



DR CHALLONER'S GRAMMAR SCHOOL

Teacher of Maths Information Pack

Challenge with reward



DR CHALLONER'S  GRAMMAR SCHOOL

**TEACHER OF MATHS
(Part time)
TPS + Fringe allowance**

Thank you for your interest in DCGS. For September 2025 we are seeking a highly qualified teacher of Maths at this 11-18 grammar school for boys with a co-educational Sixth Form. This is a part time position (0.4 - 0.5 fte), with a particular focus on delivering Maths and Further Maths at A level, as well as contributing to other areas of the Maths curriculum. Proven experience of successfully teaching students at this level is therefore essential.

Dr Challoner's has 1368 students, of which 452 are in the Sixth Form. We are regarded as one of the leading grammar schools in the country, and in 2024 Ofsted confirmed their 2019 judgement of Outstanding. As lead school for the Astra Teaching School Hub (Buckinghamshire), we provide an exciting range of professional development opportunities.

We also offer:

- engaging, able and well-motivated students
- an innovative approach to learning
- a strong focus on character education
- outstanding facilities in every subject
- a friendly working environment

Closing date: Wednesday 19 March 2025, 12 noon

To apply for the post, please email a completed application form to Gill Byrne (HR Manager and Head's PA).

Email: employment@challoners.org

We are interested to hear from candidates as soon as possible and earlier applications are welcomed.

Shortlisted candidates may be interviewed before the closing date.

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know.

Dr Challoner's Grammar School is committed to safeguarding and successful candidates will be required to complete an enhanced DBS check.

A warm welcome...

From Mr David Atkinson, Headteacher, Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post. Like most job applicants you will want to find out a bit more about us. These days there is a wealth of data about schools which you may wish to look at. Proud though we are of that data, such research never tells the whole story and you will only be sure that you want to work here when you get 'that feeling' within the first few minutes of walking through the door.

When you do your research you'll find that our Ofsted inspections, in 2019 and 2024, graded the school as outstanding in every respect. We believe this is an accurate reflection of the school as a genuinely special place. The reports echo what many visitors tell me - that we have a distinctive ethos of teamwork, loyalty and aspiration, with the well being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

Our motto - Excellence with Integrity - demonstrates the purpose behind this ethos. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its impressive academic record, Challoner's is not an examination hothouse - it's a place of genuine creativity, fun and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes and that it's our job to ensure that they learn from them. Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our staff are prepared to give up so much of their time to run educational visits (we do more than any school I know) and other co-curricular activities is that spending time with our students is so rewarding and enjoyable.

Over the years, schools have been subjected to a daily influx of policy changes and 'guidance' from government, much of it well-intentioned but unhelpful. I see it as an important part of my job to insulate staff from 'initiative overload' as much as possible so that they can direct their talents and energy into the things which we think are really important - ensuring that our students develop into confident learners who are at ease with themselves and others and willing to take responsible risks in their learning. We don't believe that just getting good GCSE and A Levels necessarily makes our students into good learners. Therefore we put a lot of thought and effort into how to make their time at school into a really worthwhile apprenticeship in the arts and crafts of learning which will stand the test of time, equipping them to make a success of whatever they choose to pursue in later life. Our Learning and Teaching framework has been carefully developed over the years to promote valuable skills. You will find a lot more information about the school on our website www.challoners.com which we hope encapsulates that intangible 'feel' of the school, and about the Astra Teaching School Hub and SCITT at www.astrahub.org. If you would like further clarification or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some information about your subject at Challoner's along with some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement. I do hope that you will decide to make an application to join us and that we will have the chance to welcome you to our school.

With best wishes

A handwritten signature in blue ink, appearing to read 'David Atkinson', with a horizontal line underneath.

Mr D Atkinson,
Headteacher

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Now leading the delivery of the ECF and NPQ programmes across the county, colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.



'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.

Why work for Dr Challoner's Grammar School?



- Outstanding modern facilities, including recently modernised sports, music, arts and science facilities.
- High staff retention
- A friendly working environment with supportive and caring colleagues.
- Culture of teamwork, loyalty and aspiration



- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Free onsite parking
- Access to Blue Light card benefits



- Generous pay based on the London Fringe Allowance
- Access to join the Teachers' Pension Scheme ("TPS"). The TPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme.



- A successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of.
- Support for National Professional Qualifications (NPQs)
- Teaching staff are issued with a Chromebook computer for use during their employment at Challoner's
- An extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession.



Our commitment to Character Education



Character Education

As well as our enviable track record of academic performance, we are equally proud of our focus on character, and our development of young people who will go on and improve their lives and our society with their education. Our core vision, to deliver education of excellence with integrity, is underpinned by values of Aspiration, Kindness and Resilience. We want to support students so that they develop their own well informed aspirations for their futures. We help our students understand how to flourish as young adults, with the resilience to adapt and be flexible while also helping others. We emphasise the need to be kind by looking after yourself, and through positive and productive personal relationships with others.

We encourage our staff, whatever their job, to play a part in this. This may be through classroom teaching, but role modelling good habits in these areas is something we expect of all our colleagues. As a result we have a cohesive staff body with a shared belief in the school's purpose, to develop thoughtful young people who can make a noticeably positive impact on society as a result of their education at Challoner's.





Our commitment to Diversity, Equity and Inclusion (DEI)



Diversity, Equity and Inclusion (DEI)

At Challoner's, we strive to create a safe environment where everyone feels they belong, and kindness, respect and equity inform everything we do. Our school is a rich and diverse community, so we must develop thinking and attitudes appropriate for the global society in which we live.

Our DEI charter is for current and prospective students and staff, as well as the wider community, to understand the commitments of our school in this vital area, and to outline the expectations of all members of the school community:

Our key commitments:

Maintain a positive ethos: We stand for an atmosphere of empathy, inclusion and respect that empowers all members of the community.

Commitment to curiosity: We will retain a curiosity about others in our diverse community; whilst also remaining tolerant of others who might make genuine mistakes along the way.

Accountability: We will accept responsibility for our actions and any negative impacts our comments and actions have upon those close to us and the wider community.

Stand strongly against discrimination: We will actively oppose any form of discrimination including the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This will be treated with the same protocols and rigour as other harmful acts.

Our DEI pledge:

Educate: Address problematic stereotypes and prevalent prejudices by showing each other how such intolerance directly affects individuals and society as a whole.

Encourage dialogue: Offer a safe space in which everyone can openly discuss issues they feel are important, share their own experiences and ask questions.

Set clear expectations: Make clear in the school's code of conduct that any form of prejudice and discrimination is unacceptable and detail the consequences. Breaches of these rules will be followed with swift action.

Promote diversity and inclusion: Encourage the celebration of diversity and sharing culture through activities that can be enjoyed by all.

Promote & empower upstanders: Encourage students and our whole school community to challenge intolerance and teach them how to support those affected by intolerance effectively.

Involve parents: Ensure that families are aware of the positive work being undertaken by school. Involve them in what students are learning and encourage them to reinforce the same messages in a more direct and personalised way at home.

Maths at Dr Challoner's



Introduction

Mathematics is an area of particular strength at Dr Challoner's. The Maths team currently consists of 13 highly qualified staff (ten full-time and three part-time) who together create an extremely positive learning culture based upon high expectations, the building of mathematical learning skills and a huge enthusiasm for the subject! Our results are consistently outstanding and our work has been recognised by many highly respected institutions. OFSTED have reported that provision in Mathematics was very good overall and excellent in the sixth form; the standard of teaching was judged to be very good, leadership outstanding and that standards in Mathematics were particularly high.

In 2002 the school was designated as one of the first Science Colleges in the country – 'Science' meant the Sciences and Mathematics. Science College status provided the Mathematics Team with exciting and challenging opportunities which we have since built on. Every member of the team is now equipped with a Chromebook. The nine Mathematics classrooms are equipped with projection facilities and Wi-Fi is enabled throughout the school; in addition to this students in Years 8, 9, 10 and 11 each have an iPad to support their academic development. There is an extensive and ever growing set of resources available for staff and students and at A level significant use is made of the MEI website. The school was the first secondary school in the country to achieve Lead Centre status for the MEI 'Enabling Access to Further Mathematics' project, was a Strategic Partner for the local Mathematics Hub, is part of the BASS group of schools and works within the network of the Buckinghamshire Grammar Schools Heads of Maths group. In addition to this the Maths team and the school more broadly are heavily involved in outreach and support work, regularly working with other schools to help staff develop and improve students' learning.



Mathematics at GCSE

Students enter the school at age 11 having sat an examination that includes a significant amount of Mathematics. They are taught in mixed ability groups of approximately 30 students in Year 7 and Year 8 and have historically been arranged into eight sets by ability in Year 9 - standards at Key Stage 3 are, and always have been, exceptionally high. In Years 10 and 11 students are placed into one of four Mathematics levels, the top two sets (approximately 60 students) taking both GCSE and AQA's Level 2 Certificate in Further Mathematics this year. All students are entered at the Higher tier for GCSE and we presently use the Edexcel GCSE 9-1 Mathematics specification. Recently GCSE results have been outstanding and over the last decade almost 95 % of students have achieved A*/A (now 7-9) at GCSE (of which just under 70% were A*s before the change). Since the change, approximately 45% of students achieve grade 9.



'I particularly enjoy the projects I am asked to complete. DCGS trusts its staff which means people are given the confidence and flexibility to complete their role as they see fit. Staff are well supported but also given the freedom to complete tasks which is a great balance.'

Mathematics at A level

Mathematics is the most popular A level choice in the school and we follow the 'MEI A Level Mathematics' course. At any one time just under 350 students are studying Mathematics in the Sixth Form. In each of Years 12/13 we have three Further Mathematics sets and seven/eight single A Level Mathematics sets respectively making a total of 21 independent sets studying Mathematics (the Further Mathematicians are taught separately from standard A Level sets). Results at A Level are particularly impressive. Approximately 2,850 full A levels in Maths or Further Maths have been completed here since the introduction of the A* grade in 2010. Of these, roughly 90% were graded A*, A or B; 75% were graded A* or A, and 45% were graded A*.

'DCGS is a dynamic environment; I always feel valued and in receipt of support – I am allowed to make mistakes but "never allowed to sink". This approach enables me to progress more rapidly and gain experience and confidence'.





Classroom Teacher Role Profile



Job title

Classroom Teacher/Form/Division Tutor

Job purpose

To promote the academic and personal development of all students.

Objectives

- To encourage and support the learning of all students.
- To ensure the highest possible standards of student behaviour
- To promote positive values and attitudes
- To demonstrate professional values and practice.

Principal areas of responsibility

- A Planning and providing challenging learning activities
- B Assessment and support of student progress
- C Managing the students for whom you have responsibility as their tutor.
- D Working professionally as a member of subject teaching and tutorial teams

Key Tasks

- A1 To plan and teach sequences of lessons which incorporate an appropriate range and depth of subject knowledge in line with statutory requirements.
- A2 To teach lessons with clear objectives and well pitched tasks which provide pace and challenge using a variety of learning strategies including ICT.
- A3 To understand the responsibility required under the SEN Code of Practice and to adjust teaching and learning strategies for individual students accordingly.

B1 To employ a variety of marking, monitoring and assessment strategies to inform planning, develop learning and evaluate students' progress.

B2 To provide constructive feedback to help students reflect upon and improve their work.

B3 To make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.

C1 To keep the form register (a legal requirement) and monitor patterns of student attendance/ absence.

C2 To make appropriate use of the school's rewards and sanctions procedures in line with the school's behaviour policy.

C3 To monitor the progress of students in your tutor group by target setting and through regular inspection of planners and/or other appropriate methods (e.g. students on report).

C4 To report concerns about individual student progress and behaviour to relevant senior staff (Subject/Team Leaders)

D1 To demonstrate consistently high expectations of all students and a commitment to raising their achievement.

D2 To promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.

D3 To communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.

D4 To contribute towards, and value, the work of teams of staff dedicated to advancing student learning and welfare.

D5 To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities and comply with policies & procedures relating to child protection and safeguarding, health, safety, welfare, confidentiality and data protection.

Person Specification



TEACHER OF MATHEMATICS

At DCGS we want to employ people who share our desire to deliver the best experience and outcomes for our students. This person specification is designed to show the personal and professional characteristics that we would like to see in a successful applicant for this post.

| | ESSENTIAL | DESIRABLE | EVIDENCE |
|------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------------------------------------|
| Qualifications and work experience | | | |
| Degree in Maths or a related subject | Y | | Application, Certificate |
| Qualified teacher status or PGCE | Y | | Application, Certificate |
| Further professional qualifications | | Y | Application, Certificates |
| Previous work experience | | | |
| Experience of teaching the subject to at least GCSE level (either in a substantive post or as a student teacher) | Y | | Application, Interview, Reference |
| Experience of teaching A level Maths | Y | | Application, Interview |
| Professional skills, knowledge and experience | | | |
| Thorough knowledge of the requirements of the National Curriculum and examination requirements in this subject | Y | | Application, Interview, Observed lesson |
| A competent IT user | Y | | Interview |
| An understanding of the ways children learn and how individual needs may be assessed and met | Y | | Application, Observed lesson |
| Knowledge and experience of able and gifted students | | Y | Application, Interview |
| Knowledge and experience of safeguarding and child protection issues | Y | | Interview |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------|
| People management skills and experience | | | |
| An effective communicator with students, staff and parents | Y | | Interview, Observed lesson |
| An effective team player, able to work collaboratively with colleagues | Y | | Application, Reference |
| Other Personal qualities | | | |
| Appropriate motivation for working with children (one which values each child and shows concern for their personal safety and wellbeing) | Y | | Interview |
| Well developed planning and organising skills, including time management, delegation and administration | Y | | Interview, Reference |
| Emotional resilience and maturity | Y | | Interview |
| Commitment to equity, diversity and inclusion | Y | | Application, interview |
| Sense of humour | | Y | Observed lesson, interview |
| Evidence of continued professional development | Y | | Application, Interview |
| Willingness to contribute to the wider life of the school | | Y | Application, Reference |

Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. As this post holder will be working in regulated activity and will have contact with children, the interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

How to apply To apply for this position, you will need to complete an application form, which can be downloaded by following this link.

Completed applications should be sent to employment@challoners.org

Please note that only fully completed application forms will be considered.

CVs will not be included in the short-listing process

Short-listing Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

Interview Short-listed candidates will be interviewed initially informally by a member of the senior team.

Candidates will also be given a tour of the School, and there will be a chance to meet members of the department informally over lunch or coffee.

The interview will also include a lesson sample for teachers or administration task for support staff.

Selected candidates will then be formally interviewed by the Head and other members of the School management team.

(Teachers) Sample Lesson Teaching candidates invited to interview in person will be expected to prepare and deliver a sample lesson of one hour, which will be observed by the Head of Department or Subject Leader. Details of the material to be covered will be sent in advance.

Candidates are advised to avoid trying to cover too much in the lesson, but to have enough material to fill the time available: pupils at the school are of differing degrees of high ability and will expect to be involved in lessons that challenges them.

As part of our safer recruitment process please find here links to our Child Protection Policy, Safeguarding Statement and Recruitment of Ex-offenders Policy.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore the amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected', are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at DBS filtering guide. It is an offence for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

In accordance with Keeping Children Safe In Education (KCSIE) guidance, we will conduct online searches to research information on shortlisted candidates, to determine suitability to work with children and keep them safe. This is not part of the shortlisting process; if there are any findings of concern, you will be given the opportunity to address them at interview.



Excellence with integrity

At DCGS...

We work hard to help everyone feel safe and valued as part of our school

We are determined to give our best to everything we do

We are prepared for the opportunities and challenges of today and the future

We serve the wider community

At DCGS We Value...

Aspiration



Kindness



Resilience



In All Our Actions And Intentions

At DCGS everyone learns through...

Teaching that is rigorous, engaging and high quality

Developing leadership at all levels

Maintaining a culture of high expectations

Showing a concern for everyone's wellbeing

Providing a first class learning environment

Ensuring a breadth of opportunities for all

Promoting an open and outward facing attitude

Engaging with the global potential of technology

Exploring innovative and sustainable approaches