



HEDINGHAM SCHOOL
AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

**DETAILS SPECIFIC
TO THE POST OF
TEACHER OF MATHS**

HEDINGHAM SCHOOL AND SIXTH FORM

(A CONVERTER ACADEMY)

GENERAL CONTEXT

Hedingham School and Sixth Form enjoys the benefits of a superb location in rural Essex. The extensive buildings are situated in large grounds in a scenic landscape.

The School usually supports 7 forms of entry in Year 7 with an average class size of approximately 28.

Although many students travel to and from Hedingham on buses, parents are very supportive of out-of-school activities and after school sports clubs are particularly popular. A late bus is provided on Wednesday to facilitate participation.

Hedingham is an 11-18 school with a strong Sixth Form.

Student outcomes are above national average in many areas of performance. The value added measure from KS2 to KS4 has also been well above the national expectations. 76% of students achieved a 4+ in English and Maths in the summer of 2018.

Ofsted inspectors made the following judgements about Hedingham School and Sixth Form:

Overall Effectiveness:	Good
Achievement of Pupils:	Good
Quality of Teaching:	Good
Behaviour and Safety of Pupils:	Outstanding
Leadership and Management:	Good

The most recent inspection of March 2017 further cemented our status as a good school.

The vision for the school and its core purpose is summarised in a booklet enclosed. There is an emphasis upon the quality of learning and teaching, effective assessment, IAG and active citizenship. We promote the importance of securing strong academic outcomes but also the importance of being involved in the wider opportunities in the school. The school has strong principles about its role in developing the character of young people.

Hedingham is a very caring, supportive and ordered environment that allows us to have high expectations of achievement and excellence from students and staff.

Learning Areas are responsible for curriculum delivery. Each team has coherent and consistent approaches to its work to deliver a personalised learning programme. Within this context, the school creates a positive learning environment where all students achieve to the best of their ability. Leaders are expected to maintain an emphasis on student learning through curriculum delivery, monitoring of progress and evaluation of practice. Data is used forensically at all levels to track progress and track underachievement in a prompt and purposeful manner.

Student welfare is monitored and supported by strong pastoral teams organised by a highly credited House System which is driven by vertical tutoring. Decisions are based upon the philosophy that all students are central to everything we do. We are committed to providing the best possible service for them. Parents receive progress reports every term.

The School Development Plan is informed by Learning Area and subject development plans which are produced as a result of a systematic and ongoing self-evaluation process.

Teacher Performance Reviews are conducted in October and new objectives are set with reference to school and individual priorities in the context of maintaining a positive trend in raising student achievement and focusing on teaching and learning.

There is a successful fortnightly CPD programme which addresses generic training and the needs of individual teachers.

As a school we pride ourselves on the quality of our community partnerships. We are linked with our Partner Primary Schools through the Colne Valley Consortium. We aim to ensure continuity and progression for students from the age of 5-19. There are link projects for Maths and English.

We are a key strategic partner in The Saffron Alliance which is a teaching school alliance developing key educational areas including school to school support.

I hope that you will recognise a vibrant school that is engaged in a number of innovations to further raise standards of achievement and enrich the provision for students.

We are committed to safeguarding the welfare of children and young people in our care and expect all staff to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory DBS certification and references.

THE POST TEACHER OF MATHEMATICS

The successful candidate should expect to perform the following responsibilities within the department:

- Teach across the age and ability range, including post 16
- Employ appropriate teaching and learning strategies and evaluate the outcomes
- Monitor the progress of students in learning groups
- Maximise student progress through providing appropriate challenge, rigour and tackling underachievement
- Maintain high standards of work, behaviour and achievement
- Assist in the evaluation and development of schemes of work together with the development of resources
- Assist in the recruitment of students for Post-16 courses

PERSON SPECIFICATION

- Good graduate
- Good classroom teacher with imaginative approaches
- Clear view of the subject within the curriculum
- Awareness of recent developments within the subject
- Flexibility to cope with change
- Ability to work in a team
- ICT literate
- Willingness to contribute to extra-curricular activities and intervention
- Commitment to maintaining and raising standards of achievement for all students
- Ability to reflect upon and evaluate personal teaching practice
- Have good relationships with students

THE MATHEMATICS LEARNING AREA

PHILOSOPHY AND VISION

We aim to create a balanced and challenging curriculum allowing students to achieve to the best of their ability. Teaching and learning is characterised by high aspirations, variety and active participation in lessons. The atmosphere is supportive; students are valued and encouraged to enjoy mathematics. There are clearly defined expectations about behaviour and personal responsibility backed up by a consistent set of rewards and sanctions. Our teachers advise, encourage and facilitate students in their progression towards achieving their potential. The department aims to foster an ethos of support and motivation.

We aim to develop teaching and learning to embrace new thinking in Mathematics education. We see the use of new technologies as a highly effective and motivating means of delivering aspects of the curriculum. We wish to develop programmes of study which enable students to access Mathematics in a variety of ways, ensuring that students develop problem solving skills, thinking skills, and are able to apply their knowledge in a variety of situations. We intend to make Mathematics a transferable skill that can be used autonomously across other curriculum areas.

We always work together as a team, sharing the wealth of experience and talent on offer. We develop the skills of each individual team member and collaborate in developing the teaching and learning of Mathematics at Hedingham.

STAFFING AND RESOURCES

The Maths team consists of nine teachers with a range of experience (6 full time), with each full time teacher having their own teaching base. The majority of the Learning Area is situated on a single floor, and is well equipped with data projectors and interactive whiteboards in each classroom.

CURRICULUM

In Years 7, 8 and 9 students are grouped in two populations and setting occurs according to ability. Setting can be fluid and is reviewed on a consistent basis. The KS3 schemes of work have been developed to ensure students are well prepared for GCSE. At Key Stage 4 students currently follow the EDEXCEL Linear GCSE course.

Post 16 Mathematics is becoming very popular, with 19 students choosing to take the new A Level in year 12 and a further 18 students in year 13. Students currently follow the Edexcel course and students deemed to be exceptional mathematicians have the option to study Further Mathematics, this academic year this includes 2 year 13 students and a further 7 year 12 students. Next academic year will also see the introduction of the Core Maths qualification as an option for post 16 students.

Students from Years 7 to 13 take part in the Junior, Intermediate and Senior UK maths challenges each year with high levels of success. Additionally, Year 10, 12 and 13 have taken part in team maths challenges against other local school.