



## **Teacher of Mathematics For 1 September 2024 Information for Candidates**

### **Introduction**

This document, which includes a Person Specification and outline Job Description, will give you an idea of the vacancy. We wish to appoint someone who is looking to make a valuable contribution to the Mathematics department and the wider school. The person appointed will be passionate about teaching and learning as a whole as well as their specialist subject. The ability to teach GCSE is essential and A-Level is desirable. The most important thing is that we appoint the best candidate.

### **The School**

Vyners is a well-established and heavily oversubscribed school with a reputation for high standards of behaviour and attainment. Our core values of Community, Aspiration, Respect and Endeavour underpin everything we do as does our absolute commitment to ensuring our students get a better deal here than they would in any other school in the country.

It was built in 1959 as a four form entry mixed grammar school. In 1977 it became comprehensive and expanded to five forms of entry and in 1996 expanded again to take six forms of entry. In 1991 the school became grant maintained and in 1999 a Foundation School. Specialist College Status in **Mathematics and Computing** was obtained from September 2003. The school converted to academy status on 1 November 2011, a move which allows us greater financial freedom and security, as well as giving us the opportunity to continue to push the boundaries of excellence. Since January 2018 the school has been part of the **Vanguard Learning Trust** which also includes one other secondary school and three local primary schools. The current school roll is **1490 with 274 in the Sixth Form**. Our standard admission number is 240 and we are an eight form entry school with a significant number of families wanting to send their children to Vyners to be educated.

Despite being a relatively small site, the school has developed some impressive facilities; a large sports hall, extensive ICT facilities and specialist teaching areas. Classrooms are equipped with interactive whiteboard technology and the school network is constantly upgraded. We have invested over £1,000,000 improving the learning environment over the past four years and have exciting plans for the future.

The school was graded Good overall by Ofsted in December 2013, with **Outstanding** judgements for Behaviour and Safety and, Leadership and Management. They visited us again in February 2018 under the short inspection framework for Good schools. In the final inspection report, the Lead Inspector noted and stated '*I am of the opinion that the school has demonstrated strong practice and marked improvement in certain areas. This may indicate that the school is improving towards being Outstanding*'. We were re-inspected in May 2019 under the full inspection framework and have now been designated an **Outstanding** school. The school continues to achieve excellent examination results. In 2023 our headline 'figure' at GCSE level for English and Maths was 82%. We are also very proud of our A-level results with nearly a third of all grades achieved at A\* - A and 54% A\* - B grades. We firmly believe that we can build on this success again this year.



### **Location**

The School is situated close to the 'village' of Ickenham in a very pleasant residential area on the edge of the Green Belt. Although only thirty minutes or so from the centre of London by underground, access to the countryside is equally quick via the M40, M25 or M4. The School itself is well situated on a residential road, surrounded by many mature trees, which provides a pleasant atmosphere for both work and leisure.

### **Teaching and Learning**

The current agenda and aspirations for the school are challenging and motivating as we are classed as Outstanding. We continue to develop our curriculum to meet the needs of the learners and to improve the skills of our staff to deliver this curriculum. To support this work the whole school community is committed to improving teaching strategies and understanding better how students learn. We know that effective learning cannot be left to chance; we have to refine and change our approaches if we want to make real and lasting improvements. We recognise the need to prepare students for the 21<sup>st</sup> century and make extensive use of new technologies (mobile technology, Web 2.0 tools) and are striving to develop more independent learners. Google Classroom is embedded in the school as a tool to support learning. Our key focus this year is exceptional teaching, which promotes engagement with the processes of explanation, practising and testing to enhance learning.

Developing and training Middle Leaders in the effective use of data and helping them to develop a range of different teaching strategies within their teams have been priorities. Each year we deliver significant staff development, including our annual Staff Conference, which has a focus on developing specific aspects of teaching and learning.

### **The Staff**

Staff morale at Vyners is high, supported by a positive working environment and reviewed through staff surveys. The school puts a great deal of time and resources into training and developing its staff. Appraisal is focused on school improvement, professional development and well-being. Staff meetings encourage high levels of discussion and feedback and some staff are involved in one of our Teaching and Learning bursaries to develop and recommend major changes to whole school policy. Professional development is run every Tuesday after school, and a 'Teaching and Learning Community' meets on Wednesday mornings to develop knowledge and understanding of pedagogy and share good practice. Many staff give freely of their time to run numerous lunchtime and after school activities.

### **The Students**

Central to everything which happens at Vyners are our students. Staff seek to ensure that every young person feels valued and listened to. Relationships between staff and students at Vyners are excellent; raised voices are seldom heard and students appreciate the fact that they are encouraged to express and discuss their views. The Student Council plays an important role in the development of policy at Vyners. Students take part in the development of the school vision and values and all applicants for teaching posts are interviewed by a student panel.



## The Mathematics Department

### **Curriculum**

At Vyners, we ensure that we are at the forefront in educational developments. We have well established schemes of learning across all key stages. We are constantly reviewing our schemes in light of changing specifications and have done much work with the new GCSE.

We are committed to our current practice of setting students by their mathematical attainment from the moment they arrive at Vyners. Our most able students in the sixth form have the opportunity to study the Further Mathematics A-Level whilst our top sets in KS4 have the opportunity to take the AQA Certificate in Further Mathematics. We also offer the Entry Level Certificate in Mathematics as a support for some students in year 10 and 11. We have also recently introduced Core Maths in year 12.

Our Mathematics teachers demonstrate a high level of commitment to students' progress, evidenced especially by the additional hours we are all prepared to invest in top-up teaching and support. We all strive to work together as an enthusiastic and effective team with an appropriate blend of serious endeavour and an all-important sense of humour!

The department is constantly looking for ways to further improve the achievement of all our students. We value new and inspirational ideas from all our team members, regardless of how many years they have been teaching and actively encourage the sharing of good practice across all key stages.

2023 saw another set of excellent GCSE results with 82% of students achieving grades 9 – 4 and 30% achieving grade 9-7. In 2023, 42% of our A-level Mathematics students achieved an A\* - A grade, with 87% achieving an A\* - C grade. The number of students choosing to continue with Mathematics in the sixth form is high with over 60 students currently in Y12, 15 of whom are also taking further mathematics.

Currently, the details for courses offered are:

<b>Course</b>	<b>Board</b>
GCSE Higher/Foundation Mathematics 8300	AQA
Level 2 Certificate in Further Mathematics 8365	AQA
Entry Level Certificate in Mathematics 5930	AQA
A-Level Mathematics 9MA0	Edexcel
A-Level Further Mathematics 9FM0	Edexcel
Level 3 Mathematical Studies 1350	AQA



### **Staffing**

The department currently consists of a Subject Leader, one Deputy Subject Leaders, two Assistant Subject Leaders and nine other specialist teachers, including a Lead Practitioner. The Mathematics department comprises an excellent team of graduates which includes a number of A Level specialists. Staff are expected to aspire to teach to the highest level they feel confident to manage, so that everyone has realistic opportunities to broaden their career portfolio.

### **Facilities**

The Department has a suite of twelve teaching rooms. Every room has an interactive SMART board, and the school has Chromebooks available for use. A good range of teaching resources are available including in-house material, practical equipment and ICT based tasks and teaching aids. Whilst certain textbooks are designated to certain groups the philosophy within the department has always been to allow the schemes of work to dictate the resources used rather than the reverse situation.

### **Other information**

The department regularly organises trips, such as to Maths Inspiration and students are encouraged to take part in the annual Year 7 Hillingdon Maths Challenge.

We participate in the UKMT Maths Challenges (including team challenges) at Junior, Intermediate and Senior level.

We encourage our students to take part in a range of opportunities from the AMSP, such as data science programmes and STEP tuition support.