



# STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

## Teacher of Maths

MPS

Part-time 0.4 to 0.5fte approx

## The School

Stratford Girls' Grammar School is a highly successful selective 11-18 school with 820 girls currently on roll. Following a period of expansion, the standard student number in Years 7 to 11 is now 120. There is a significant extra intake into the sixth form – this year there are 224 girls in Years 12 and 13. The school has an excellent reputation based on examination results, a progressive approach to educational development and a strong sense of community. At our last inspection, Ofsted judged us outstanding: not only overall, but also in 25 out of 29 categories. The schools' overall Progress 8 score for 2018 was 0.84, which once again places us as top in Warwickshire – a long-standing tradition - and in the top 5% nationally. The standards that girls achieve at every level are exceptionally high and the girls' personal development is outstanding. The school became a stand-alone academy in August 2011, and moved at the same time to vertical tutoring. We are outward-looking, value breadth and encourage girls to take up a wide variety of extra-curricular opportunities.

The school is located in the small village of Shottery on the outskirts of Stratford-upon-Avon, just ten minutes from junction 15 of the M40 and less than an hour from Birmingham and Coventry. It is based in the grounds of Shottery Manor, a fifteenth century manor house which accommodates our sixth form. The school buildings are quite compact, and the entire site is arranged around a very attractive central lawn. We have expanded our facilities in recent years. Phase Two of our masterplan opened in September 2015: a £3.5m project comprising a remodelled assembly hall, kitchens, dining room, full-size sports hall, fitness suite and changing rooms, drama studio, three classrooms, offices and school reception. This development followed soon after Phase 1: a £1.5m extension comprising six classrooms, offices and a new library.

Further details about the school can be found on our website ([www.sggs.org.uk](http://www.sggs.org.uk)), including our current curriculum information. Our Twitter feed (@Shottery) is another excellent source for a feel of the school. Examination results for the last year (and summary information about the preceding five years) are available on the website, and a link to our Ofsted report (February 2009).

## The Department

The Maths department is a strong department which consistently achieves excellent results at all levels. The department consists of six well-qualified and experienced members of staff, who share their enthusiasm and enjoyment of the subject with their students. All members of the department have the opportunity to teach across all age and ability ranges within the school.

Mathematics is a popular subject at A-level where we offer AS and A-level Maths and Further Maths using the AQA Specification. We currently have three groups of Maths and a group of Further Maths in each year, where each group is taught by two teachers. Students that opt to take the MAT or STEP papers for entry into certain universities are supported, while others take the opportunity to undertake Extended Project Qualifications (EPQ) in related topics.

In Years 7 and 8 the students are taught in mixed ability teaching groups (although the range of ability is relatively narrow, as a selective school), with setting according to ability occurring from Year 9. All students are entered for AQA Higher Tier at GCSE.

We enter students for the National Mathematical Challenges, where they are very successful and students are regularly invited to take part in further rounds. The department also enters Year 8 and 9 for the Team Mathematical Challenges – we have won the last two regional finals and progressed to the national final.

## The Post

We are looking to appoint a part-time teacher. The successful candidate will be an able mathematician who has the ability to inspire Maths students of all aptitudes and abilities. The ability and confidence to teach at all levels including both Pure and Applied topics at A-level will be an advantage. You will be joining a strong and dedicated team, and must be willing to contribute fully at all stages to the development of Mathematics teaching within the school. We are seeking an enthusiastic person with a love of Mathematics, who can share their enjoyment with their students by employing a range of teaching strategies which provide for challenge, motivation and high student expectations.

The successful applicant should either be, or have the potential to become, an outstanding classroom practitioner with the ability to inspire and motivate our students. A willingness to assist in the departments' extra-curricular activities is essential.

The job would be equally suitable for a NQT able to teach to A-level or experienced teachers. Excellent support is provided by both the school and the department for NQTs.

Interviews will be held on during the week commencing Monday 25<sup>th</sup> March, 2019. The closing date for applications is Monday 18<sup>th</sup> March, 2019 at 9.30am.

# The Person Specification: Teacher of Maths

	<b>Essential</b>	<b>Desirable</b>	<b>How tested</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good degree in Maths with teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Other qualifications or academic experience indicating a breadth of interests</li> </ul>	<ul style="list-style-type: none"> <li>• Application form and documentation</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven record as a successful teacher of Maths (preferably to A-level) in the 11-19 sector</li> <li>• Experience of working with students in a pastoral role</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with very able students, eg in selective schools</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>
<b>Professional Knowledge</b>	<ul style="list-style-type: none"> <li>• Up-to-date knowledge of GCSE and A-level specifications for Maths</li> <li>• Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people</li> <li>• Knowledge of relevant Health and Safety requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound knowledge of current educational developments and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>

## **Essential**

<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities</li> <li>• Good interpersonal and communication skills to relate to staff, students and parents and to support, motivate and lead a team</li> <li>• Respects and values the different experiences, ideas and backgrounds that others can bring to work and to teams</li> <li>• Works collaboratively and supportively with colleagues both within the organisation and in other organisations</li> <li>• Manages time effectively</li> <li>• Good ICT skills</li> <li>• Able to work well under pressure and maintain a sense of perspective with a good sense of humour</li> <li>• Committed to continual personal and professional development, is reflective and learns from past experience</li> <li>• Personal integrity</li> <li>• Committed to the protection and safeguarding of children and young people</li> <li>• Willing to work within organisational procedures and to meet the required standards for the role</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Committed to selective education</li> <li>• Committed to single-sex girls' education</li> <li>• Committed to maintaining the unique and caring ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>

## **PTO for the Job Description**

# Job Description (1): Class Teacher

Job Purpose: To teach a class or classes of students and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors; to have a working knowledge of i) the national conditions of employment for schoolteachers as set out in the current copy of the School Teachers' Pay and Conditions Document, and ii) the national standards for QTS.

Reporting to: Head of Department/Subject Leader

Strategic leadership	<ul style="list-style-type: none"> <li>• Demonstrate an active contribution to the policies and aspirations of the school.</li> <li>• Demonstrate that they are effective professionals who challenge and support all students to do their best through:               <ul style="list-style-type: none"> <li>– inspiring trust and confidence;</li> <li>– building team commitment;</li> <li>– engaging and motivating students;</li> <li>– analytical thinking;</li> <li>– positive action to improve the quality of students' learning.</li> </ul> </li> <li>• Share in the school's responsibility for safeguarding.</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Have a thorough and up to date knowledge and understanding of their specialist subject(s).</li> <li>• Have a detailed knowledge of the relevant aspects of the students' National Curriculum, including National Standards and other statutory requirements.</li> <li>• Understand progression in their specialist subject(s), including before their specialist age range.</li> <li>• Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).</li> <li>• Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work and which have been identified as school priorities.</li> </ul>
Planning & setting expectations	<ul style="list-style-type: none"> <li>• Demonstrate consistent and effective planning of lessons and sequences of lessons to meet students' learning needs.</li> <li>• Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.</li> <li>• Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences eg of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available.</li> <li>• Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.</li> <li>• Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans.</li> <li>• Make reasonable adjustments in practice to include students with a disability.</li> <li>• Take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.</li> </ul>
Teaching and managing student learning	<ul style="list-style-type: none"> <li>• Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.</li> <li>• Secure a good standard of student behaviour in the classroom through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school.</li> <li>• Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.</li> </ul>
Student achievement	<ul style="list-style-type: none"> <li>• Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets.</li> <li>• Secure progress towards student targets.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate that, as a result of their teaching, their students achieve well relative to the students' prior attainment, making progress as good or better than similar students nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for students where national tests and examinations are not taken.</li> </ul>
Assessment and Evaluation	<ul style="list-style-type: none"> <li>• Assess how well learning objectives have been achieved and use this assessment to inform future teaching.</li> <li>• Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.</li> <li>• When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses.</li> <li>• Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.</li> </ul>
Working with other adults	<ul style="list-style-type: none"> <li>• Establish effective working relationships with professional colleagues including, where applicable, support staff.</li> <li>• Take part in and contribute to meetings that relate to teaching/curriculum; co-operate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of a subject in the school.</li> <li>• Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.</li> </ul>
Managing resources	<ul style="list-style-type: none"> <li>• Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.</li> </ul>
Relations with parents and wider community	<ul style="list-style-type: none"> <li>• Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.</li> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.</li> <li>• Communicate and co-operate with specialists from outside agencies when appropriate.</li> </ul>
Managing own performance & development	<ul style="list-style-type: none"> <li>• Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and students' learning.</li> <li>• Participate in the performance management system for the appraisal of their own performance, or that of other teachers.</li> <li>• Take responsibility for implementing school policies and practices, including Health and Safety.</li> <li>• Support initiatives decided by the Headteacher and staff</li> <li>• Set a good example to the students they teach in their presentation and their personal conduct.</li> <li>• Evaluate their own teaching critically and use this to improve their effectiveness.</li> </ul>

This job description is in addition to the school teachers' pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.

## Post-Threshold Expectations

In addition to the above:

- to provide a role-model for teaching and learning
- to make a substantial and sustained contribution (specifically agreed through the Performance Management system) to the raising of student standards and to contribute effectively to the work of the wider school team.

## Job Description (2): Tutor

**Job Purpose:** To be responsible for the pastoral care, guidance and support of girls within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House.  
**Reporting to:** Head of House

<p>Strategic leadership</p>	<ul style="list-style-type: none"> <li>• Take responsibility for implementing school policies and practices, including those dealing with bullying</li> <li>• Work to develop and maintain positive attitudes and confidence in student welfare and guidance</li> <li>• Help to develop a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to:             <ul style="list-style-type: none"> <li>○ students' spiritual, moral, cultural, mental and physical development (SMSC)</li> <li>○ the preparation of students for the opportunities, responsibilities and experiences of adult life</li> </ul> </li> <li>– the capacity of students to stay safe, be healthy, enjoy and achieve, make a positive contribution and prepare for their future life, including economic well-being</li> <li>• Share in the school's responsibility for safeguarding.</li> </ul>
<p>Specific responsibilities</p>	<ul style="list-style-type: none"> <li>• Tutor time:             <ul style="list-style-type: none"> <li>○ work with the Attendance Officer to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor's best efforts (including telephoning parents if necessary) is notified to the Head of House</li> <li>○ ensure that any information to be sent home to parents through girl post is distributed promptly, and that other returns of a routine nature are dealt with as required</li> </ul> </li> <li>• Assemblies and tutor-time:             <ul style="list-style-type: none"> <li>○ be responsible for organising meaningful activities with the tutor group in tutor-time, and assisting the group in the presentation of assemblies</li> <li>○ supervise the tutor group in whole school and other assemblies and in moving to the place of assembly</li> <li>○ check homework diaries/ student planners and sign them at least half-termly; follow up any problems in subject areas with the subject teacher and relevant Head of Department</li> </ul> </li> <li>• Conduct and appearance of students:             <ul style="list-style-type: none"> <li>○ check the behaviour, attitudes and appearance of members of the tutor group, within the school's Behaviour Policy</li> <li>○ monitor that uniform/ sixth form dress is worn correctly and warn students of inappropriate uniform prior to letters being sent home by the Head of House</li> <li>○ set a good example to the students they teach in their presentation and their personal conduct</li> </ul> </li> <li>• Care of the tutor group environment:             <ul style="list-style-type: none"> <li>○ actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base</li> <li>○ ensure that tutor group noticeboards are maintained well</li> </ul> </li> </ul>
<p>Teaching and managing student learning</p>	<ul style="list-style-type: none"> <li>• Ensure effective delivery of Tutor Period activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.</li> <li>• Secure a good standard of student behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school.</li> </ul>
<p>Monitoring student progress</p>	<ul style="list-style-type: none"> <li>• Monitor tutees' progress towards subject and review targets and support students in making progress towards their targets.</li> <li>• Be responsible for maintaining individual tutee records, ensuring that any sensitive or confidential information is conveyed to the Head of House and Headteacher as necessary</li> <li>• Be responsible for commenting on individual reports for members of the tutor group, and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports</li> <li>• Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group</li> </ul>
<p>Relations with parents and wider community</p>	<ul style="list-style-type: none"> <li>• Foster good home-school relationships and liaise with the Head of House if direct contact with parents is necessary</li> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.</li> </ul>

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