



## Teacher of Mathematics from September 2019

### The School

Queen Elizabeth's Grammar School was founded in 1509. A former Direct Grant Grammar School, it now caters for 1145 pupils and students and has plans to expand to 1250 students. The QEGS family currently consists of the Primary Phase (ages 4-11), Senior Phase, (11-16) and Sixth Form (16-18). The School is fully coeducational.

Since the demise of the Assisted Places Scheme we gradually became a smaller school and although what we did was good we decided that an alternative model would be better for securing our future and enabling us to remain true to our roots as a school for pupils and students of diverse backgrounds without charging fees. Thus we became a Free School in September 2014. This means the school will expand to its former size of 1250, creating many opportunities for increasing the breadth of our curriculum and extra-curricular activities. Our ethos remains the same: a commitment to high aspirations for all and educating pupils and students so they become well-rounded, confident individuals who will go on to make a positive contribution to society.

The school enjoys a reputation for academic excellence. It continues to draw pupils and students from a wide area of north and east Lancashire. Students proceed to the universities of Oxford and Cambridge, as well as other well renowned institutions and almost all the Year 13 students go on to university.

Equally, the school remains committed to a wide range of extra-curricular activities. Facilities are excellent, including a large sports hall, swimming pool and Sixth Form Centre. Investment in whole school ICT has been particularly generous in recent years, including the replacement of all classroom PCs, upgrading of the wired network and servers, installation of a wireless network and the introduction of wireless devices in the Primary Phase. In 2011 we completed, in partnership with the Football Foundation, a major extension to our Sports Hall at the Harrison Playing Fields. A new nursery, not part of the Free School, was opened in September 2012 and extended in 2013 to take babies from 3 months old. Innovative and up-to-date in our approach, we nonetheless remain conscious of our long and fine tradition.

The successful candidate will be in sympathy with the aims and ethos of independent education (without fees) and will wish to participate in the extra-curricular life of the school.

Academic results have been good and are getting better. Typically, a quarter of A levels are graded A\*/A, half are graded A\*/B, and the pass rate is close to or at one hundred percent. At GCSE, Progress 8, Attainment 8 and the percentage gaining English and Mathematics are strong. At Key Stage 1 and 2 we consistently achieve well, particularly in the externally examined aspects. The most recent examination results are available through our website. The school is oversubscribed (over 300 applicants for 100 places in Year 7 in the last academic year).

**At Queen Elizabeth's we are committed to the safeguarding of children, as the successful applicant will be. Our safeguarding policy, which is regularly reviewed, is on our website. All offers of employment are conditional upon appropriate checks, including an enhanced DBS (formerly CRB) and Prohibition List check.**

### The post

The School seeks to appoint a Teacher of Mathematics from September 2019. The successful candidate will be expected to teach Key Stages 3, 4 and 5.

QEGS has a pay scale above CPS and remuneration will be set according to qualifications and experience. All teachers are members of the Teachers' Pension Scheme.

Applicants must have a good, relevant degree and have a PGCE.

## The Department

Mathematics at Queen Elizabeth's is a highly respected department with a long record of success. It makes a solid contribution to the academic life of the School and regularly achieves outstanding public examination results. The atmosphere within the faculty is friendly and supportive both of traditional teaching practices and new learning initiatives. There are 8 experienced specialist teachers of Mathematics. The successful candidate will also be a specialist mathematician with a strong academic record.

The successful candidate will be able to teach the full range of year groups from Key Stage 3, 4 and 5.

The faculty is very well resourced with seven specialist teaching rooms all with data projectors plus a fully equipped ICT laboratory in Ormerod House for Mathematics. Some Sixth Form teaching also takes place in the Sixth Form Centre. This is an exciting opportunity for an enthusiastic mathematician to work on the new GCSE and A level courses. We are looking for a candidate with a strong academic background, a love of the subject and a positive attitude who will further increase the profile of Mathematics in the School.

At GCSE, the school enters candidates into Edexcel's 9-1 GCSE Course, using the CGP Mathematics for GCSE and IGCSE textbook. High performing students also enter Level Two Certificate in Further Mathematics in Year 11. At Key Stage 3 the Pearson KS3 Maths Progress textbook is the main resource and this is supplemented with a large amount of in-house material, including investigations and ICT tasks. We are currently looking at implementing White Rose Mathematics into Years 7 and 8 from September 2019.

At Advanced level the department enters candidates for the Edexcel specifications. Further mathematics is also offered giving students a choice of units in the new specifications. The main course books currently in use is the Hodder series which is endorsed by Edexcel and is available to students electronically. This is supported by a wide range of other textbooks and in-house material.

There is setting throughout the five years to GCSE, enabling less able pupils to be taught in small groups. The school operates a two-weekly timetable of 60 periods per cycle. Years 7 and 8 have 7 periods of Mathematics over the two weeks. Year 9 has 8 periods and Years 10 and 11 have 9 periods. Sixth Form students study three A levels in Years 12 and 13, with 12 periods per subject. Further Mathematics students often take the subject as an additional A level.

Pupils and students take part in a wide variety of extra-curricular Mathematics events and competitions. They have a good record of achievement in national competitions, including the UKMT Mathematics Challenges and Olympiads.

The Department benefited in 2008/9 from an £800,000 refurbishment which enabled us to bring all Mathematics teaching under one roof and to provide a dedicated ICT laboratory. There are currently 8 members of the Department. Each member has a teaching commitment which includes as full a range, age, ability and syllabus content as their interests and timetabling arrangements allow.

## Job Description

All teachers are expected to:

1. Set high expectations which inspire, motivate and challenge pupils/students
  - Set appropriate goals, including via the School Target Grades, to stretch and challenge all pupils/students
  - Maintain a safe working environment in the classroom at all times
  - Demonstrate consistently the positive attitudes, values and behaviour expected of pupils/students at Queen Elizabeth's
2. Promote good progress and outcomes by pupils/students
  - Be accountable for the attainment, progress and outcomes of the pupils/students in their classes
  - Plan teaching to build upon pupils'/students' capabilities and prior knowledge
  - Implement the school Marking Policy, including guiding pupils/students to reflect on their progress and their emerging needs
3. Demonstrate good subject and curriculum knowledge
  - Have a secure knowledge of their subject and curriculum area
  - Maintain an up-to-date understanding of teaching methodology
  - Contribute to the development of courses of study, teaching materials, etc.

- Promote high standards of literacy and the correct use of written English, whatever the teacher's specialist subject
  - Promote high standards of numeracy in all pupils/students
4. Plan and teach well-structured lessons
- Plan and prepare lessons and courses in order to impart knowledge and develop understanding effectively
  - Promote a love of learning and intellectual curiosity
  - Set homework and other out-of-class activities according to the published schedule
  - Reflect on the effectiveness of lessons and approaches to teaching
  - Contribute to the design of an engaging curriculum within their subject area(s)
5. Adapt teaching to respond to the strengths and needs of all pupils/students
- Differentiate lessons appropriately according to the educational needs of all pupils/students in their classes, including SEND and G&T.
  - Have a secure understanding of how a range of factors can inhibit pupils'/students' ability to learn, and how best to overcome them
  - Adapt their teaching to support pupils'/students' education at different stages of their development
6. Make accurate and productive use of assessment
- Assess, record and report on the development, progress and attainment of the pupils/students in their classes
  - Make use of formative and summative assessment to secure pupils'/students' progress
  - Use relevant data to monitor progress, set targets and plan subsequent lessons
  - Give pupils/students regular feedback, both orally and through accurate marking according to the school's policy and give pupils/students the opportunity to respond to that feedback.
  - Participate in the arrangements for preparing, presenting and assessing pupils/students with regard to public examinations
  - Play a full role in their department's planning and preparation for formal internal assessments
7. Manage behaviour effectively to ensure a safe learning environment
- Maintain a good working environment in the classroom and take responsibility for promoting good and courteous behaviour at all times, in line with the School Code
  - Administer sanctions where necessary in line with the school's Behaviour Management policy
  - Use praise, sanctions and rewards consistently and fairly
  - Maintain good order and discipline among pupils/students and safeguarding their health and safety at all times when they are the responsibility of the School, including out of school activities
  - Liaise with those responsible for pupils'/students' pastoral welfare and where necessary with parents
8. Fulfil wider professional responsibilities
- Make a positive contribution to the wider life of the school through sport, music, drama or other extra-curricular activities
  - Participate in staff meetings, departmental meetings and in meetings between parents and staff
  - Attend so far as is reasonable Assemblies and other School functions
  - Perform such duties appertaining to School activities as shall reasonably be entrusted to him/her from time to time by the Head
  - Participate in the Professional Review and Development (Appraisal) scheme
  - Deploy support staff effectively, including Teaching Assistants
  - Participate in the INSET programme

### **Personal and Professional Conduct**

All teachers are expected to demonstrate consistently high standards of personal and professional conduct. Teachers must have proper and professional regard for the ethos, policies and practices of Queen Elizabeth's, and maintain high standards in their own attendance and punctuality. All teachers must:

\* Familiarise themselves with the Child Safeguarding Policy and act accordingly

\* Familiarise themselves with and follow the Code of Professional Conduct

\* Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

|                     |
|---------------------|
| <b>Applications</b> |
|---------------------|

Applications must be submitted to the Head, Mrs CY Gammon via email to [head@qegsblackburn.com](mailto:head@qegsblackburn.com) or by post. **These should take the form of a letter of no more than 2 A4 sides in Arial point 11, accompanied by your *curriculum vitae* and a completed application form, available from our website, [www.qegsblackburn.com](http://www.qegsblackburn.com). These should be received by no later than noon on Thursday 14<sup>th</sup> March 2019.**

All applications will be acknowledged. Interviews will be held in the commencing week and the appointment will be made as soon as possible thereafter. **Documentation to be brought to interview: passport, driving licence, A level, degree and PGCE certificates, two utility bills or statements and documentation confirming NI number.**