ST PAUL'S CATHOLIC SCHOOL

MATHEMATICS DEPARTMENT

There are at present 16 teachers of Mathematics and two Numeracy Coaches within the department. There is a suite of 12 specialist Mathematics rooms, each with an interactive whiteboard and set of Chromebooks/Notebooks for the pupils to use within lesson time. The department has its own workroom. Each member of staff has their own laptop.

Each year group, up to GCSE, is divided into 2 parallel bands and pupils are set by attainment in regular synoptic tests.

At Key Stage 3, the pupils are put into sets at the beginning of Year 7, based on information from their feeder schools, Key Stage 2 results and CATs. Every term there are assessments throughout the key stage, thus allowing for fluidity of transfer between sets.

The Mathematics curriculum is based on real-life areas of interest, each topic has, as its focus and context, an element of the our real-life experiences. For example, pupils learn about statistical data and charts in the context of Current Affairs by analysing data from the General Elections and Census. Pupils study for and are assessed against the GCSE criteria from entry in Year 7 as they follow a graded pathway appropriate to their set and needs. This approach to the scheme of learning means that pupils are not limited to learning a certain set of skills and understanding by their year group but instead they are given opportunities to study at a level that will challenge them irrespective of their age. Pupils use a progress booklet to record their progress through the curriculum and to give them an overview of how the Mathematical topics fit together. We now teach the AQA GCSE Mathematics course although we review this regularly. Our pedagogical approach was inspired by research carried out by Professor Jo Boaler and Stanford University and is informed greatly by the book, 'The Elephant in the Classroom'. Base resources and assessments are provided for teachers; the time that teachers save on sourcing and writing lessons is invested in amending, tweaking and fine-tuning resources to meet the needs of the class, the individual pupils and the teacher's own personal style.

Our vision as a department is to ensure that there are suitable pathways available for all students at Post-16 to study Mathematics. At A-level we offer Mathematics (following the Edexcel syllabus) and Further Mathematics (following the OCR A syllabus). Increasing numbers of students are studying Further Mathematics which runs as a two-year course, the latest intake is 12 students for Further Mathematics and 55 students for Mathematics. We aim to deliver the whole specification in an integrated way. We also offer Core Mathematics, currently we have over 60 students studying the AQA Core Mathematics qualifications in sixth

form. We offer all three Core Maths AQA pathways tailoring our schemes of learning to support the A-level subjects that our students are taking. In addition to this we offer Post-16 GCSE Mathematics and Functional Skills for students who did not attain their grade 4 in Year 11.

Teaching for, and development of, learning habits is an integral focus of our approach to teaching and learning within the department. Students are encouraged to develop higher order thinking skills through a range of teacher and pupil led activities. The department believes that students attain best through a relational understanding of mathematical concepts, and that students should take responsibility for their own learning. There have been good results in recent years as a direct result of this modern and innovative approach to mathematics teaching.

We are seeking to appoint an enthusiastic, energetic and reflective practitioner as we expand our department. We would look to appoint a talented mathematician who enjoys sharing their passion for the subject with children in a classroom setting; a passion for A-level teaching and experience of teaching Key Stage 5 is highly desirable. Teaching in context and relating all mathematical and problem solving skills to real life situations is an integral part of our work. The successful applicant would be expected to contribute their ideas and expertise to a successful department and play a full part in its continuing development.