



Teacher of Mathematics
MPS/UPS, Full or Part Time
from 1 September 2021



NEWPORT GIRLS' HIGH SCHOOL

An outstanding grammar school for girls

IN OMNIBUS FIDELIS

Welcome from the Headteacher

Thank you for downloading information about the post of Teacher of Mathematics for September 2021. The post will involve teaching Maths to all year groups, including A-level. Further Maths A-level teaching experience is desirable. Ideally this is a full time post, but we can be flexible with a part-time post (likely 0.7-0.8FTE) for the right candidate.

In this pack, I am pleased to provide an introduction to NGHS and this post. This is a unique opportunity to join and contribute to the ongoing success of an outstanding selective girls school and the 2020 West Midlands Secondary School of the Year. At NGHS, teachers can teach without being concerned about unruly discipline. This reward is offset against the challenge of inquisitive girls who want to learn and who politely question to further their own knowledge.

I joined NGHS as Head in January 2018 and consider it a true privilege to lead our wonderful school, which focuses not only on ensuring students achieve their best, but also on providing opportunities to excel outside the classroom. The weekly school newsletter, 'Newport News' (available on our website) will give you a flavour of the sorts of projects that our students and staff are involved in. Before Covid-19, we enjoyed a plethora of trips to local and far-flung destinations to the Duke of Edinburgh Awards Scheme to maths challenges at local, regional and national level and sporting achievements galore, there is a clear desire among students and staff to work hard and to make the most of every opportunity offered to the School.

Our sixth form building opened in 2018. Our sixth formers now have state-of-the-art building and space to work. NGHS will expand further in September 2021 with a fourth form of entry and a classroom block and dining hall is under construction at this time. The Maths faculty will be the primary beneficiary of the new teaching classrooms in November 2021.

Professionally, staff are supported and led by Heads of Faculty and there is a strong sense of community in the staff room. My SLT have an open-door policy and wellbeing and workload are taken very seriously at NGHS: I have developed a Wellbeing Charter which you will find in this pack. In addition, colleagues worked together in 2019 to review the marking and assessment policy. Our work in leading online learning through Covid-19 lockdown has been met with great praise by parents and students. All staff belong to a Professional Learning Group so that everyone can work together to consider their professional practice in an area that interests them. Our house system is a key feature of our school and fierce (but friendly) rivalry is seen at house competitions, even online! Regular attendance monitoring leads to rewards for forms with the greatest number of students hitting our ambitious attendance target of 97%.



Sixth Form Atrium which provides much-needed workspace for independent study

Our curriculum is unashamedly academic with a three year KS4 programme. This means that there is time to enjoy learning at KS4 and not to be examination focussed at all times. In our Sixth Form, we offer a range of facilitating and practical subjects and our results demonstrate the commitment of both students and staff to enabling girls to achieve their full potential. Students from other schools join NGHS in Year 12 and thrive. Alongside the academic life of the school is our well-resourced pastoral provision. The latest parental survey demonstrated that 100% of parents feel that their child is safe at NGHS and our dedicated pastoral and safeguarding teams ensure that students' emotional wellbeing is at the forefront of all that we do at NGHS.

Ofsted visited NGHS in October 2019 under the new framework. The school was judged to remain outstanding (in spite of the KS4 curriculum described above) and inspectors reported correctly on the buzz for learning which exudes at NGHS and the students' views that NGHS is like a large family. You can read the report [on our website](#), and I would encourage you to do so as the inspection team (which included a Senior HMI for the Midlands) managed to capture a lot about the school in the short time they were here.

This information pack will hopefully equip you with the resources necessary to make a decision about applying for this post. I sincerely hope that you will apply. I know how much time it takes to complete an application and thank you in advance for ensuring that it is with us by the deadline.

With best wishes

Michael J Scott
Headteacher

Faculty Information

Head of Faculty: Mr A Heighway

In mathematics lessons we work with students to increase their ability to problem-solve and think logically. We hope that many of their experiences will be ones that interest them, leading to a feeling of success and satisfaction in attaining a result or an illuminating appreciation of an idea. Whilst much of the maths curriculum may not be visibly useful in real life situations, mathematics has become increasingly important as a means of organising and communicating experience and information. A student's development, in what can be a challenging subject, may not always be straight forward. Thinking about new and complex topics, expressing ideas logically and presenting solutions in an orderly manner is explicitly valued in lessons but acknowledged to sometimes be vexing! Students will need to be able to persevere but plenty of help is offered.

The first two years at the school are important in laying a foundation of understanding of number relationships, data handling, geometrical arguments and, possibly most importantly, a familiarity with the ways that algebra can be utilised to express general rules and manipulated to rigorously establish results. There is no setting in Mathematics until Year 9. Pupils are taught in mixed-ability forms. All students aim for and are prepared for the highest grades at GCSE. **In 2019, Maths achieved a tremendous Progress 8 score of +1.18** with 90% attaining Grades 7-9 and over a third of Year 11s tackle the Level 2 Further Maths qualification which stretches the most able, but also provides preparation for further, advanced level study. Over 82% achieved Grades A-A⁺ and 100% Grade B and above in this demanding, additional qualification. At GCSE we have three sets - a set 1 which takes Further Mathematics and two parallel second sets.

At A level we offer both Maths and Further Maths following the OCR specification. We enjoy a good deal of success academically with a high proportion of students opting to study to an advanced level. This is something we take pride in but also something we seek to improve upon! Currently we have access to Integral Maths Content, but we are constantly working to provide greater student access to electronic resources, including video clips and worked examples on blogs so that students can pursue ideas independently and review work.

The curriculum is designed to offer students problems to solve, extension tasks to broaden their understanding, exam-style practice questions and homework tasks that both review current work and



extend upon it. In meetings we aim to improve and develop resources collectively, regularly updating them and being particularly mindful of the ways that ICT can enhance understanding, given the importance of technology for the reformed A-level curriculum.

Some mathematical opportunities are provided outside normal lesson times: STEP support and preparation, National (high attainer) Maths Challenges, extra help clubs, maths lectures, code breaking challenges, as well as linking to other subject disciplines within the school are all regular extra-curricular activities.

The maths department currently consists of five teachers, all of whom are maths specialists with considerable knowledge of advanced mathematics. No particular A-level specialism is sought in this appointment but it is hoped the successful candidate will have taught A-level before in a substantive post or on placement. The new appointee will benefit from the experienced team's knowledge whilst also having the opportunity to contribute to the further development of the department.

Studying maths to an advanced level is popular with the students. We currently have around 50 girls in every year studying maths (approximately 50-55%). Many students value the qualification and appreciate that it complements a range of subjects as well as being highly favoured by employers as an indicator of methodical thinking. Several students continue to study maths as part of, or as the main focus of, their degree courses.

In 2019, the Maths team joined with Computing and Technology to form a Maths & Technology faculty. Staff work together across these disciplines to share ideas and common lesson content under the direction of one faculty leader.

Job Description - Teacher of Mathematics

TEACHING AND LEARNING

- ⇒ To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- ⇒ To ensure continuity, progression and cohesiveness in all teaching.
- ⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- ⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- ⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- ⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- ⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
- ⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- ⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

- ⇒ To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- ⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- ⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- ⇒ To record and report such assessments.

SUBJECT KNOWLEDGE

- ⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study

PROFESSIONAL STANDARDS

- ⇒ To be a role model to students through personal presentation and professional conduct.
- ⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- ⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- ⇒ To be familiar with the School and Department handbooks and support all the School's policies.
- ⇒ To establish effective working relationships with professional colleagues and associate staff.
- ⇒ To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- ⇒ To be involved in extra-curricular activities such as making a contribution to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.

PASTORAL RESPONSIBILITY

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor (shared if part time).

Person Specification

Area of interest	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Degree in Mathematics or related subject (e.g. Economics, Finance, Engineering) ii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iii. First/2:1 degree result
Experience	<ul style="list-style-type: none"> i. Successful teaching record in current school or on placement (if NQT) ii. Experience teaching high ability classes in KS3 and KS4 (GCSE) iii. Evidence of CPD or relevant PGCE training 	<ul style="list-style-type: none"> iv. Teaching experience in a high-achieving school v. Teaching experience in an outstanding or good school vi. Teaching A-level mathematics vii. Teaching Further Maths A-level
Knowledge and skills	<ul style="list-style-type: none"> i. Knowledge of the KS3 and GCSE maths curriculum ii. Knowledge of best practice in assessment iii. Interest and ability to stretch and challenge able girls iv. Understanding of the issues surrounding confidence in mathematics v. How to intervene and support where necessary to raise attainment 	<ul style="list-style-type: none"> vi. Knowledge of how the use of ICT can benefit pupils' understanding of the mathematics vii. For a full time post—possibly a second subject to offer in 2021-22 until the second year of school expansion. This is not essential.
Personal and Professional Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives iii. Willingness to safeguard and support students in the role of form tutor iv. High standards in dress, attendance and punctuality v. Suitability to work with children and satisfactory Enhanced Disclosure with the DBS. vi. Sense of Humour! 	<ul style="list-style-type: none"> vii. Knowledge of issues facing girls in a single-sex, high achieving environment viii. Commitment to wider aspects of school life

Application Process

Please complete the application form and a covering letter addressed to Mr M J Scott, Headteacher which should not exceed two sides of A4.

Applications may be submitted via email to headteacher@nghs.org.uk or by post. NGHS is committed to safeguarding and promoting the welfare of young people in our care. We expect all staff to share this commitment. The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check. In line with safer recruitment practices, if the successful applicant has worked abroad, a certificate of good conduct will be requested at the point of provisional offer. All applicants are expected to include two referees; one of whom should be their current or last Headteacher (if not working in a school at this time). The School reserves the right to request a reference from **any** previous employer.

The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role. Please use the person specification above.

**The closing date for applications is 9.00am on Friday 5 March.
Shortlisted candidates will be contacted shortly after this date.**

Staff Wellbeing & Support: 'The Little Things'

Working in a school is immensely rewarding, but places huge demands on our time and work-life balance. At NGHS, I am committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. I am therefore working with SLT and governors on a charter of commitments to help ensure colleagues are fit, well and content at work. These are listed below; new ideas are always welcome. Colleagues are always encouraged to talk through issues with someone they trust and my door is always open. M Scott, July 2019



Complementary tea, coffee, sugar and milk in the staffroom



Staff social evening each term - let your hair down and relax



A buddy for new staff who join NGHS for their first year



A flexible and generous approach to family appointments, children's events, nativities, sports days etc.



An annual flu jab for all staff available upon request each winter



Complementary Christmas Dinner for all staff each year



Calendared wellbeing weeks with no evening meetings/events



Staff 'sport for fun' sessions - come along and get involved and stay fit



Deadlines well publicised and annual calendar consultation



Opportunities for career development always considered



No student or class data collected for data's sake



Measured approach to lesson observation, drop-ins and good practice weeks



Dedicated marking afternoon for all staff during internal exam week



Staff marking & workload group to guide and develop policy



Childcare vouchers scheme for those who have children in regular day care



Communications policy which protects time outside of school day



Counselling service free to all staff both in-house and externally



On-site free parking



Greater PPA time than national and no mainstream cover



SLT Open Door Policy at all times including urgent email for non-school days



Dedicated classroom wherever possible for all teaching staff



Cake, laughter & friendship in the staffroom

Rehabilitation of Offenders Act 1974

The work for which you are applying will have regular contact with children and is exempt from the Rehabilitation of Offenders Act 1974. Therefore, you are required to declare any convictions, cautions, bind-overs, or prosecutions pending you may have, even if they would otherwise be regarded as 'spent' under this Act. These details should be enclosed in a separate, sealed envelope marked 'confidential' – for the attention of the Chairperson of the appointing body. The envelope should state clearly the name of the school and the work for which you are applying and be returned with your application form.

The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies.

The Authority is entitled, under arrangements introduced for the protection of children, to check with the Disclosure and Barring Service for the existence and content of any criminal record of the successful applicant prior to the confirmation of appointment.

Therefore, successful applicants will be required to complete a disclosure form to enable a check to be undertaken. Failure to consent to this could prevent the application being considered further. This check involves details being obtained of convictions, including those considered 'spent' under the Rehabilitation of Offenders Act 1974, cautions held at national level and may also include non-conviction information. You will receive the results of the check from the Disclosure and Barring Service, who will also forward a copy to the Authority. Information received from the DBS will be kept in strict confidence and will be destroyed in accordance with guidelines laid down by the DBS.

The disclosure of a criminal record will not necessarily bar you from appointment, unless the Authority considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago and what age you were when it was committed, and any factors which may be relevant.

Failure to declare a conviction, caution or bind-over may, however, disqualify you from appointment, or result in dismissal or disciplinary action if the discrepancy comes to light.

Under the Criminal Justice and Court Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply or accept or do any work in a 'regulated position', such as the post you are applying for.

Equal Opportunities Policy

NGHS is an Equal Opportunities Employer.

The School's Equal Opportunities Policy states that it will give equal treatment to all persons within its organisation regardless of sex, marital status, race, colour, nationality, national origin, ethnic origin, sexual orientation, disability, age and not allow any individual to be disadvantaged by any other condition which cannot be shown as justifiable.

Health

Appointment to the post will also be subject to a satisfactory health record. A medical examination may be required by the School.





For more information about the post, please contact

Mr M J Scott, Headteacher

Tel: 01952 797550

headteacher@nghs.org.uk



Newport Girls' High School
Wellington Road, Newport, TF10 7HL