

MATHEMATICS DEPARTMENT

Introduction

The Mathematics Department has developed rapidly over the last few years. The department comprises a strong and committed team of teachers who plan activities collaboratively. It has supported students in achieving a considerable improvement in Maths GCSE results. In 2016 the percentage of students gaining at least a grade C was 82%. 21% of the Year 11 students gained grade A or above. This is in a year when the A* to C rate nationally in Maths dropped. Over 79% of the Year 11 students last year made 3+ levels of progress from KS2 and 40% had made four levels of progress, or more. The advances made by the department were acknowledged at the time of the last Ofsted inspection in October 2013

“The school’s continuous drive for improvement in teaching and its tight tracking and monitoring of students’ progress have had a significant impact on results in all subject areas over the past three years. Results in Mathematics have risen rapidly and are now in line with those of English, which have been significantly higher than average for a number of years.”

Value added scores at A2 and AS level in Maths and Further Maths as judged by ALPS, have been very good in recent years.

Staff and Accommodation

The department is made up of fourteen mathematics teachers, with a blend of experienced teachers, and those at the start of their careers. We also have Numeracy Coordinators who intervene with year 7 and 8, helping raise their levels of attainment. Teachers have high expectations, and work well together to create an atmosphere in which all students can fulfil their potential.

The department is currently organised on a traditional model of separate Key Stage Coordinators. There are three post holders in addition to the Director of Maths.

Members of staff teach across the age and ability range. The department has very good facilities and are scheduled to move into the new building on the site for September 2017. The Mathematics suite comprises 11 teaching rooms, which have either a Promethean or Smart interactive boards. There is also a dedicated Maths ICT suite, with most classes having at least access to this for one lesson every two weeks. On the school’s network, there is a range of software including Autograph, and Geometer’s Sketchpad. Sharing good practice in ICT is an area of constant development within the department. Central to these teaching rooms is a well-stocked Mathematics resources area.

Curriculum

Key Stage 3 has undergone a period of transition with students following a two-year programme of study. Investigational and problem-solving approaches are encouraged as part of the mastery way of teaching. There are opportunities within the curriculum for students to learn further about education in schools from around the world.

The normal setting practice for Key Stage 3 is that students are placed into two parallel bands, each split into either 5 or 6 sets depending upon student numbers.

The Key Stage 4 curriculum follows a three-year Key Stage. KS4 students follow either the foundation or higher tier pathway. Our exam board for the new GCSE specification is AQA.

At Key Stage 5 students currently can study AS and A2 AQA Maths and AQA AS and A2 Further Mathematics. From September 2017 this will change to A Levels only in Maths or Further Maths as per the new A-Level specification. Mathematics is a popular and very successful choice in the Sixth Form, with students going on to study maths and related subjects at Oxbridge and other universities.

Extra-curricular

Most teachers offer extra support to exam classes in after-school sessions. While this is voluntary, the sessions are widely supported in the department. Liaison with primary schools is very strong and we have student leaders who return to their former primary school to tutor the current Year 6 students. This has been very well received by the primary schools and really helps with those students attending in Year 7.

We also have Sixth Form Maths students who assist in tutoring members of the lower school. This has proved really a successful strategy for Year 11 students' revision. The department enters students in the UK Mathematics Challenges at all levels and takes part in the West Sussex Mathematics competitions.

CPD opportunities are extensive for members of the department, with teachers attending various courses throughout the year to enhance their professional development. Collaboration within the team after a course is encouraged within the department meetings.

Examination Results

	<i>GCSE</i>	
Year	% A*-C	% A*-G
2013	78%	99%
2014	82%	98%
2015	83%	97%
2016	82%	97%
	<i>AS Level</i>	
Year	% A-C	% A-E
2013	60%	83%
2014	61%	86%
2015	58%	72%
2016	57%	89%

<i>A Level</i>	
% A*-C	% A*-E
95%	100%
83%	98%
96%	100%
95%	100% (A*-D)

Person Specification

Assistant Subject Leader (KS3) Mathematics

TMS/ UPR plus TLR2b (£4,388 pa)

We are seeking to appoint a well-qualified and enthusiastic Assistant Subject Leader (KS3 focus) from September 2017 on a full time or part time, permanent basis to work with our Maths Department to lead and oversee KS3 provision for all Year 7 and Year 8 within the school. This includes the leading of teaching and learning with a mastery focus, planning of the curriculum, coordinating testing, ensuring completion of progress records and leading the department in matters concerning KS3 provision in liaison with the Director of Mathematics.

We seek a candidate with the following qualities:

- An in-depth knowledge of the KS3 curriculum including “mastery”
- A proven record of good KS3 delivery and progress by students in their teaching groups
- A committed and flexible approach to supporting all students in their KS3 learning
- An ability to collaborate with the Director of Mathematics and other appropriate staff to ensure that students receive the necessary intervention to ensure maximum progression through the Key Stage
- Good organisational and record keeping skills
- Good communication skills
- An active team member with vision and good planning
- An awareness and understanding of the difficulties experienced by students whose numeracy skills are poor
- An ability to teach A level

ROLES AND RESPONSIBILITIES

- To liaise with Director of Maths and other colleagues to ensure the best provision of KS3 possible across the department
- To liaise with feeder schools concerning transfer; to visit feeder schools and deliver lesson
- To oversee intervention for students with numeracy difficulties
- To keep the Schemes of Work up-to-date including new resources
- To line manage a small number of colleagues within the department.
- To work with the Maths department, Numeracy Tutor and SENCO to discuss students for whom this intervention would be appropriate, taking in to account students in the “vulnerable groups”
- To manage monitoring periods for KS3
- Analyse results of KS3 tracking and KS3 tests at the end of each year, planning support and intervention for both students and colleagues as necessary
- Oversee assessments of student progress.

We are committed to safeguarding and promoting the welfare of children and young people and to equality of opportunity. Enhanced DBS clearance is required for all successful applicants.