



Teacher of Mathematics Appointment: September 2017 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 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 over-subscribed 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 1st 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 March 2015 the school has been the lead school in the **Vyners Learning Trust** which also includes a local primary school. The current school roll is **1155 with 240 in the Sixth Form**. Our standard admission number is 180 and we are a six 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 £800,000 improving the learning environment over the past four years and have exciting plans for the future.

The school was graded satisfactory by Ofsted on two consecutive visits, most recently in April 2012. They visited the school again in December 2013, agreeing fully with the school's self-evaluation, grading us as **Good** overall with **Outstanding** judgements for Behaviour and Safety and Leadership and Management. *"Leaders at all levels including student leaders are highly ambitious for their school. Plans for improvement are systematic and rigorous. Everyone works together to make sure that teaching and achievement improve rapidly."* The school's Progress 8 score in 2016 was +0.46 which place Vyners in the **top 9th percentile of all schools** in the country. Our GCSE performance in 2015 and 2016 means that we have been ranked in the **top 100 non-selective state secondary schools in the country** for attainment and progress measures. We are very proud of our A-Level results with a third of all grades A*-A and 58% A*-B grades. We firmly believe that we can build on this success again this year. As a result of our success we have recently been accredited as a **Leading Edge**



School, a network comprising of the very best schools in the country who work together to innovate and share good practice.

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

"Focus on the main thing and the main thing is learning."

The current agenda and aspirations for the school are both challenging and motivating as we move towards 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 21st 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 tool to support learning. Our key focus this year is developing reading and extended writing skills to develop students' vocabulary, ability to access challenging texts and further improve their success in written exams.

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, with a particular focus on developing teaching and learning with a focus on developing a Growth Mindset in 2016.

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 focussed 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, all staff are members of a Creation and Innovation Group which act as a Think Tank for the school and a 'Teaching and Learning Community' meets on Wednesday mornings to develop knowledge and understanding of pedagogy and share good practice. All staff opt into a Talent Development pathway as part of our unique CPD Network provision map. Our innovative practice in staff training and development has been recognised by the SSAT who have accredited us as offering **Transforming Practice in Professional Learning** as part of the Framework for Exceptional Education. 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 electronic 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 ability from the moment they arrive at Vyners. Our most able students in the sixth form complete A2 Mathematics in Year 12, as well as having the opportunity to study Further Mathematics at A2 in Year 13, whilst our top sets in KS4 have the opportunity to take the AQA Certificate in Further Mathematics in which our results have exceeded the national average.

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.

2016 saw another set of excellent GCSE results with 88% of students achieving a grade A*-C. A record number of students took the A-Level in Mathematics of which 35% of students achieved an A*-A grade, with 92% achieving an A*-C grade. The number of students choosing to continue with Mathematics in the sixth form is high with more than 70 students currently in Y12.



Currently, the details for courses offered are:

Level	Course	Board
Year 10 GCSE Higher/Foundation	Mathematics 8300	AQA
Further Mathematics	Level 2	AQA
AS/A2	Mathematics (One of the new AS/AL Specifications with a linear/ AQA delivery)	AQA

Results

	2014		2015		2016	
KS3	5+	6+	5+	6+	5+	6+
End of Year 9 Level	91	71	91	82	96	81
KS4: GCSE	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G
Mathematics	85	99.5	91	100	88	100
KS5: A2	A*-A	A*-E	A*-A	A*-E	A*-A	A*-E
Mathematics	19	100	50	96	35	100
Further Mathematics	100	100	55	100	58	100



Staffing

The department currently consists of a Subject Leader, three Assistant Subject Leaders and five specialist teachers, including an Assistant Headteacher. 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 his or her career portfolio.

Facilities

- The Department has a suite of eight teaching rooms.
- Every room has a brand new interactive SMART board, and the Department 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.
- At A Level, standard texts include “Crawshaw and Chambers” for statistics, plus “Bostock and Chandler” for core pure.

Other information

- 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 also take part in Mathematics Masterclasses run by the Hillingdon Mathematics society in which our most able Year 9 students to attend a series of six Saturday morning sessions.
- We are a member of the Further Mathematics network and participate with all their activities and competitions.