

The Maths Faculty

Mathematics is taught to all students up to GCSE level and then offered to the most able mathematicians for A level. In addition, we are able to offer Further Mathematics for the more able 6th form students, they complete their A level at the end of year 12 and go on to study the further elements in year 13.

We follow the Mathematics Mastery programme at KS3 to ensure that students cover all the topics in depth and with lots of opportunities for enrichment and problem solving. The department is staffed well and the results gained are regularly some of the best in the school. Students enjoy lessons and are taught using a range of techniques including teacher lead activities, investigations, group work and enrichment tasks. Students are taught in broadly mixed ability groupings in years 7 to 9. These setting arrangements also incorporate provision for our highest attaining students and when possible those who need extra support. This programme allows movement to take place between the sets. The faculty also contributes to cross curricular lessons within the school.

The teachers in mathematics regularly assess the students and track their progress against their targets giving thorough feedback through the marking of homework and regular tests. The mathematics team has recently rewritten the faculty marking policy in order to give the students the very best support in their learning. Unit tests are given throughout the year as well as being formally examined at the end of each year and all of these tests are analysed with the students at question level to highlight strengths and weaknesses.

Support

The school and the faculty have an excellent reputation for supporting teaching and learning. We are the School Direct Lead School for the Stevenage Schools' Partnership and we train teachers from many different organisations including the University of Hertfordshire and University of Bedfordshire. We are also a strategic partner within the North Herts Teaching Alliance. The department is very experienced and have developed a successful approach to delivering the curriculum over the last few years. We also continue to have a focus on further professional development within the department both furthering of understanding of Maths as a discipline and improving our ability to deliver Maths in the classroom.

Being an ECT at Nobel School

As you embark on your teaching career as an ECT, you will have a comprehensive induction programme of monitoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

All ECTs can expect:

- Support and guidance from a subject mentor.
- Weekly timetabled mentor meetings.
- Regular observation and prompt and constructive feedback.
- Half termly professional reviews of progress with the professional mentor (member of Senior Team).
- Observations of experienced teachers.
- Student shadowing opportunities.
- Opportunities to participate in the Local Authority subject days; including a residential experience. This will allow you to meet and network with other ECTs in your subject area.
- A full range of CPD activities including a programme of ECT twilights.
- Termly assessments in line with County guidance.

At the start of the induction, all ECTs are issued with an induction booklet which outlines the Teachers' Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers' Standards.

Nobel has a strong history of successful ECT induction. You can be assured that you will receive the very best experience on offer.



Person Specification: Full time teacher of Mathematics

Essential	Desirable
Skills and Experience	
Education to degree level in Mathematics or similar plus teaching qualification	
Evidence of successful initial experience or teaching practice	Teaching practice or experience in a comprehensive/wide ability school
Potential expertise in the teaching of Mathematics	Evidence of readiness to learn new skills and be adaptable
Willingness to participate in extra-curricular activity	Experience of extra-curricular involvement
Good knowledge and understanding of the National Curriculum in Mathematics	Experience of the formal assessment of students' work
Excellent oral and written communication skills	Good/excellent ICT skills
Personal Qualities	
Commitment to teamwork and collaboration	
Ability to establish good relationships with students, parents and staff	
Dependability and sound organisational skills with the ability to meet deadlines	Enthusiasm and good sense of humour
Good time management	Perseverance
Flexibility	

Job Description

Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies and the national teaching standards 2013.

Job Context

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

- consistently high standards of learning and teaching
- continual progress in educational achievement
- positive attitudes to learning and school
- personal and social development

Working Time: 195 days / 1265 hours per year - Full time

Area	Responsibilities
Line Management	<ul style="list-style-type: none"> • Responsible to: Headteacher; Curriculum Team Leader; Key Stage Leader; as appropriate.
Teaching & Learning	<ul style="list-style-type: none"> • Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. • Contribute to the development of Schemes of Work and Subject/Department policies. • Undertake rigorous form tutoring sessions, making planned and effective use of all teaching and tutoring time. • Ensure the effective and efficient deployment of classroom support. • Ensure students are fully prepared for external examinations.
Pastoral	<ul style="list-style-type: none"> • Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline. • Undertake student supervisory duties and cover for absent colleagues in line with school procedures. • Maintain discipline in accordance with the school Behaviour for Learning Policy. • Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. • Make every reasonable effort to ensure the Home School Agreement is adhered to. • Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable.
Assessment	<ul style="list-style-type: none"> • Assess and record each student's progress through observation, questioning, testing and marking. • Make effective use of national, local and school data to set clear targets for students' achievement and to monitor progress. • Meet tracking and reporting deadlines. • Contribute to subject/faculty monitoring of student assessment and keep CTLs, HOYs & Form tutors informed about student progress. • Ensure effective assessment of students for external examinations, as required.

Area	Responsibilities
Reporting/ Communication	<ul style="list-style-type: none"> • Ensure familiarity with reporting requirements and prepare and present informative reports for parents. • Communicate as appropriate with parents of students and external bodies concerned with student welfare. • Take part in activities such as Parents' evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required.
Form Tutorship (if applicable)	<ul style="list-style-type: none"> • Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. • Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. • Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy. • Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. • Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening.
Performance Appraisal	<ul style="list-style-type: none"> • Participate fully in the school's Performance Appraisal arrangements. • Review own professional development and identify training needs. • Take part in lesson observations to share good practice and as part of the school's self-evaluation. • Act on advice and feedback given and be open to support to improve own performance.
Other	<ul style="list-style-type: none"> • Attend assemblies. • Take registers for classes. • Provide suitable cover work in good time for planned absences. • Establish effective working relationships and set a good example through personal and professional conduct. • Any other duties requested by line manager, HOF or Headteacher/SLT link. • To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. • To promote actively the school's corporate policies and to comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.