



JOB DESCRIPTION
MATHS TEACHER

 **WIMBLEDON**
HIGH SCHOOL

EX HUMILIBUS EXCELSA

GDST



WIMBLEDON HIGH SCHOOL

At Wimbledon High School we are proud to do things differently. We are a high-performing school for intellectually curious girls – girls who go on to achieve great things, yet who remain grounded and who are ready to throw themselves into school life.

We have been offering an outstanding education since 1880 on our central Wimbledon site: inspiring lessons encourage edgy thinking and cross-curricular links foster truly interdisciplinary learning that encourages problem solving and puts creativity at its heart.

As the first school to hold a Failure Week, we continue to champion judicious risk-taking.

This can only be done, of course within a warm and caring community, where students feel supported as they try something new, fail, try again and fail better. There is always lots of fun to be had along the way, but of course the end results speak for themselves: consistently excellent A Level and GCSE results taking girls to a whole variety of university courses and careers beyond.

Our co-curricular programme is extensive, so that imagination in and out of the classroom is fired. Our aim is to prepare confident, fearless young women, ready for a future where intellectual agility and resilience will be key. We want our girls to stride out of Wimbledon High School into the world and shake it up.

THE DEPARTMENT

DEPARTMENT INFORMATION

The Mathematics Department at Wimbledon High School is a centre of excellence in the school, with an outstanding record of achievement at all levels. The department currently consists of ten members of staff, who all teach to A Level and complement each other with their subject skills. The Head of Mathematics, assisted by a second in department and a Key Stage 5 Co-ordinator, oversee the day to day running of the department, and all members are expected to contribute towards this as appropriate. The department is dynamic and confident, bringing together teachers with interests in a variety of fields within the subject, and the team works together excellently. Last year 81% achieved A*/A at A level and 88% achieved grades 7-9 at GCSE.

Mathematics is presented as a vibrant subject in its own right, whilst alongside this, recognising the importance its applications hold. We are proud that it is one of the most popular subjects in the Sixth Form. Teaching facilities include four dedicated teaching rooms, all equipped with interactive whiteboards and student mini whiteboards. The school is a Microsoft Innovator school and as such all staff are issued with a laptop and use office 365 to deliver a technology rich learning experience. The offices contain a stock of resource books to complement the class texts. In addition, there are shared materials on the departmental area of the staff drive. The girls all bring their own devices to lessons (BYOD) and use One Note and Teams for their on line learning. The department is passionate about high-quality teaching and learning and is continually improving the provision of resources including using the Firefly learning platform.

In Year 7, the girls are taught in mixed ability form groups until January and then they are grouped by ability. In Years 8 to 11, there are five to seven classes depending on the size of the cohort, with more able groups being larger so that class numbers range from 12 to 24. Approximately half of the Sixth Form opt to take Mathematics (50 girls this year) and usually one group for Further Mathematics in each of Years 12 and 13. We have also launched AS Further Maths. It is a real pleasure to teach a group of enthusiastic, often highly individual students, who love talking about maths. At A Level we follow the Edexcel specification. At KS4 currently we follow a three year programme for the Edexcel GCSE. All groups take GCSE at the end of Year 11. Students in Year 11 can also opt to study an additional Maths qualification.

The school enters girls for various Mathematical Challenges. All Year 12 girls studying A Level Mathematics take the Senior Maths Challenge. All girls from Years 9 and 10 enter the Intermediate Maths Challenge and all girls from Years 7 and 8 enter the Junior Maths Challenge. In addition, the school enters teams for the UKMT Team Mathematical Challenge, Y10 Maths feast competition and the prestigious Hans Woyda competition. External lectures are advertised to Sixth Form mathematicians and there are occasional visits to relevant theatre presentations.. There is a maths workshop/surgery each week and sixth form students volunteer as mentors and tutors for the younger girls.



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JOB PURPOSE

To contribute to providing an excellent education for all the school's pupils by teaching with expertise and enthusiasm, offering support to the learning of individual students and contributing to the school's pastoral system.

To support the Head and the SLT in the implementation of all aspects of school and GDST policy in order to maintain the aims and ethos of the school and the GDST as a whole.

To embrace and demonstrate the characteristics set out in the GDST Professional Teacher Standards: to be Caring, Effective, Engaged, Confident, Creative and Reflective practitioners.

To demonstrate GDST values and high standards of professional conduct at all times.

ACCOUNTABILITY

The Head, through the Head of Maths.

TEACHING AND LEARNING:

Having regard to the curriculum, plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, specifically by:

- Using an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and expectations and are designed to raise levels of attainment.
- Building on the prior knowledge and attainment of earlier learning in order that learners meet their learning objectives and make sustained progress.
- Developing ways to encourage, challenge and inspire pupils to apply new knowledge, understanding and skills and deepen them further.
- Using language appropriate to learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Managing the learning of individuals, groups and whole classes effectively, using teaching techniques appropriate to suit the stage of the lesson and the needs of learners.



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- Maintain an up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential, incorporating these in the planning and delivery of lessons.
- Assessing, recording and reporting on the development, progress and attainment of pupils.
- Advising and co-operating with the Head and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- With reference to learners' individual learning objectives, planning, setting, supporting and assessing classwork, homework and other out-of-class assignments and coursework for examinations, where appropriate and reasonable, to sustain learners' progress and to extend and consolidate their learning.
- Contributing as appropriate to the development of schemes of work and adhering to schemes of work when planning and teaching.
- Knowing and implementing the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Organising the classroom and learning resources and creating displays to encourage a positive learning environment;
- Participating with the line manager in using GDST and national statistics to monitor the progress of pupils and raise levels of attainment.
- Providing pupils, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' progress, attainment and areas for development.
- Working collaboratively across the department, school and the GDST network.
- Managing pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations.



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PASTORAL:

Work with colleagues to create a positive culture of pupil welfare and behaviour, including taking an active role in pastoral matters, by:

- Supporting and contributing to the school's responsibility for safeguarding and promoting the welfare and well-being of pupils.
- Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Acting as Form Teacher.
- Liaising with appropriate Head of Year, attending pastoral meetings when necessary.
- Leading and participating in Assemblies.

MARKETING AND EXTERNAL LINKS, INCLUDING PUBLIC OCCASIONS:

Contribute to the positive promotion and the GDST in the local and wider community, where possible, by:

- Actively participating in educational outreach and promoting the key stage, phase or department within the school community to encourage pupils' interest in the subject area or school.
- Promoting the whole school in a variety of different contexts, including attending marketing events where appropriate, and in interactions with parents and prospective parents and pupils.

MANAGEMENT AND ADMINISTRATION:

Undertake administrative and organisational tasks related to the duties of teaching and to ensure the smooth running of classes and the department by:

- Contributing to the professional development of other teachers and support staff, including the induction and assessment of new teachers.
- Coordinating or supervising the work of those who provide support for teachers in the department (i.e. technicians or teaching assistants), where required.
- Taking part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Ordering and allocating of equipment and materials where required.



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TRAINING AND DEVELOPMENT OF SELF AND OTHERS:

Maintain an up-to-date knowledge and understanding of all aspects of teaching and pedagogy by:

- Reviewing own methods of teaching and programmes of work.
- Evaluating own performance and being committed to improving own practice through appropriate training and professional development.
- With the line manager, engage actively in any process of appraisal or performance review for self and for those supervised.

GENERAL REQUIREMENTS

ALL SCHOOL STAFF ARE EXPECTED TO:

- Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- Contribute to the school's programme of co-curricular activities.
- Support and contribute to the school's responsibility for safeguarding students.

- Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Work within the GDST's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Engage actively in the performance review process.
- Adhere to policies as set out in the GDST Council Regulations, Hub and GDST circulars.
- Undertake other reasonable duties related to the job purpose required from time to time.

REVIEW AND AMENDMENT

- This job description should be seen as enabling rather than restrictive and will be subject to regular review.

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SKILLS REQUIRED

The successful candidate will have the following key skills and attributes:

ESSENTIAL

- Ability to teach Mathematics up to A level
- Ability to use a range of teaching strategies in order to meet the needs of all students
- Sound behaviour management skills and discipline, both inside and outside the classroom
- Dedication to promoting subject or key stage within the school and marketing within and outside school
- Ability to communicate effectively, both verbally and in writing, with colleagues, school based staff, governors, GDST and external bodies
- Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents)
- Excellent organisational and time management skills with the ability to prioritise and work to deadlines
- Ability to work on own initiative and react to competing demands
- Ability to maintain confidentiality

DESIRABLE

- Ability to teach Mathematics up Further Maths
- Confident user of ICT to aid administration and learning

KNOWLEDGE BASE

DESIRABLE

- Experience of working in a successful department at KS3 to 5
- Knowledge of latest developments within teaching

QUALIFICATIONS/ ATTAINMENT

ESSENTIAL

- Well qualified graduate in Mathematics or similar
- Qualified Teacher Status
- Proven track record of academic success within the subject area

EXPERIENCE

DESIRABLE

- Proven experience of successfully contributing to or running co-curricular clubs and activities
- Minimum of 4 years teaching experience
- Experience of working within a successful team

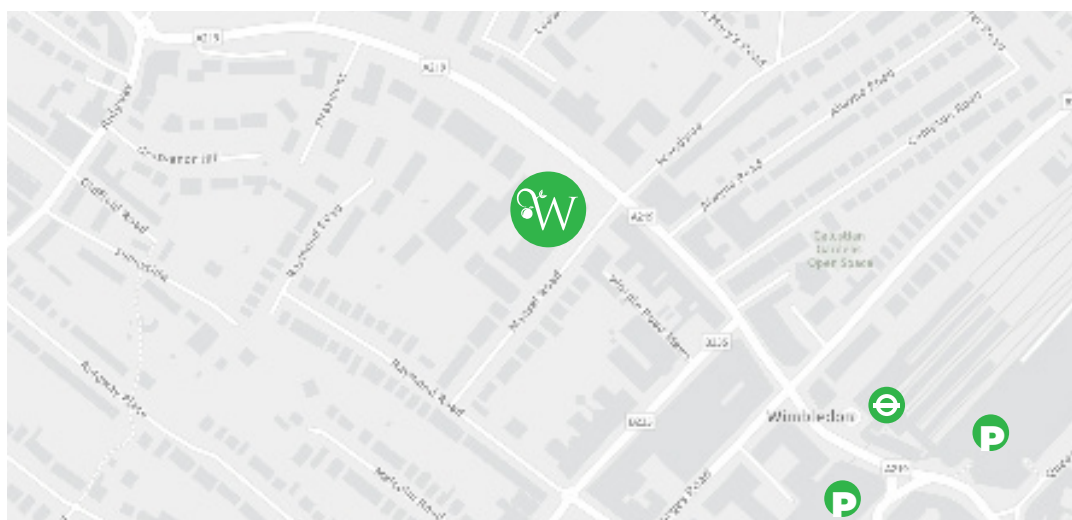
PERSONAL ATTRIBUTES

ESSENTIAL

- Enthusiastic, positive and hard working
- A passion for education
- Commitment to the safeguarding of children and young people
- Ability to inspire, motivate and support pupils
- Flexible and approachable attitude
- Ability to solve problems, make sound judgements and take decisions
- Ability to work under pressure, on own initiative, accurately and with attention to detail.
- Commitment to the improvement and development of own teaching and performance
- The drive and stamina to provide excellent opportunities for all girls in the school
- Willingness to play a part in the overall developments of the school
- Commitment to maintaining the caring and supportive ethos of the school



LOCATION



Wimbledon High School is conveniently situated in the heart of Wimbledon. The station is a few minutes' walk away, serving National Rail, London Underground and Tramlink. Buses 93, 493, 200, 57 and 131 stop nearby. If you are driving to Wimbledon to visit the school, please use one of the two public car parks marked on the map and allow plenty of time.

Parking in Mansel Road and surrounding roads is limited to a few metered bays. We regret that there is no visitor parking available on the school site. Our playing fields are at Nursery Road, a ten minute walk down Worple Road.

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