

# Presdales School



**Candidate Information Pack**

**Key Stage Lead: Mathematics**

**TLR 2a £3214**

**Full-time**



## *'Pupils thrive at Presdales' Ofsted March 2024*

Thank you for your interest in joining our team of outstanding staff. Please find enclosed in this pack general information about the school and specific information about the post.

Presdales School is a single sex comprehensive school in Ware for girls aged 11-18, with boys welcomed in the Sixth Form. We have a long tradition of providing an outstanding education for our students. Formerly Ware Grammar School for Girls, which opened in 1906, we became Presdales School in the mid-1960s, and a fully comprehensive school in the early 1970s. The mansion house, which fronts the school, and our stunning grounds provide a calm and relaxed atmosphere for our school community.

We are very proud of the high academic standards that our students achieve, regardless of their starting point. Our motto, 'Achievement for All', runs through all that we do. We understand that every student is an individual, with different interests, strengths and characteristics, and we celebrate the diversity that each one of them brings to our community. We believe that all students, with the appropriate balance of support and challenge, can be successful.

We aim to develop their creativity and independence inside and outside of classroom lessons. There is an extensive range of extra-curricular clubs and activities, including numerous trips throughout the school year, which provide students with the opportunity to develop their leadership skills, to be part of a team and to develop a 'can-do' attitude.

Our vision and values are instilled in our students throughout their time with us, whether this be through our House system, the excellent pastoral care they will receive or the culture of achievement for all that we foster in our community. We want our students to be happy and confident young women who are ready to make a meaningful contribution to our global society.

We are now in Year 3 of our BYOD rollout in school, with our current Year 7, 8 and 9 students using chrome books and our Sixth form using their own devices. Other year groups will be rolled out over the new few years.

We are committed to developing our staff from within. We jointly run, with Richard Hale School, an Aspiring Middle Leaders course, an Aspiring Pastoral Leaders Course and an Aspiring Senior Leaders course. CPD can be through external providers, in-school working groups or individual projects as identified by teachers. We are keen that all staff continue to develop their skills and knowledge, and that they have the opportunity to deepen their subject knowledge or progress their careers into middle and senior leadership.

Over the past year we have been working with staff to ensure that all staff have an appropriate work/life balance. Initiatives include: Free Yoga after school on Friday, free flu jabs, continual programme of replacing staff laptops/chrome books, allowing personal deliveries to school, staff can leave at 2.30pm if they are not teaching or needed in a meeting, an extra occasional day off per year for all staff. We believe that staff work more effectively when they have a manageable workload.

We pride ourselves on providing a supportive and inclusive learning environment for all our students. As a Maths teacher, you will play a crucial role in nurturing a love for mathematics and helping students achieve their full potential.

We are looking for a dynamic and innovative teacher who can deliver engaging and interactive lessons that cater to the needs of our students. Your strong subject knowledge and ability to explain complex mathematical concepts in a clear and concise manner will be key to fostering a deep understanding of the subject.

At Presdales School, we aim to provide a Mathematics curriculum which:

- is accessible to all and supports and challenges all learners, regardless of prior attainment or background
- is carefully **planned and sequenced** to allow for progression within topics and across strands of mathematics
- supports students in developing their **procedural fluency** through frequent recall of facts, formulae and key rules
- explicitly focuses on the development of students' **reasoning skills** through regular verbal rehearsal and in writing involving questions that require thinking about the 'how' and 'why'
- provides regular opportunities for students to develop their **problem solving skills** through exposure to multi-topic questions and unfamiliar problems which require them to draw on knowledge from their long-term memory
- includes **early exposure to algebra** by transitioning from working with numbers to generalising and working with variables and unknowns

- promotes relentless insistence on use of **correct language** and **subject specific vocabulary**, resulting in students 'speaking like mathematicians'
- promotes teachers to proactively present **common misconceptions** and **errors**, generating discussions around why these are not mathematically correct
- includes explicit use of the **concrete-pictorial-abstract** approach to ensure a real depth and conceptual level of understanding, fading scaffolds and models as students move from novice to expert learners
- encourages teachers to use **consistent methods** and **approaches** to topics and concepts to support students' transitions between classes, year groups and teachers
- includes **regular formative assessment** in the form of knowledge checks, reasoning and problem solving skill checks, low stake multiple choice quizzes and mini whiteboards to check for understanding
- embeds **retrieval practice** to ensure learning sticks, through lesson starters, homework tasks and interleaving of topics as students work through the curriculum
- fosters a **love of maths** and an **appreciation of how mathematics** underpins virtually all the practical developments in science, IT and economics which have formed our modern world.

The department is a team of 10 dedicated Maths specialist teachers which include three key stage leads who lead on their respective curriculum areas. As a team, we have collectively developed our own 7-year curriculum from Year 7 to Year 13, ensuring clear progression from the moment students join us in Year 7 until they leave us in either Year 11 or Year 13. We have 5 dedicated Maths classrooms, one of which also has 20 desktop computers. We are fully committed to supporting students with their learning and offer a range of lunchtime and after school support sessions including lunchtime drop-ins for each key stage, A level Masterclasses to support our KS5 students with exam technique and The Maths Paper Society for Year 11 to support them in becoming more familiar with and skilled at exam papers. We enter all levels of the UKMT Maths challenges and often have students progressing to follow-on rounds. We also take part in the Hertfordshire Maths Team Challenge each year. Our Sixth Form students support our younger learners, either in class, similar to a teaching assistant, or a part of 1-1 booster sessions which take place during registration once a week.

We are committed to staff development and support staff in engaging with subject-specific CPD. Our regular department meetings are centred around the teaching, learning and the pedagogy of mathematics and the department are always looking for new research-led and innovative ways to further improve our approach in the classroom.

We are also dedicated to looking after the mental health of our teachers and the school has many initiatives throughout the year to support the well-being of all staff. As a department, our policies ensure workload is streamlined so that only impactful tasks are required to be completed. For example, we use Sparx as a homework tool, which reduces teacher marking and provides detailed feedback to teachers which can support them in enhancing their students learning in a timely fashion. Our A level take up is strong and we currently have 39 students in Year 12 (up 20% on last year's cohort). We run two A Level Maths classes in each year of KS5 as well as a Further Maths group in each year, usually taking the Statistics and Decision options. Our A level students speak very highly of the support they receive from their teachers and A level results are strong, with 48% achieving A\*/A and 61% achieving A\*-B. For the correct candidate, there would be an opportunity to teach Further Maths from September. Our GCSE Maths results in 2023 were also very strong, with 90% of students achieving 4+ and 72% achieving 5+. Our Progress 8 score for GCSE Maths results was +0.43.

If you are passionate about mathematics and have the drive and skill set to lead a Key Stage in the subject, then we would love to hear from you. Join us at Presdales School and be part of a vibrant and supportive community that values excellence in education.

I do understand and appreciate the time and effort it can take to complete an application for a job such as this; thank you for considering Presdales School.

Matthew Warren  
Headteacher

# Presdales School



## Key Stage Lead: Mathematics

**Full-time**

**Start date: September 2024**

**MPS/UPS + TLR 2a £3214**

**Are you a passionate and dedicated Maths teacher looking for the next step in your career? Presdales School is seeking to appoint a skilled and enthusiastic teacher to lead a Key Stage in the Mathematics curriculum.**

Presdales School is a single sex comprehensive school in Ware for girls aged 11-18, with boys welcomed in to the Sixth Form. We are a school which values all students, irrespective of their age and ability and helps them to exceed expectations through high quality teaching and learning and the opportunity to take part in a wide variety of activities which will enrich their educational and personal development beyond the classroom.

We provide a caring environment where all students are supported, as well as challenged, to ensure that there is no limit to their potential. We prepare our students for a world that is constantly changing by encouraging them to be independent learners who are determined, confident and who never give up. Alongside academic excellence there is a strong focus on enjoyment, excellent behaviour and respect for all.



*The school is committed to safeguarding and promoting the welfare of young people and expect staff to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, referencing and other vetting checks, including online searches.*

**Closing date for applications:**

**9.00am, Tuesday 7 May 2024**

(we reserve the right to close applications before this date, so early applications are advisable)

**We expect to interview:**

**TBA**

Please submit:

1. A letter of application, no more than two sides of A4, outlining how you meet the person specification
2. A completed application form (available on the school website)

*Presdales School is committed to ensuring inclusion, diversity and equality of opportunity. We welcome applications from all suitable candidates and encourage those from underrepresented groups, and/or with protected characteristics, to apply.*

You can post your application to the school, or send by email to [recruitment@presdales.herts.sch.uk](mailto:recruitment@presdales.herts.sch.uk)

Please note that CVs will not be accepted

*Prospective applicants are welcome to visit the school prior to the application process. Please contact the Head's PA at the above email address if you wish to arrange a visit*

## Person Specification



We are looking for a candidate who is able to demonstrate the following essential or *desirable* requirements

### Qualifications

- A good honours degree
- Qualified teacher (QTS)/PGCE
- A commitment to on-going professional development with evidence of further study or professional training

### Knowledge and Experience

- Enthusiasm and passion for teaching
- Excellent classroom practitioner
- Knowledge of current educational developments in subject and implications
- Good understanding of how students learn and how to engage all levels of learner
- Good understanding of how to use assessment to raise standards of achievement
- Good subject knowledge

### Skills and Abilities

- Able to communicate well, both in writing and orally
- Excellent organisational skills
- Good ICT skills and be able to use them in own teaching
- Able to manage time effectively and work to deadlines
- Ability to develop good personal relationships with students, staff and parents
- Ability to work alongside other leaders to achieve a shared vision

### Personal Qualities

- Committed to safeguarding and promoting the welfare of young people
- Excellent record of attendance and punctuality
- Ability to work well within a team
- Enthusiastic
- Ability to work under pressure and meet deadlines
- The ability to motivate others
- Positive attitude
- Self-motivated and hardworking
- Creative
- Strong leadership skills



## Vision and Purpose

- To teach across the age and ability range, as and when experience allows, and to provide a learning environment that enables all students to make progress regardless of their starting points
- To share the responsibility of all staff to ensure that our students are challenged, encouraged, nurtured and developed as all-round young people
- To provide leadership and direction for a Key Stage within the department and ensure that it is managed and organised to meet the aims and objectives of the school.

## Main Responsibilities

- Teach across the full range of age and abilities, as and when experience allows
- Committed to safeguarding and promoting the welfare of young people
- Monitor and evaluate the progress of students in your classes and across a Key Stage in line with school policies, and lead on actions across the key stage to address underachievement
- Securing high standards of teaching and learning through curriculum development and continual pedagogical innovation, resulting in student performance matching or exceeding school expectations
- Plan and deliver lessons that are in line with the department's curriculum
- To maintain good order and discipline in line with the school's behaviour policy
- Actively engage in the performance management process
- Communicate effectively both orally and in writing with students, staff, parents and governors
- Have a commitment to your own continued professional development
- Keep up to date with your subject knowledge
- Attend all relevant meetings as required in order to fulfil your role and responsibilities
- Lead and participate in extra-curricular activities
- Be a form tutor as required
- Take responsibility to complete all safety checks, e.g. online training, when directed
- Ensure that all students have equality of opportunity
- Promote the school's ethos and culture within the department and wider community
- To comply with the school's Health and Safety policy

## Leadership

- Lead and line manage staff on matters pertaining to a Key Stage
- Provide the Head of Department with relevant student performance information as part of the department's self- evaluation cycle
- Contribute to quality assurance programmes within the department, such as lesson observations, learning walks, work scrutiny and student voice
- In collaboration with the Head of Department, identify and implement strategies to address improvement needs

## **Strategic Direction**

- Overview and evaluate performance at a Key Stage in discussion with the Head of Department and teaching staff and provide future actions based on such evaluation and discussion
- Ensure short, medium and long term plans are established for the development and resourcing of a Key Stage which contribute to whole-school aims, policies and practices and identify realistic targets for the development of the department as part of the Department Improvement Plan (DIP)
- Manage change effectively, deploying staff and resources to maximise curriculum outcomes
- Implement policies and practices within a Key Stage which reflect whole school and department aims and objectives
- Create a climate which enables other staff to develop and maintain positive attitudes towards their subject and teaching it
- Demonstrate both enthusiasm and high standards of teaching to members of the department and to students

## **Teaching and Learning**

- Establish the curriculum intent and expectations for implementation at a Key Stage
- Ensure effective curriculum coverage, sequencing, continuity and progression in the subject areas for all students by all members of the department
- Ensure that teachers are clear about the learning objectives of lessons and through the provision of resources provide guidance on appropriate teaching and learning methods
- Ensure the development of students' literacy through the department's curriculum intent and implementation
- Follow department policies for assessing, recording and reporting on student achievement, using feedback to set targets for further improvement within the department
- Establish high expectations and ensure that clear targets are set for student achievement including for those with special educational needs, pupil premium status and the higher attainers
- In conjunction with teachers regularly monitor the progress of all students, using data effectively to identify students who are underachieving, creating plans of action where necessary to support recovery.
- Establish a partnership with parents to involve them in their child's learning
- Instigate, monitor and evaluate intervention strategies where appropriate
- Identify and nurture opportunities for students to engage beyond the taught curriculum through the Super Curriculum, extra-curricular activities and educational visits

## **Leading and Managing Staff**

- Provide opportunities for staff development and enrichment through the appropriate allocation of tasks and membership of department curriculum working groups
- Help staff to achieve constructive working relationships with students and colleagues based on clear expectations
- Oversee the appraisal of department staff as required, identifying staff needs with regard to Continuing Professional Development and Learning (CPDL)
- Support the Head of Department in ensuring that all new teachers are appropriately trained, monitored, supported, assessed and effectively inducted into the department
- Encourage staff to discuss developing ideas in their subject and foster an atmosphere of discovery to enhance their perception of the subject

### **Efficient and Effective Deployment of Staff and Resources**

- Identify timetabling, staff and resource needs for a Key Stage and inform the Head of Department of likely priorities for expenditure in close connection with school policies and subject development plans
- Use accommodation to create an effective and stimulating learning environment, ensuring displays are well-maintained and kept current and relevant

### **Communication and Liaison**

- Communicate effectively with members of the department through formal and informal meetings and briefings
- Meet regularly with the Head of Department over matters relating to the development, as well as personal professional development
- Meet regularly with teaching staff to support the accomplishment of both whole school and department aims and objectives
- Liaise with other key staff, including Exams Officer, SENCO, Heads of Years and support staff on matters relating to a Key Stage
- Communicate with parents as appropriate
- Represent and promote the department at relevant school events and talks
- Oversee the deployment of assigned prefects and other student representatives to support department development

### **Other**

- Undertake other tasks related to a Key Stage, as directed by the Head of Department.
- Deputise for the Head of Department in their absence.

*Whilst this job description is current, and every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified. Employees will be expected to comply, following consultation, with any reasonable request from the Headteacher to carry out tasks and duties that are of a similar level, but not specified in the job description.*