



# **Kendrick School Teacher Application Pack**

**Mathematics Teacher  
for September 2019  
(part-time and one year contract)**

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# Letter from Ms Kattirtzi, Headteacher, Kendrick School

Dear Applicant

Thank you for your interest in the role of Mathematics Teacher at Kendrick School.

Kendrick School is an 11-18 selective girls' school with academy status. Kendrick has an impressive record of the highest academic standards and achievements and is acknowledged as being one of the very best state schools in the country; it is a centre of excellence for girls' education and an outstanding school. Year on year Kendrick has been acknowledged for being in the top 5% of schools in the country in terms of progress of students between KS2 and KS4, using the Progress 8 measure.

Kendrick is a forward looking school and grasps the opportunities that present themselves. A love of learning is at the heart of Kendrick with a strong emphasis on high quality teaching. The curriculum is organised to meet the needs of all students and is regularly reviewed. All staff are hardworking and dedicated to the school; teaching staff are specialists and experts in their field and are committed to achieving the best for their students. Students are bright, enthusiastic and curious and have a love of learning.

As an outstanding school, Kendrick seeks to work with other schools and organisations and to this end we have excellent relationships with secondary and primary schools within the local area and beyond. Kendrick actively pursues partnerships with educational establishments, as well as with local businesses. These associations benefit the students of Kendrick and also enable us to share the good practice and opportunities we have with other schools and students in Reading. Currently Kendrick leads the Science Leadership Partnership in the South East of England and provides support and expertise to schools in the teaching of Science. Kendrick is also part of the Reading Teaching School alliance with Churchend Primary School.

As well as the formal curriculum, students at Kendrick enjoy a rich and varied extracurricular education. The House System provides opportunities for healthy competition with numerous annual house events which are key activities in the school year. Many of the House events are coordinated by the Head Girl Team and House Captains who work energetically with staff to support this vital community aspect of the school. School Council is an active student leadership group which discusses and drives change for the students.

Underpinning all that goes on at Kendrick is the superb Kendrick community spirit and the Kendrick Pledge.. There are excellent relationships between staff and students; staff give generously of their time and are rewarded by the commitment and dedication of the students. This unique school community is supported by an expert governing body and an active parents' association, the Kendrick Parents' Society. Any day at Kendrick is busy, fun and enjoyable!

As the Headteacher of Kendrick, my vision is to **lead, inspire and make a difference to the lives of girls and young women**. I believe passionately in girls' education and know that Kendrick School affords its students the very best education there is. My commitment to the school is to safeguard the core values on which the school is based, extend the excellence of the school and always grasp opportunities to secure its future.

I look forward to receiving your application.

**Ms Christine Kattirtzi**  
**Headteacher**

# Safeguarding at Kendrick School

At Kendrick we believe that every student has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in a student being physically or psychologically damaged.

As a consequence:

- We accept that all staff are an integral part of the student safeguarding process
- We accept totally that safeguarding students is an appropriate responsibility for all staff and the Governing body and wholly compatible with pedagogic responsibilities
- We recognise that safeguarding children in this school is a responsibility for all staff including volunteers and the governing body
- Will ensure that all staff in the school are aware of the possibility that a student is at risk of suffering harm, and know how to report concerns or suspicions
- Will designate a senior member of staff, the Headteacher, who is responsible for coordinating action within the school and liaising with other agencies
- Will safeguard the welfare of children whilst in the school and take positive measures to address bullying
- Will share our concerns with others who need to know and assist in any referral process
- All staff are given training every three years (training took place September 2014)
- New staff receive training within one month of joining Kendrick

## Safer Recruitment Policy

The Headteacher and Governors of Kendrick School are aware of their responsibility for appointing appropriate teaching and support staff, ensuring that all staff have the health and qualifications for the post and are proper and fit persons to be in charge of children and young people.

Kendrick School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff and adheres to the guidelines outlined in the 'Safeguarding Children: Safe Recruitment and Selection' (2009) and the school's Child Protection Policy and the Keeping Children Safe in Education Guidance (2016).

We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse. This policy will operate in conjunction with other related policies and procedures, such as whole school policies on Bullying and Equal Opportunities.

Our approach to child protection is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We encourage the students in our care to raise any concerns that they might have and ensure that these are taken seriously.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our school.

Our robust approach to safeguarding and promoting the welfare of our students aims to help keep students safe and importantly equip them to tackle the challenges and opportunities of daily life with renewed confidence and vigour.

### Individuals who have lived or worked outside the UK

Section 114 of the Keeping Children Safe in Education states that individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA

professional regulating authority has imposed, using the NCTL Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

At Kendrick School, we seek to ensure that Overseas Criminal Checks are completed on all new starters who have worked or lived overseas for more than 3 months since the age of 18. In addition, every new starter is checked on the NCTL Teacher Services system for the following:

- Teachers who have failed induction or probation
- General Teaching Council for England (GTCE) sanctions
- Teachers and others prohibited from the profession
- Teachers sanctioned in other EEA member states

# Example of Reference Request

In line with 'Safeguarding Children and Safer Recruitment in Education', written references will be required for all shortlisted candidates in order that any relevant issues can be taken up at interview. Previous employers may also be approached to verify particular relevant experience or qualifications prior to interview. For more information on references please see the Application Form Guidelines section.

## KENDRICK SCHOOL CONFIDENTIAL REFERENCE



<b>Name of Applicant</b>		<b>Post</b>	
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The above named applicant has given your name as someone who will provide a confidential reference on their behalf. I should be very grateful if you could complete, sign and return the form to Ms C Kattirtzi, Headteacher by email to [aemberson@kendrick.reading.sch.uk](mailto:aemberson@kendrick.reading.sch.uk) or by fax 0118 9015858. If you are sending by email please could you follow up with a signed copy in the post addressed to Ms Amanda Emberson, Kendrick School, London Road, Reading, RG1 5BN.

References should include all matters that might have any relevance to protection of children, including information on **attitudes and approaches to children, past incidents or concern even when these have been resolved**, and **any guidance given** relating to child protection issues. They should also include information on performance, and disciplinary whether dealt with formally or informally.

You have a responsibility to ensure that the reference is accurate and does not contain any material misstatements or omissions. The information you provide will help us ensure that we are able to make a fair and safe appointment and is being requested in line with the HM Government's *Working together to safeguard children (2016)* and the *DfE's Keeping children safe in education (2016)*.

Name of Referee:		
What is the name of your organisation?		
What position do you hold? <i>For Schools/Colleges: if you are not the Head, please ensure that this reference is countersigned by the Head</i>		
In what capacity do you know the applicant?		
For how long have you known the applicant?		
Applicant's Job Title		
Please confirm the Applicant's current salary (or their salary on termination).		
Dates employed:	Employment commenced:	Employment ended:
If the Applicant has ceased employment with you, please confirm the reason for the termination of the Applicant's employment.  If the Applicant was dismissed, please explain the reason for the Applicant's dismissal and the surrounding circumstances.		

<b>PROFESSIONAL REFERENCE</b>		Poor	Below Average	Average	Good	Very Good	Further comment if necessary
1	General Ability						
2	Lesson preparation and presentation						
3	Subject knowledge and expertise						
4	Subject enthusiasm						
5	General discipline and class control						
6	Administrative efficiency (eg reports, records, mark books, organisation, homework)						
7	Ability to lead and inspire						
8	Personal relationships and understanding of students at various levels of ability						
9	Personal relationships with staff, parents and governors						
10	Attendance and punctuality						
11	Involvement with extra-curricular activities						

<b>TEACHING EXPERIENCE &amp; ABILITY</b>		Subject	✓	Other (please name)	✓
1	In which year groups has the candidate had recent teaching experience?	KS3		KS3	
		KS4		KS4	
		A Level		A Level	
2	What particular strengths or specialisms is s/he able to offer?				
3	Does the candidate use IT in her/her teaching	Never	Occasionally	Regularly	
4	What is your opinion of his/her overall ability as a teacher?				

### PERSONAL QUALITIES:

Please comment *briefly* on the candidate's:

Personality	
Team participation	
Loyalty	

Integrity	
Attitude to children	
Relationship with yourself	

## WORKING WITH CHILDREN

<p>Are you completely satisfied that the applicant is suitable to work with children and young people? If you are not satisfied, what are your concerns and the reasons why you think the applicant might not be suitable?</p>	YES / NO
<p>Have there been any concerns about the applicant's behaviour or professional conduct towards children or young people? If so please provide details, including the outcome of those concerns and how the matter was resolved.</p>	YES / NO
<p>Have there been any allegations or concerns expressed about the applicant during his or her employment that relate to the safety and welfare of children and young people? If so please provide details, including whether the allegation or concern was investigated, the outcome and how the matter was resolved.</p>	YES / NO
<p>Has the applicant been subject to any disciplinary procedures where the disciplinary sanction is still current or has expired? If so please provide details</p>	YES / NO
<p>Are you satisfied, to the best of your knowledge, that the Applicant is not involved in "extremism"? (Extremism being vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also includes calls for the death of members of our armed forces, whether in this country or overseas.) If no, please give reasons for your concerns:</p>	YES / NO



For Applicants who have carried out teaching work outside the UK:  To the best of your knowledge, is the Applicant the subject of a sanction, restriction or prohibition issued by a regulator of the teaching profession in any country outside the UK?  If yes, please give details:	YES / NO
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**ANY FURTHER COMMENT:** (including relevance of experience to application made, educational thinking, personal attributes, and degree of support you would feel the candidate would require to fill the post)

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**RECOMMENDATION**

If you had a similar vacancy on your staff, would you recommend this applicant:		✓
	Unreservedly	
	Confidently	
	Some reservations	
	Not at all	

<b>Signed</b>		<b>Dated</b>
<b>Name and position</b>		
<b>Counter signature (where relevant)</b>		<b>Dated:</b>
<b>Name and position</b>		

Thank you for completing this reference request.

Please return it to:

[Aemberson@kendrick.reading.sch.uk](mailto:Aemberson@kendrick.reading.sch.uk)

Please send a signed hard copy to:

Ms Amanda Emberson  
PA to the Headteacher  
Kendrick School  
London Road  
Reading  
RG1 5BN

## How to apply

- Please complete the application form using the guidance notes below. CVs will not be accepted as a method of application.
- Please also complete the Declaration of Convictions form. Applications cannot be considered without a completed form.
- Send both completed forms to [aemberson@kendrick.reading.sch.uk](mailto:aemberson@kendrick.reading.sch.uk) or by post to Amanda Emberson, Kendrick School, London Road, Reading, RG1 5BN by the closing date.
- Receipt of application will be acknowledged by email.
- We will only contact you again if you are shortlisted for interview.

## Guidance notes on completing the application form

(only the sections marked with an asterisk (\*) will have guidance notes below)

### Personal Details

Please enter your personal details fully so we may contact you about your application

Right to work in the UK: In accordance with the Asylum and Immigration Act 1996, the successful applicant will be required to provide documentary evidence of legal entitlement to live and work in the United Kingdom.

Teacher reference number: This should be completed as it will be used to verify Qualified Teacher Status and ensure you are not barred from teaching or subject to an interim prohibition order. If you are a NQT we recognise that you may not have received your teacher reference number at the time of application.

### References

Please give the names and addresses, both postal (and e-mail if available) of two referees. If you have been or are employed, the first referee should be your current or most recent employer. If this employment has been within a school, this will be your head teacher. If you do not name your current/most recent head teacher as a referee please expect to be questioned about the reason for this prior to interview.

**Newly Qualified Teachers:** NQTs should name a college principal as their first referee and an appropriate representative at the school where they undertook their final or most recent teaching practice as their second referee. Please be aware that if you are currently or have previously worked with children, on either a paid or voluntary basis, the employer will be asked if there are any disciplinary offences relating to children, including any in which the penalty is 'time expired'. They will also be asked if they have any child protection concerns and the outcome of any enquiries or disciplinary procedures.

If you have been unemployed for some time, you should instead, name somebody who knows you well and wherever possible someone able to comment on you in relation to the job for which you have applied. References will not be accepted from relatives or from people writing solely in the capacity of friends.

In line with 'Safeguarding Children and Safer Recruitment in Education', written references will be required for all shortlisted candidates in order that any relevant issues can be taken up at interview. Previous employers may also be approached to verify particular relevant experience or qualifications prior to interview

### Education/Qualifications/Training

Please complete this section as fully as possible and continue on a separate sheet if more space is required. We will require evidence of your higher and/or relevant qualification and may check your qualifications with the relevant awarding body.

## Previous Employment/Activity

Please list all previous employment and activity, excluding education and training. Start with your most recent employment, if different from that stated in the previous section, and list chronologically backwards. Please include all employment, unpaid work, voluntary work and periods away from work such as raising a family. **It is vital that you ensure all dates are provided and no gaps in activity are left unaccounted for.**

## Skills, Abilities, Knowledge and Experience

Pick out those aspects of your experience or skills that are relevant to this post. Explain how your experience, abilities, skills and knowledge match those required for the vacancy as set out in the person specification. Remember to consider experience in previous employment and relevant experience from voluntary/leisure/college activities. Other information should include relevant information particularly related to the school e.g. the curriculum on offer, ethos of the school, etc. Give clear examples where you can in support of your application.

## Disclosure of a Criminal Record

### IMPORTANT

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service (DBS) after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment.

Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of “spent” convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are “protected” and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the accompanying Guidance Notes. Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered “spent” under the terms of the Act.

## Obtaining police checks for period lived outside the UK

If you have **lived outside the United Kingdom (UK) for a period of more than 6 months within the last 5 years** you will be required to provide a police check from that country to cover that period.

If you are ineligible for a police check in the country you lived in outside the United Kingdom (for example because you were under the age required for police checks in that country, or because you are not a national of that country), or if you are unable to obtain a police check from an overseas country for other reasons, we may accept references from previous places of study or employment in that country. If this applies to you please contact us for further guidance.

Further information regarding obtaining a police check from other countries is available via the [Gov.uk website](#) for guidance on criminal record checks for overseas applicants.

Please bear in mind that some overseas countries will charge for a police check. Information for the different countries and fees involved can be found at the above link.

## Filtering of Cautions and Convictions

This section provides guidance on the convictions which do not need to be declared on your application form. Please read carefully before answering this question. Further information is available from:

The filtering rules (which remove certain old and minor convictions and cautions, reprimands and warnings from a Data and Barring Service (DBS) Certificate) were developed by the Home Office and the Ministry of Justice and introduced with new legislation:

The legislation is:

- Police Act 1997 (Criminal Record Certificates: Relevant Matters) (Amendment) (England and Wales) Order 2013;
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013.

### **The Filtering Rules**

For those 18 or over at the time of the offence:

- An adult conviction will be removed from a DBS Certificate if:
  - 11 years have elapsed since the date of conviction; and
  - it is the person's only offence; and
  - it did not result in a custodial sentence.

Even then, it will only be removed if it does not appear on the range of offences which will never be removed from a certificate, which include serious sexual and violent offences (see Exceptions to the Rules). If a person has more than one offence, then details of all their convictions will always be included.

An adult caution will be removed after six years have elapsed since the date of the caution – and if it does not appear on the list of offences relevant to safeguarding.

For those under 18 at the time of the offence:

- For convictions, the same rules apply as for adult convictions, except that the elapsed time period is five and a half years.
- For cautions, the same rules apply as for adult cautions, except that the elapsed time period is two years.
- Exceptions to the Rules

Some offences will never be removed from a DBS Certificate. These include the most serious sexual and violent offences. You can view this specified list of offences:

[www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check](http://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check)

# Kendrick School – Classroom Teacher Person Specification

## Qualifications

ESSENTIAL	DESIRABLE	NOTES
<ol style="list-style-type: none"> <li>1. Education to first degree standard in the relevant subject(s)</li> <li>2. Qualified teacher status</li> </ol>	<ul style="list-style-type: none"> <li>• Additional, relevant qualifications</li> <li>• Additional, relevant training and development</li> </ul>	Application form

There is an organised and wide ranging CPD programme for all staff. For NQTs there is a well-supported and personalised programme led by the Professional Tutor.

## Professional Characteristics, Qualities and Responsibilities

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Demonstrate high expectations of learners.</li> <li>2. Seek to establish respectful, trusting and constructive relationships with students, colleagues and parents.</li> <li>3. Work effectively as a team member to make a positive contribution to learners' attainment and enjoyment of learning.</li> <li>4. Be willing to share own expertise with others where appropriate, for example through Inset or paired observations.</li> <li>5. Liaise with and, if appropriate, direct others who support learning, e.g. teaching assistants, support staff, educational consultants etc.</li> <li>6. Be willing to look outwards as part of professional practice, for example through professional associations, meeting teachers in other schools, Internet forums, Teachers' TV etc.</li> <li>7. Adopt an open, positive and constructively critical approach towards innovation.</li> <li>8. Demonstrate a commitment to reflect on and improve own practice and identify own training needs. Participate in CPD as appropriate through (for example) Inset days, twilight sessions, and meetings, internally and externally provided courses, including LA training, Examining Boards' courses etc.</li> <li>9. Seek to evaluate the impact of CPD on learning.</li> </ol>	<p>Application form</p> <p>References</p> <p>Interviews</p>

## Professional Knowledge and Understanding

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Seek to maintain the secure and up-to-date subject knowledge required to teach effectively at Kendrick School.</li> <li>2. Understand the prior learning, levels of attainment, desirable future progress and transition of learners.</li> <li>3. Have a working knowledge and understanding of statutory and non-statutory curricular and other current initiatives for the subject(s) taught.</li> <li>4. Know the national, local and school assessment requirements and arrangements for the subject(s), including those relating to public examinations and qualifications.</li> <li>5. Have a knowledge and understanding of a range of teaching and learning strategies for the subject(s) and know how to use and adapt them to meet the varied needs of the learners.</li> <li>6. Know how to use skills in literacy, numeracy and ICT to underpin teaching and support wider professional activities.</li> <li>7. Seek to make effective provision for all learners, planning for inclusion, differentiation and the Gifted and Talented.</li> <li>8. Understand the rôles of colleagues and other professionals who have specific responsibility for learners with special needs.</li> </ol>	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Lesson observation</p>

## Safeguarding

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support</li> <li>2. Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</li> <li>3. Know the local arrangements concerning the safeguarding of children and young people.</li> <li>4. Know how to identify potential child abuse or neglect and follow safeguarding procedures.</li> <li>5. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</li> </ol>	<p>Application form</p> <p>References</p> <p>Interview</p>

## Teaching, Learning and Assessing

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Establish a purposeful learning environment where learners feel safe, secure and confident.</li> <li>2. Plan lessons and sequences of lessons for the short, medium and long term.</li> <li>3. Communicate learning objectives clearly with students at the beginning of each lesson, unless there is a good reason not to (such as a surprise element, discovery etc.)</li> <li>4. Plan routinely to include starters, plenaries, assessment for learning, differentiation, variety, interest, fun and a range of teaching and learning styles, including ICT.</li> <li>5. Identify and implement a range of suitable opportunities for learners to develop their literacy, numeracy and ICT skills.</li> <li>6. Set and mark homework in accordance with the school's policy.</li> <li>7. Work collaboratively with colleagues as appropriate to assess the learning needs of students. Set students appropriate learning objectives and targets.</li> <li>8. Make appropriate use of a range of monitoring, assessment, recording and reporting strategies as the basis for discussion with learners, providing them with accurate and personalised feedback on their progress.</li> <li>9. Allow students to practise peer and self assessment.</li> <li>10. Evaluate the impact of teaching on learners' progress and use this to inform planning.</li> <li>11. Enable learners to reflect on their progress, identify progress made, identify their emerging learning needs and become successful independent learners.</li> <li>12. Establish a clear framework for classroom discipline, managing students' behaviour constructively in line with school policies, including the anti-bullying policy. Promote self control and independence.</li> </ol>	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Lesson observation</p>

## Care and Use of Resources

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Use the available resources of space, staff, money and equipment as efficiently as possible, liaising with line manager.</li> <li>2. Make safe any hazards/breakages encountered if possible/safe to do so, or alert facilities manager/ SMT <b>immediately</b> if it cannot be dealt with by you.</li> <li>3. Report breakages/hazards to line manager afterwards even if dealt with at the time.</li> <li>4. Contribute to the keeping of records of departmental resources.</li> <li>5. Encourage students to respect school property and keep rooms tidy.</li> </ol>	<p>Application form</p> <p>Interview</p> <p>References</p>

## Quality Assurance and Accountability

ESSENTIAL	NOTES
<ol style="list-style-type: none"><li>1. Adhere to <b>common standards of practice</b> within the department. Contribute to and abide by agreed schemes of work, programmes of study and teaching and learning strategies.</li><li>2. Help managers to monitor those standards through line management meetings, departmental meetings, lesson observations etc. in line with whole-school procedures and policies.</li><li>3. Record and monitor student progress, providing information on student progress to managers in line with school procedures for student tracking.</li><li>4. Contribute to the target-setting processes and evaluate the success of targets.</li><li>5. Take part positively in Self Evaluation and Performance Management in accordance with the school's procedures.</li></ol>	Application form  Interview  References

# Advertisement

## Mathematics Teacher

**Part Time (0.3 FTE)**

**For September 2019 - one year contract**

An enthusiastic teacher of Mathematics is required at this successful 11-18 girls' grammar school in Reading. Applicants need to be able to teach Mathematics throughout the school. Kendrick School is a centre of academic excellence with a track record of high performance and achievement. There are large numbers of students who study the subject at A Level with many students going on to study Mathematics and Mathematics related subjects at university.

This position would suit a qualified teacher who is able to impart passion and enthusiasm for the subject to highly motivated, creative and engaging students.

An application form and pack can be downloaded from the website or obtained by emailing [aemberson@kendrick.reading.sch.uk](mailto:aemberson@kendrick.reading.sch.uk). Visits to the school are welcome and encouraged. CVs cannot be accepted as a method of application.

Closing date: Sunday 2<sup>nd</sup> June 2019

*(we reserve the right to close the application process early if a suitable candidate becomes available)*



# Kendrick School Mathematics Department

Mathematics has a high profile within the school and achieves considerable success. We are a large department with an experienced staff and where the students show a high degree of commitment to, and enthusiasm for, their studies.

## Departmental Aims

The Kendrick Mathematics Department aims to encourage confidence in and enthusiasm for mathematics. We hope that students will develop a real interest in and a fascination for mathematics wherever they come across it, whether in the mathematics curriculum, in other curriculum areas, in everyday use or for recreation.

Our aim is that all students will develop their mathematical potential, that they will be stretched and challenged by their mathematics lessons, but also maintain their confidence in their ability to deal with these challenges.

We aim to provide opportunities for students to learn in a variety of situations and demonstrate their understanding in a variety of ways.

We aim to develop students' mathematical understanding and skills, their ability to reason mathematically and to communicate mathematical ideas.

We also aim to develop personal qualities such as being prepared to tackle the unfamiliar, to think creatively in overcoming difficulties, to persevere, to be willing to check and monitor their own work, to develop systematic working habits and to present work clearly and logically.

We encourage students to participate in mathematical competitions, solve mathematical puzzles, attend mathematical masterclasses and lectures, visit mathematical websites and be aware of the use of mathematics in the world beyond school.

Students are encouraged to reflect on their own learning and to feel responsible for the development of their mathematical skills. They are also encouraged to develop independence in the use of computers and calculators, (and graphic calculators in the sixth form) and to make sensible decisions as to their use.

## Accommodation

The Mathematics block consists of four large purpose built classrooms, two of which can be opened up to give one large teaching space. Many 6<sup>th</sup> form lessons take place in the new 6<sup>th</sup> form block. The classrooms are all equipped with a computer, digital projector and Smartboard. The Mathematics software on the school network includes Autograph, GeoGebra and Geometer's Sketchpad. There are dedicated IT rooms available for booking, and two trollies of laptops.

## Examination Courses

### GCSE

The examination board currently used is AQA. All students are prepared for Higher Tier entry and the GCSE examination is taken at the end of Year 11.

### A-level

The examination board currently used is Edexcel.

In year 12, students study year 1 of the new A level Mathematics specification. We also regularly have a large Further Mathematics group who study Mathematics and Further Mathematics concurrently.

In Year 13 students study year 2 of the A level specification. Further mathematics students will study options in Statistics and Mechanics as well as Core Pure topics. In addition a group of students study for an AS in Further Mathematics which they complete in the year.

There are currently just over 110 students studying maths in Y12 and 90 in Y13.

## **Plans for Teaching and Learning**

There are Schemes of Work for each year group in Key Stages 3 and 4 which give details of material to be covered, references to the GCSE specification, as appropriate, resources that are available, suggestions as to appropriate use of ICT and a suggested amount of time to be spent on each topic. Staff choose the topics that they will teach each week but will usually follow the order suggested by the Scheme of Work.

## **Lesson Structure and Teaching Methods**

The three part lesson is a standard structure for most lessons. Essentially, within a one hour lesson it consists of

- an oral and mental starter to rehearse, sharpen and develop mental skills, including recall skills, and visualisation, thinking and communication skills (5-10 minutes).
- the main teaching activity (35-50 minutes)
- a final plenary to help students to consolidate key aspects of the lesson and to deepen their knowledge and understanding. (5-15 minutes)

but the timings are flexible and mini-plenaries may be appropriate during the course of a lesson.

Students are given the opportunity to work individually, in pairs, groups and as a whole class. There is frequent use of individual whiteboards to facilitate quick recall, to share methods and aid discussion. Active learning is encouraged. They are given the opportunity to talk about mathematics with their peers, with staff and to the class as a whole. Both closed and open ended questions and activities are used to enable different modes of learning to take place; for example talking, listening, discussing, doing, observing, reflecting, reading and writing. The activities include practical, investigative and problem-solving tasks. The skills needed to use and apply mathematics are encouraged throughout and links between different aspects of mathematics are frequently reinforced. It is left to the individual teacher to choose the balance between activities in any lesson taking into account the class and the topic guidance given in the scheme of work.

Students are given the opportunity to use books, mathematical instruments, practical equipment, ICT, and both scientific and graphical calculators.

Students in all year groups are given notes and examples when appropriate to aid the learning and revision process. Notes may be given by the teacher or students may be asked to suggest ways of summarising a topic.

## **Setting policy for Years 7 - 11**

Apart from the first 2-3 terms of year 7, students are taught in sets depending on their ability and on where they will make maximum progress.

### **Year 7**

- During the first 2-3 terms of Year 7 a wide variety of assessments take place to ensure that the needs of the individual students are being met and to check that work is not being revisited unnecessarily.
- Assessment takes the form of formal written tests, mental tests, written classwork and homework, aural questioning and responses in class.
- Basic skills and methods are revised, extended and built on.
- In January/February of Year 7 students are placed in 3 ability sets, with the decision of which set is appropriate for each student being informed by test results and teacher assessments.

## **Years 8 - 11**

- Students are placed in one of four sets:
- Set A1 and set A2 will both have approximately 30 students.
- Sets BK and BE will be parallel sets and will both have approximately 18 students.

## **Mathematic Department Staffing**

- Ms Yvonne Le Croisette – Subject Leader – Mathematics
- Mrs Elizabeth Glaister – Second in Mathematics Department
- Mr Nick Simmonds – Deputy Head
- Ms Helen Stacey – Head of Sixth Form
- Miss Jennifer Parris
- Mr Will Stride
- Mrs Nicola Trust
- Mrs Lucy Gallagher
- Dr Anju Pillai