



WATFORD GRAMMAR SCHOOL FOR GIRLS

Headmistress: Miss Sylvia Tai BA (Hons)

INFORMATION PACK FOR APPLICANTS

Name of Post: Teacher Mathematics

Required from: September 2021

Location: Watford, Hertfordshire

Closing Date: noon 27th April 2021

Interviews: 5th May 2021

Thank you for requesting details of the above post. The following documents form part of this pack: this applicant letter, job description and person specification. In order to apply please use the teaching staff application form on our website, and make yourself familiar with our child protection and safer recruitment policies, also on the website. Please also complete the Equalities Monitoring form via the link.

You are welcome to send a copy of your CV however it must be accompanied by a fully completed and signed application form. A CV alone will not be considered. The application form can be completed and returned electronically however if this is the case it will need to be signed in person if you are called for interview.

Completed application forms will not be acknowledged. Successful applicants will be notified within two days of the closing date. Applicants who are not called for interview will not be informed that they have been unsuccessful.

Applicants invited for interview will be required to bring with them original copies of relevant qualifications for verification, including for teachers evidence of their degree certificates and teaching qualifications, as well as documentation to comply with the provisions of the Immigration, Asylum and Nationality Act 2006. Details of documents required will be specified in letters to those called for interview.

Contact details for Return of Completed Application forms and other enquiries:

Sue Granville
EA to Headmistress
HR Manager

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Registered in England & Wales Company No: 07348254 Registered name and address as detailed

Watford Grammar School for Girls
Lady's Close,
Watford, Hertfordshire
WD18 0AE

WATFORD GRAMMAR SCHOOL FOR GIRLS



MATHEMATICS DEPARTMENTAL INFORMATION

The Mathematics Department is a large, well-established, enthusiastic and friendly department of experienced teachers. All of these are Mathematics specialists who work together very well as a team, with an ethos of transparency and support. It is also fully engaged in training at least 2 people every year on both the School Direct and University based PGCE courses. The Department has its own building - opened in September 2009 with 8 teaching rooms, 2 ICT rooms and a staff room. Each classroom has an interactive whiteboard.

In Year 7 the teaching groups are mixed ability form groups until the autumn half term. The students are then put into two half year bands of sets based on ability. From Year 8 to Year 11, the students are taught across the year in sets. The set size is dependent upon the ability of the students and can vary in size from 10 to 32 students. At Key Stage 4 we follow the Edexcel specification with approximately 85% of the cohort taking GCSE at Higher Level.

In the Sixth Form the Edexcel syllabus is followed. There are currently approximately 200 students taking A Level Mathematics with a substantial number also studying Further Mathematics. The current entry requirement for A-Level is a grade 7 at GCSE, with a grade 8 or 9 needed for Further Mathematics. We have just introduced Core Maths, a level 3 qualification which is equivalent to an AS level. The entry requirement for Core Maths is a grade 5 at GCSE.

Across Key Stage 3 and 4 we have a range of resources to support teaching. This includes use of text books and online resources, such as MyMaths and Mathswatch. At Advanced Level we use the Pearson books for the Edexcel specification.

A wide and varied programme of extracurricular events is key to our work within the department. In the past we have visits from prominent Mathematicians including Matt Parker, Ben Sparks and James Grime. The Department encourages girls to take part in the UKMT Mathematics Challenges, the Hans Woyda quiz competition and the Edge Hill Maths Challenge. We also run regular departmental trips taking students to Thorpe Park and Cambridge.

The school has an academic Sixth Form; students study A levels. We do not offer any vocational subjects or diplomas. Of the 200 girls in year 13, approximately 95% will continue on to Higher Education. Some students will take Mathematics degrees. Other students will use their Mathematics for courses such as Economics or Science/Medical degrees. Increasing numbers of students are going on to study Engineering at Universities such as Cambridge, Edinburgh and Sheffield.

Broad Aims of the Department

1. To provide an environment where pupils are able to fulfil their potential in Mathematics, equipping themselves with the skills required to use Mathematics effectively in their Further Education and future career
2. To ensure that all pupils have a working knowledge of Mathematics, enabling them to attain a qualification that will allow them to move on and access any future opportunities that they wish to follow.
3. To inspire an interest in and confidence when working with numbers, allowing the girls to enjoy a sense of wonder and fostering a sense of discovery.

Additionally all members of the department must be able to

- share ideas and work effectively as part of a team
- incorporate ICT into classroom teaching
- relate well to pupils and be prepared to give time to pupils outside normal lessons
- be involved in extracurricular Mathematics activities
- recognise the importance of good organisation and time management skills
- embrace the ethos of the school

This school is committed to safeguarding and promoting the safety and welfare of children and young people. All staff and volunteers are expected to share this commitment.



Watford Grammar School for Girls

Person Specification

Position: Teacher of Maths

Department: Maths

	Requirement	If ticked this is essential	How this will be assessed
Qualifications	A passion for Maths and a good honours degree in their subject area.	<i>Essential</i>	<i>Application form.</i>
Specific Training Requirements	Teaching qualification.	<i>Essential</i>	<i>Application form.</i>
Experience	An outstanding classroom teacher with the ability to teach Maths at Key Stage 3, GCSE and A level.	<i>Essential</i>	<i>Application form. Lesson observation Interview</i>
Knowledge	IT skills and experience of using ICT in teaching.	<i>Essential</i>	<i>Application form. Interview</i>
Skills and Competencies	Excellent organisational and administrative skills.	<i>Essential</i> <i>Essential</i>	<i>Application form. Interview</i>
Communication skills	Articulate and accurate communication.	<i>Essential</i>	<i>Application form. Lesson observation Interview</i>
Personal Attributes	A commitment to raising achievement and providing challenge in the classroom. Ability to work as part of a team. Willingness to take a full part in extended-curricular activities, including day trips. In sympathy with the aims of the school. Enthusiasm, energy, and initiative.	<i>Essential</i> <i>Essential</i> <i>Essential</i> <i>Essential</i> <i>Essential</i>	<i>Application form. Interview.</i>
Other			

Applicants called for interview should note that the interview itself (and/or any additional tasks to be performed, if applicable) will, as appropriate to the role:

- (i) Focus on the requirements to carry out the duties of the job, as described
- (ii) Explore issues relating to the safeguarding and promoting the welfare of children, including:
 - Motivation to work with children and young people
 - Ability to form and maintain appropriate relationships and personal boundaries with children and young people
 - Emotional resilience in working with challenging behaviours
 - Attitudes to use of authority and maintaining discipline.
- (iii) Be used to explore any relevant issues arising from references received.

Watford Grammar School for Girls

Job Description: Teaching Staff

Generic



Position: Classroom Teacher

Department:

Salary Scale: Main Scale / UP

Responsibility:

A Teaching and Learning responsibility point may be awarded for: undertaking sustained additional responsibility to ensure continued delivery of high quality of teaching and learning

Context of the post

In all matters the foremost will be the supporting of the aims of the School and the policies laid down by the Governing Body. The spirit of all the school policies is summed up by our Ethos:

“The Ethos of the school is based firmly on our record of academic success. We encourage all girls to strive for academic excellence. We value hard work, scholarship and reading and believe that these should remain part of each girl’s life as she develops a life-long love of learning. We strongly encourage girls to achieve their highest potential and to participate actively in all areas of school life, such as music, sport, community service and enrichment opportunities. We exhort girls to aim for the highest standards in everything they do and we recognise each girl’s individual talents. We build the confidence, resilience and personal responsibility of the girls by taking every opportunity to develop these in lessons and extra-curricular activities, and by encouraging girls to participate in opportunities that will enrich and enhance their school experience. As a community, we respect our traditions and promote care, consideration, toleration and trust.”

It is the responsibility of every member of staff to ensure at all times the safety of the children in their care. All adults working in the school should know about the school’s child protection procedures and the identity of the Designated Senior Person.

The post holder will take part in an annual Appraisal at which targets will be set and development needs identified. From time to time s/he will review her/ his own methods of teaching and programmes of work and to participate in arrangements for further training and professional development.

General Responsibilities of this position

As a member of the Department, the teacher is directly responsible to the Head of Department, and is individually accountable for:

- the progress of pupils within the subject
- the quality of teaching and learning
- a planned and varied programme of educational experience
- the behaviour and attainment of pupils

To teach to all ages and abilities to GCSE, and A Level consonant with qualifications, the specifications of the post, and previous experience.

In planning lessons, due regard must be given to the following:

- lessons must have clear objectives and thinking skills should be used;
- pupils must be aware of these objectives;
- lesson content should be appropriate;
- teaching methods should motivate, engage and challenge pupils;
- the timing of the work to ensure syllabus completion;

To work closely with the Head of Department and to contribute to the Department's teaching resources.

To contribute to the setting and marking of internal examinations and to assist in the marking and moderating of assessed work for the external examinations of the courses and subjects taught.

To attend departmental staff and parents' meetings which relate to curriculum matters, organisation, pastoral arrangements and administration of the school.

To assist with the extended curricular activities organised by the Department and the school.

To be responsible for the safety of students in his/her care.

Upper Pay Scale

As their careers progress teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards (Teaching Standards)

The member of staff applying for or awarded the Upper Pay Scale is expected to demonstrate that they are:

- Highly competent in all elements of the relevant teaching standards
- That their achievements in and contribution to the School are substantial and sustained and they have contributed towards the development of others

Form Tutors

All teachers are expected to be Form Tutors. This role involves:

- Attending assemblies, daily registration of and spending time with the tutor group, including carrying out general Form administration.
- Knowing and having overall responsibility for each individual in the tutor group.
- Helping each pupil to cope with her difficulties: at times this will demand a disciplinary response, at others advice or a helping hand, or the sharing of experience and ideas.
- Communicating essential information concerning the pupils in the Form group to the Head of Year or the Pastoral Director of the Key Stage.
- Being a 'resource' to other members of staff: the Tutor has first-hand knowledge of pupils which may be valuable to other members of staff.
- Recording essential information for the pupils' personal files and ensuring that this record is kept up-to-date.
- Monitoring progress and to co-ordinating subject reports to parents and to consulting them when necessary.

Notes

1. All staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct.

2. Staff uphold public trust in the teaching profession and Watford Grammar School for Girls and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils and colleagues with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to their professional position.
 - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions as appropriate.
 - Showing tolerance of and respect for the rights of others
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - All staff must have proper and professional regard for the ethos, policies and practices of Watford Grammar School for Girls and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
4. It is a statutory requirement that all public sector workers in customer facing roles must be able to speak English fluently and you will be expected to demonstrate at interview and in the classroom the ability to converse at ease and at an appropriate level in accurate English with pupils, parents, and visitors to the school.
5. This framework of duties is in addition to the expectation on all teachers to mark work, write reports, prepare lessons, and prepare materials and teaching programmes. Please refer to the Conditions of Employment, (section 3: Teaching, other activities, assessments and reports, educational methods, discipline and health and safety, staff meetings, examinations, administration etc.)
6. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
7. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part may be so construed.
8. This job description is not necessarily a comprehensive definition of the post.
9. The duties and responsibilities listed describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be deemed necessary by the Headmistress.
10. The job description will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post holder.

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