

## THE HOWARD PARTNERSHIP TRUST

*'Bringing out the Best'*

### OXTED SCHOOL

#### JOB PROFILE – TEACHER OF MATHS

|                             |   |
|-----------------------------|---|
| <b>Job Title:</b>           | Teacher of Maths  |
| <b>Reporting to:</b>        | Head of Department  |
| <b>Salary:</b>              | MPS/UPS   |
| <b>Start date:</b>          | ASAP  |
| <b>Job Purpose:</b>         | <ul style="list-style-type: none"><li>To provide high-quality teaching and learning that supports students to make as much progress as possible</li><li>To work as part of a team and participate in activities that support the improvement priorities of the school</li><li>To maintain consistently the Teacher Standards</li></ul>  |
| <b>Key accountabilities</b> | <ul style="list-style-type: none"><li>To plan and teach high quality lessons to support students in making good or outstanding progress</li><li>To set clear targets for students' learning, building on prior attainment and considering each student as an individual</li><li>To assess student work and progress giving regular feedback in line with school policy</li><li>To follow and contribute to schemes of work</li><li>To report on student progress in line with school policy and to ensure that students are thoroughly prepared for examinations</li><li>To maintain a stimulating, engaging and safe learning environment</li><li>To attend parent / information evenings as required</li><li>To respond to parental concerns / requests for information in line with school policy</li><li>To contribute to the wider life of the school, including whole-school routines and duties</li><li>To take responsibility for your own professional development and engage with performance management activity</li></ul> |

#### Subject Specific Information

The Mathematics Department is forward thinking and continually successful department comprised of up to 20 members of staff. Within the department, there is a very strong sense of team spirit. The atmosphere is friendly, lively and supportive. In recent years, many teachers who completed their PGCE or Schools Direct year at Oxted have returned and developed into outstanding members of the team. Retention is very good with many members of the team boasting a tenure stretching over 10 years, whilst others have re-joined after short periods elsewhere.

The considerable professional development opportunities available have also been a key factor in building a strong teaching team. Many teachers in the Maths Department have additional paid roles within school and optional professional development is offered on a weekly basis. We recognise the importance of regular Maths specific professional development, which helps us all take the time to reflect on and develop our pedagogy. We are also proud to have fostered a Teaching for Mastery approach in recent years and to be active within the Surrey Plus Maths Hub.

The management structure of the Department consists of the Head of Department and four Deputy Heads of Department, with responsibility for the following areas: Year 7, Behaviour & Interventions; Years 8 & 9; Years 10 & 11; and Years 12 & 13.

The on-site facilities are excellent, with the Department itself housed in a modern two-storey building on the outskirts of the school site, which was opened in September 2008. It is comprised of 10 classrooms, all equipped with Smartboards and whiteboards. The building also contains a large IT suite and a hall. A further two equally well-equipped classrooms are contained within a single storey building adjacent to the main building, which was built in 2012. All Maths teachers on a full teaching timetable are allocated their own classroom.

The Mathematics curriculum is organised as follows: all students receive seven one-hour lessons per fortnight, with the exception of students in Year 9 who receive eight one-hour lessons per fortnight. All staff teach across the full age and attainment spectrum and many members of the Department teach the Sixth Form.

### **Key Stage 3**

Students in all key stages are set by ability across five or six classes in each of two populations. Year 7 students are set into two attainment bands before they arrive using their standardised scores from Key Stage 2. This results in 2 - 3 high attainment sets and 2 - 3 three middle attainment sets. Middle attainment students are generally taught in smaller class sizes to best facilitate their learning.

There are two schemes of work in Years 7 and 8: Mastery and Mastery++. Both schemes of work are carefully sequenced and resourced with high quality resources, which facilitate and support a Teaching for Mastery approach.

In order to attend to the needs of all students, the Maths Department uses a variety of strategies including Hegarty Maths, additional lessons, small-group tutoring, and TA support. Online homework completion also helps to relieve teachers of any excessive marking load, so that our focus remains on planning and delivering excellent lessons.

### **Key Stage 4**

In Years 9 – 11, students are also set by attainment, across 5 – 6 classes in each of two populations. All students follow the Edexcel GCSE specification. Data-led intervention occurs throughout KS4 and is tailored to each individual, taking into account the holistic picture of the student in and outside school. All learners in Key Stage 4 have access to Hegarty Maths and Method Maths.

### **Key Stage 5**

In Key Stage 5, we currently offer A-Level courses in Mathematics and Further Mathematics. Each course follows the Edexcel specification. Intervention is targeted, bespoke, and centrally tracked to ensure the best learning outcomes for our students. We also have a thriving Maths Club to support students with their studies. As a result, the Maths A-Level results from August 2019 were the best that the school has ever achieved, with 43% achieving A\*-A in Maths, and 68% achieving A\*-B.

### **Assessment & Feedback**

We formally assess our students once in each half term through in-class assessments and once through a whole class feedback process. This process has recently been refined and simplified, in order to reduce workload whilst maximising the positive impact on student progress. We strongly believe that the greatest impact occurs within the classroom and reducing the burden of unnecessary workload allows our teachers to flourish and reignite their passion for planning and delivering great lessons.

**Additional Information**

- Please see our website [www.thehoward.org](http://www.thehoward.org) for more information about our school.
- NQTs will have a reduced timetable
- The majority of staff will be form tutors
- For more information about The Howard Partnership Trust ([www.thehowardpartnership.org](http://www.thehowardpartnership.org))

**THE HOWARD PARTNERSHIP TRUST***'Bringing out the Best'***PERSON SPECIFICATION – TEACHER OF MATHS**

| Qualifications & Training  | Essential | Desirable | How assessed            |
|--|-----------|-----------|-------------------------|
| Qualified teacher status   | ✓         |           | Application             |
| Relevant specialist qualifications in your subject   | ✓         |           | Application             |
| Commitment to CPD and improving practice through reflection  | ✓         |           | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism                    | ✓         |           | Application / Interview |
| Experience as a form tutor and / or pastoral work  |           | ✓         | Application / Interview |
| Skills and abilities   | Essential | Desirable | How assessed            |
| To be able to teach lessons which consistently meet the Teacher Standards  | ✓         |           | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating environment  | ✓         |           | Application / Interview |
| To work well in a team, contributing ideas and supporting faculty/department procedures  | ✓         |           | Application / Interview |
| To be a confident user of IT as a teaching tool  | ✓         |           | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives | ✓         |           | Application / Interview |
| Personal Attributes  | Essential | Desirable | How assessed            |
| Excellent communication skills with the ability to relate well to students and adults  | ✓         |           | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress              | ✓         |           | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards  | ✓         |           | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively   | ✓         |           | Application / Interview |
| Safeguarding   |           |           |                         |

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).

The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment