



## **Mathematics Teacher**

### **Job Description**

We seek to appoint an enthusiastic and able teacher of mathematics from September 2017, able to teach across the age range and to develop the thinking of all students, including the most able. Opportunities to teach outside the department may be available to the right candidate. We offer a comprehensive package of support and staff development, including, within the Coastal Academies Trust, opportunities to prepare for and experience leadership roles across a variety of pastoral and curriculum settings.

If you are interested in the possibility of teaching mathematics at Dane Court Grammar School and would like to know more, we encourage you to contact Simon Ballard (Head of Mathematics) or Andrew Fowler (Headteacher) for an informal conversation and to arrange a tour of the school. Applicants should complete the school's application form and submit this with a covering letter.

Pay: MPS (M1 – U3)

Start date: September 2017

Application closing date: 18 April 2017 at 12.00

Interview: Week commencing 24 April 2017

### **Job Contact Information**

**Name:** Mr Andrew Fowler

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## MATHEMATICS TEACHER

It is the intention of the Mathematics Department to introduce all students to as wide a range of mathematical topics as possible during their years at Dane Court. Once their imagination is fired it is our hope that they will find mathematics to be an active rather than passive learning experience. This engagement will lead to a positive attitude to mathematics, including confidence, enjoyment and perseverance. Students will develop the ability to use their skills in other areas of the curriculum and as a firm foundation for appropriate further study. This will include a willingness to work independently and co-operatively as well as the ability to communicate mathematical ideas in a variety of ways.

The Mathematics Department has developed into one of the most successful in the county. Our setting structure and teaching styles provide all the students with the opportunity to achieve a minimum of a B grade (or level 6) in their GCSE and, for many students, the ability to sit Further Mathematics GCSE as well. Recent results have shown an increase in the percentage of students achieving the higher grades, with 53% achieving an A\* or A and 88% achieving an A\*-B grade in 2016.

Our scheme of work throughout years 7-11 leads to the Edexcel Statistics GCSE examination in year 10 and the new 1-9 GCSE in year 11. Students are set from year 7 to enable students to achieve their best possible outcome. Students will always be entered for the higher tier GCSEs, with a very small number occasionally on the foundation tier for personal reasons. Students in the higher sets in years 10 and 11 are also given the opportunity to be entered for a GCSE in Further Maths so that they are competing with the best in the country. We have a purpose built department area that is suited with 6 classrooms and a large plaza area, thus giving us the opportunity to do individual, paired, grouped or whole year activities.

Our blend of formal classroom teaching with investigational, calculator, video and computer tasks provides a sound basis for learning. The formal teaching covers the basic principles necessary for all aspects of Mathematics, including those needed in other subject areas and wider higher order thinking skills. Each student's progress is regularly monitored by means of end of topic tests and more formal twice-yearly examinations. Any subsequent action necessary is then quickly administered.

Our well qualified staff offer the opportunity for students to study a variety of topics beyond GCSE. We offer Higher Mathematics, Standard Mathematics and Mathematical Studies as part of the International Baccalaureate Diploma Programme. These courses prepare students for a wide range of further education courses or employment opportunities.

The successful candidate will be expected to be able to teach the whole range of students throughout the school using a variety of teaching and learning styles to maximise student achievement, including setting and marking of regular relevant homework in line with School policy. S/he should also be prepared to contribute to the development of new schemes of work, working in line with the department and whole school policies. Attendance at regular department meetings and staff development activities is expected. An ability to offer mathematics post 16 may be an advantage, although the department are prepared to offer support in this area.