currently almost 100 Sixth Formers pursuing Maths A-Level courses. At A-level we use the new Edexcel course covering a mixture of Core, Mechanics and Statistics. We also run A-Level Further Mathematics with a large group in both year 12 and 13. A significant number of students pursue Maths or related courses at university.

During the next academic year we will be offering Core Maths to students as an AS equivalent qualification. The role will involve leading the implementation of this along with support from the current KS5 lead and the Head of Maths.

GCSE resit Maths is provided to all students who have not yet secured a GCSE grade 4 in Maths.

4. THE MATHEMATICS FACULTY BASE

The Faculty occupies a modern 13 classroom Mathematics block, equipped with ICT facilities, storage and ample office space. This has provided Mathematics with a focal location where dedicated display and collaborative working practices have been able to develop. The block also houses two of the schools ICT network rooms.

The Faculty benefits from SMART boards in every teaching room. Teachers use a range of Maths software across the faculty to plan and deliver interactive and engaging mathematical learning. Access to a personal laptop will be provided.

5. MATHS FACULTY ENRICHMENT AND DEVELOPMENT

There is a wide range of Maths-based activities in the school, giving opportunities for all abilities to further their interest in Maths-related fields. The faculty contributes to the School's STEM drive and has been a partner in developing innovative classroom practice in recent years. As a National Teaching School we have a range of Continued Professional Development opportunities available for all staff.

Maths results have risen continually in the 4 years prior to the pandemic, with the most recent cohort that sat external exams achieving an average score of 5.05 and on average nearly quarter of a grade more progress per student than expected making our Maths results some of the strongest in North Somerset and surrounding areas.

6. CRITERIA FOR SELECTION

The successful candidate will:

- an outstanding classroom teacher with a real commitment to high quality teaching and learning
- able to enthuse, engage, motivate and challenge students to raise standards and achievement at all levels
- be a reflective practitioner and always be willing to improve
- be a strong team player
- be willing to be involved in the extra-curricular life of the school

7. APPLICATIONS & CLOSING DATE

Gordano School offers an excellent benefits package including contributory pension scheme, a comprehensive employee assistance programme and benefits (offering discounts on shopping), cycle to work scheme and on-site parking. As a Teaching School we also offer support to staff looking for career progression.

For more information including an application form, please visit

www.gordanoschool.org.uk

Applications should be submitted with covering letter and application form (curriculum vitae optional) to the Headteacher, Mr Tom Inman by:

Closing date: 9am Friday 21st January 2022

Interviews: w/c 31st January 2022

**Early applications are encouraged. Gordano School reserves the right to interview and appoint prior to the closing date of the advertisement, should the School be able to identify an appropriate candidate.*

Gordano School supports Equal Opportunities Employment.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Enhanced DBS checks are required for all successful applicants.