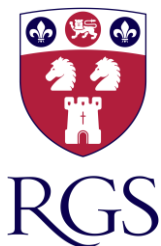


**HEAD OF
MATHS
JOB
INFORMATION**



RGS



HEAD OF MATHS

Newcastle upon Tyne Royal Grammar School

To start as soon as possible

THE POSITION

We have a very rare (only the second time in 20 years!) opportunity for a suitably dynamic and inspiring person to lead our excellent Maths department. The department teaches students from Year 7 through to A-level/Oxbridge. If you think you possess the flair and inspiration to take an outstanding department to new heights, then we want to hear from you.

Being 'willing to go the extra mile' is a major part of the role for all teachers at the RGS, not merely in specialist activities, but in a huge range of co-curricular sporting, artistic and cultural work. We are keen to invite applications from those who would like to make their own distinctive contribution to this ethos. We very much value colleagues who are willing to contribute to our co-curricular programme.

The RGS has its own salary scale (which is above national pay scales for teachers).

This vacancy arises from the promotion of the current Head of Department, John Smith, to Director of Partnerships.

THE SCHOOL

Tradition has it that the Royal Grammar School (RGS) was founded in 1545. The RGS continues to flourish today as the premier independent school in the North East of England and as one of the country's leading schools. We regularly lead all northern schools in national league tables and pride ourselves on academic excellence, a high level of pastoral support and involvement in a wide range of sports and other co-curricular activities.

The RGS has grown substantially in recent years. There are now some 1,315 students, 260 of whom are in the Junior School. The Sixth Form of 340 students is one of the largest in the independent sector. In September 2001 we welcomed our first group of girls into the Sixth Form and girls have been represented in all year groups since 2008; overall, they now comprise 41% of the school.

The school is based in Jesmond, Newcastle and facilities in addition to classrooms and science laboratories include; a 25m swimming pool, two Sports Halls, a Performing Arts Centre, outdoor football/rugby pitches at Mooracres, an artificial turf pitch for hockey and the former County Cricket Ground in Osborne Avenue, which is just a short distance from the school.

In September 2019 phase three of our ambitious plans to upgrade our facilities was completed when our new state-of-the-art library building opened. The building also includes Art studios, Maths classrooms, a pastoral suite and an assembly space.

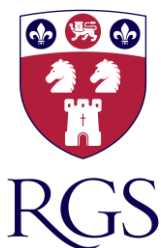
THE MATHS DEPARTMENT

The department is staffed by 14 teachers, who are highly dedicated to helping students fulfil their potential in Mathematics. Their passion for the subject, as well as their breadth of knowledge, gives students at RGS a diverse range of options, supporting the mathematical development of students of all abilities.

The department's dedicated teaching facilities constitute the lower floor of the north block

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and the rooms around the new Agora area, including a Maths office and a separate, adjoining office for the Head of Department. We moved into this new accommodation in September 2019. All classrooms have Prowise touchscreens, and students are also encouraged to use our mathematical software packages and website subscriptions, which are available both in and out of school. At lunchtimes, a "Maths Clinic" is run where students can see members of the department for help when further assistance with work is needed.

YEAR 7: After reviewing arithmetic and geometry, much of the emphasis is on developing a sound understanding of algebra and techniques for using mathematics to solve problems. Throughout the year, students practise "pencil-and-paper" exercises and mental numeracy skills: no calculators! Students are allocated into sets part way through the academic year. [5.5 lessons/fortnight, including ICT classes].

YEAR 8: The students are in sets, arranged in ability bands, pursuing the same course. [5 lessons/fortnight]. Students from Years 7 and 8 enter the annual National Mathematics Competition: the Junior Mathematics Challenge.

YEAR 9: The students are in sets, arranged in ability bands, again pursuing a common course. The year's work brings in some of the material needed for Edexcel IGCSE (1-9). [5 lessons/fortnight].

YEAR 10: All students continue preparation for the IGCSE 1-9 Mathematics Higher Paper. There are usually seven sets, arranged in ability bands. [5 lessons/fortnight].

YEAR 11: There are usually seven sets in Year 11 and students tend to keep their Year 10 teacher. All students aim to complete the Edexcel IGCSE 1-9 Mathematics Higher Paper. Students in the top sets also have the opportunity to attempt a GCSE in Further Mathematics. This qualification is currently available but subject to review annually. [7 lessons/fortnight]. Students from Years 10 and 11 enter the annual National Mathematics Competition: the Intermediate Mathematics Challenge.

SIXTH FORM MATHEMATICS AND FURTHER MATHEMATICS: A Levels in Maths and Further Maths are both taught, and the specification we currently use is Pearson Edexcel. We also offer Core Maths (for those not taking A Level Maths). [10 lessons/fortnight]. Students from the Sixth Form enter the annual National Mathematics Competition: the Senior Mathematics Challenge, and the local/national Team Maths events.

OXBRIDGE: support is given to those who seek entry to Oxford or Cambridge, including coaching in STEP and MAT papers.

MATHS CLINIC: The department runs a daily lunchtime drop in "Maths Clinic" session for students seeking extra help outside the classroom. Maths Prefects from the Upper Sixth volunteer to help in these sessions, which are also staffed by at least two Maths teachers.

If you have any questions relating to departmental practices, please don't hesitate to contact the current Head of Maths, John Smith me via email: j.smith@rgs.newcastle.sch.uk

PERSON SPECIFICATION

The following person specification indicates those areas of skills and personal characteristics, qualifications, training and experience that are either essential or desirable in the candidates being interviewed.

QUALIFICATIONS AND TRAINING

- A degree in a relevant subject.
- Courses of further study relevant to the post.

EXPERIENCE

- Experience of teaching in a highly academic context.

- Experience of teaching the full 11-18 age range.
- Experience of preparing students for Oxbridge Mathematics, including STEP Maths and other admissions tests.

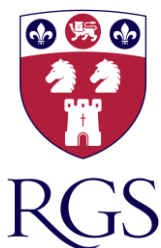
SKILLS

- Ability to inspire and lead others (both colleagues and students).
- Ability to think strategically in directing the department.
- Strong people management skills.
- Ability to think originally and creatively and show initiative.
- Commitment to high standards of teaching and learning.
- Ability to teach high quality lessons.
- Excellent organizational abilities.
- High levels of ICT competency.

PERSONAL CHARACTERISTICS

- Ability to cope with pressure.
- Ability to communicate effectively with parents, students, and staff in a variety of ways.
- Understanding and commitment to equality of opportunity for all.
- Understanding of, and a commitment to, the ethos of the school as a community.
- Tact, discretion and diplomacy.
- A genuine liking of people and the ability to show warmth, good-humour, empathy and sensitivity.





JOB DESCRIPTION FOR HEAD OF MATHS

HEAD OF DEPARTMENT AS SUBJECT TEACHER

The Head of department (HoD) should play a full part in the school as a subject teacher.

LEADERSHIP OF TEACHING AND LEARNING

The Head of a subject department exercises leadership of learning and of teaching in the department and therefore has responsibility for all aspects of management of the department; the deployment of staff and resources, conducting appraisals, providing regular positive encouragement where due and being willing to address tough issues on the occasions where necessary (seeking advice on employment law where necessary); the teaching and thus the quality of learning, attainment and progress of the students and the monitoring of these; the academic care of students; health and safety issues and the general welfare and professional development of the teachers in the department. The Head of department naturally has a duty to lead the department in (and ensure departmental colleagues' contribution to) the furtherance of the school's ethos and vision and the declared educational aims and priorities.

PROGRAMMES OF STUDY

It is the responsibility of the HoD to ensure that programmes of study, schemes of work, syllabuses etc. are fully planned, reviewed and developed as appropriate and effectively taught in order both to allow students to achieve their potential and to meet external (generally examination board) requirements. The HoD is also responsible for the accurate and timely submission to the Exams Officer of external exam entries.

DIFFERENTIATION

The department should lay a strong emphasis on appropriate differentiation of work according to students' abilities.

SETTING AND MARKING WORK

The HoD should ensure that the department has coherent and useful policies for the setting and marking of work and homework, for expectations of standards that should be achieved and for assessment.

REPORTING

The HoD must ensure that reporting to parents is consistent within the department and follows any whole-school policies in operation.

MONITORING PERFORMANCE

The HoD should ensure that students' progress is tracked and that intervention is agreed and implemented by the department where underperformance (potential or actual) is identified. It is also the responsibility of the HoD to monitor the performance of the department through value added and any other appropriate indicators.

DEPLOYMENT OF STAFF AND RESOURCES

The HoD arranges with the Deputy Head Academic the deployment of members of the department so that the teaching requirements of the department are covered, in suitable accommodation and with adequate resources and facilities. The HoD has overall responsibility for any health and safety issues within the department, even if the routine management of such issues is delegated to a member of the department, and day-to-day management of any technical support staff attached to the department.

INDUCTION AND PROFESSIONAL DEVELOPMENT

The HoD is responsible for the induction of new colleagues and also has a part to play in the continuing professional development and career planning of all members of the department.

PLANNING AND RESOURCES

It is the HoD's responsibility to manage and take care of the department's resources and to work with the Deputy Head Academic and Director of Finance and Operations each year to produce an appropriate annual budget for the department and to play a part in the school's strategic planning for the provision of ICT throughout the school. The HoD is also responsible for the effective control of the budgets allocated to the department.

COMMUNICATION AND SHARING GOOD PRACTICE

HoD should ensure that good practice is shared beyond, as well as within, the department. They should promote good communication within and between departments and with the school's senior leadership team, both through formal HoDs meetings (at which the feelings of their department on school issues should be expressed and from which decisions and discussion should be relayed back to the department) and through informal means of keeping in touch with colleagues at all levels.

CO-CURRICULAR LEADERSHIP

At the RGS it is also expected that HoDs will themselves be very active in the co-curricular activities that the school believes have a very positive impact on curricular learning, and that they encourage and support members of their department in doing the same.

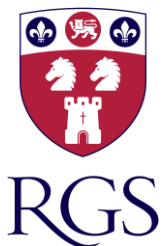


LIVING IN THE NORTH EAST

Whilst the North East is beloved and popular with so many, we know that not everyone will have had first-hand experience of it, so this is a short introduction to a city and region which we love, and believe you will too. Newcastle is a medium-sized city with an historic centre and a vibrant life of its own. There's culture and arts in the form of award-winning BALTIC Art Gallery, and The Sage, alongside several theatres that attract national touring productions. There's music from classical to club and we are home to the Royal Northern Sinfonia. There's also a growing food culture with some fantastic restaurants.

If you like sport then there's certainly no shortage of top class entertainment: from Premier League football being played at St James' Park and EFL at the Stadium of Light to first class cricket at Durham (a mere half hour away), and great rugby at the Falcons, not to mention basketball and even ice hockey, and then there is the annual Great North Run. The North East has also produced some of the country's finest athletes in track and field and there are clubs aplenty to get involved with, most famously in Gateshead.

The coast and the hills are minutes away from the city centre. By car you can be in the middle of nowhere in 45 minutes, the Scottish Borders is only an hour away and the Lake District an hour and a half. The coast is served by the Metro (our version of the Tube), but some of the country's best beaches are up the road in Northumberland, less than 40 minutes by car. There's mountain biking, road cycling, climbing, and endless hill walks in stunning



countryside. There are green spaces all over the city too, with plenty of parks for children and dogs alike to run around.

There are three local teaching hospitals, two universities in the city with another three close by. Some pioneering medical work goes on at the RVI, Great North Children's Hospital and the Freeman Hospital.

History abounds with more castles than you could count and sites of interest for almost every period of English (and border) history. Add that to a proud, independently minded and very friendly local population and we have most things you could want.

There are some really excellent primary schools in the region and city as well as some good secondary schools too, but staff do get a discount at the RGS. There are also a number of good competitor independent schools as well.

The RGS is on the edge of the city centre, a ten-minute walk from the main shopping areas. The leafy, affluent suburbs of Jesmond and Gosforth are close by with housing ranging from purpose-built flats in terraced streets and conversions of bigger houses to terraced houses, post-war semis and large, family-sized detached houses with big gardens. All of this is within walking distance of the school so no commute is needed. Properties are very affordable both within the city and the surrounding area. If you want to travel to work then you could wake up with a sea view, hop on the Metro and be at school just half an hour later. The region wins tourism and lifestyle awards for very good reasons!



HOW TO APPLY

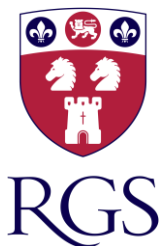
If, having looked through the website (www.rgs.newcastle.sch.uk) and read this job information pack and the Information for Applicants, you think this particular post would suit you, please say so (and why) in a covering letter of application. You must complete the application form, even if you want to also attach a CV. You are welcome to apply electronically, please email all documents to jobs@rgs.newcastle.sch.uk.

Please read the Information for Applicants with particular care before applying. Note that the RGS is committed to the safeguarding of children and applies the Government's Safer Recruitment procedures, which will include:

- Checking that the submitted CV provides a continuous record of education and

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employment from age 16;

- provision of two satisfactory references, at least one of which must be from the applicant's current or most recent employer;
- completion by you of a confidential form of declaration of health (after offer of appointment) and, if necessary, a satisfactory report following a medical examination;
- evidence or other verification of your qualifications;
- a satisfactory Enhanced Disclosure Report from the DBS.

Interviews will be held shortly afterwards. We will hope to make the appointment on the day, offering the post and gaining acceptance, so applicants should arrive for interview with a clear idea of what would be involved in moving to the area (if necessary) and working at the RGS. Potential candidates are welcome to come and visit the school.

If you have any queries please do not hesitate to email or to call the Headmaster, Geoffrey Stanford on 0191 281 5711, or the current Head of Maths, John Smith (same number).

CONTACT DETAILS

Royal Grammar School Eskdale Terrace Newcastle upon Tyne NE2 4DX

Tel: 0191 281 5711

General enquiries: hm@rgs.newcastle.sch.uk
or communications@rgs.newcastle.sch.uk