

## HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

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### Teacher of Mathematics - M/UPR

#### A TLR opportunity for pastoral leadership is available for a suitable candidate

Required from September an exceptional teacher of Mathematics to contribute to the development of this subject at this outstanding girls' grammar school. This is a high profile area of school life, so the ability to teach to A-level would be an advantage and the desire to join a winning team is essential.

Applications are invited from creative and ambitious colleagues who can make a substantial impact on our continuous improvement.

**Please contact Linda Sayers at the school or visit the website to download further information and an application form: [www.highsted.kent.sch.uk](http://www.highsted.kent.sch.uk)**

(Closing date noon 16 April 2018)

*Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.*

*Highsted Grammar School is an Equal Opportunities Employer.*





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### GENERAL INFORMATION

#### Summer 2017 school performance:

#### GCSE results achieved by pupils at the end of key stage four

	2017	2016
Percentage A*/A grades	47.7	45.5%
Percentage of pupils gaining at least five A* - C grades, including English and maths	97.2%	97.2%
Percentage of pupils gaining at least two A* - C grades, science	99.2%	97.2%
Percentage of pupils gaining at least one A* - C grades, MFL	84.9%	86.2%

Pupils	% achieving 5+ A*-C, including Maths & Eng.	% achieving English Baccalaureate*	% achieving 2+ Science A*-C	% achieving history or geography A*-C	% achieving 1+ MFL A*-C
<b>Highsted 2017</b>	<b>97.2</b>	<b>84.0</b>	<b>99.2</b>	<b>97.5</b>	<b>84.9</b>
England 2014	53.4	22.9	47.5	43.8	36.1
Kent 2014	58.1	26.8	47.9	42.2	35.9

\* **English Baccalaureate** consists of A\*-C grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

#### A/AS-level results achieved by students at the end of Year 13

	2017	2016
Percentage pass rate	<b>100%</b>	100%
Percentage A*-B grades	<b>60%</b>	69%

*'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'*

*'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'*

*'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'*

*'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'*

*'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'*

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 827 on roll, including 214 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92<sup>nd</sup> in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (January 2018)

## **Mathematics Department**

The Mathematics department comprises a committed, strong and supportive team that strives for the highest outcomes for the students, and works closely together to enable this. The department is well-resourced in terms of both textbooks and software, with students in both key stage three and four supplied with on line tuition as well as access to text books within the classroom. The department makes use of a variety of online resources, including Pearson ActiveLearn, Mathswatch, MyMaths and Hegarty Maths, in addition to Pearson and Collins text books. All Mathematics lessons are taught in rooms with interactive whiteboards and full use is made of these in order to deliver the curriculum in dynamic and innovative ways. Members of the department are encouraged to contribute and develop new resources, in particular those that enable individualised learning paths.

At key stage three, students are taught in mixed ability groups in year 7 and 8 and then in two-tier ability groups in year 9. The main aims of the key stage are mastery of core numerical and algebraic techniques, alongside familiarity with higher order concepts in preparation for GCSE. Wherever possible, students are encouraged to discover concepts for themselves through investigation. At key stage four, students are taught in four-tier ability groups in order to nurture students who feel empowered to achieve, through learning that is differentiated and appropriately challenging. All students sit the higher GCSE in Year 11 and currently our top set additionally take GCSE Statistics.

Beyond GCSE we have a strong sixth form and currently offer AS and A level Mathematics with Edexcel modules C1 to C4, S1 and D1, alongside a small group of Further Mathematicians. Again, a dynamic approach to teaching is encouraged with the use of a variety of teaching and learning styles.

Outside of the curriculum, students have been taking part in UK Maths Challenge for many years and we take our sixth form students to the Maths Inspiration talks annually. We enjoy seeking local competitions in which we can enter our most able students to work as a team.

October 2017

**HIGHSTED GRAMMAR SCHOOL: JOB PROFILE**  
**SUBJECT TEACHER RESPONSIBILITIES – M/UPS**

Name:

Main subject: **Mathematics**

ACTIVITY	RESPONSIBILITIES	NOTES
<b>LINE MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Responsible to Line Manager (subject teacher role). Professional Tutor (ITE &amp; Staff Training during induction period)</li> <li>• Responsible to Head of House (form tutor role).</li> </ul>	
<b>CURRICULUM</b>	<ul style="list-style-type: none"> <li>• Plan and prepare lessons in line with departmental schemes of work, using appropriate teaching methods and resources.</li> <li>• Mark and monitor pupils' class and homework providing constructive oral and written feedback, and setting targets for pupils' progress.</li> <li>• Contribute to the development of schemes of work and departmental policies.</li> <li>• Contribute to enrichment activities which further the aims of the subject and the school.</li> </ul>	
<b>PUPILS</b>	<ul style="list-style-type: none"> <li>• Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline.</li> <li>• Undertake pupil supervisory duties and cover for absent colleagues in line with school procedures.</li> <li>• Operate department and school rewards' policies.</li> <li>• Assess and record each pupil's progress, including through observation, questioning, testing and marking.</li> <li>• Make every reasonable effort to ensure delivery of the school's Home School Agreement.</li> <li>• Undertake form tutor responsibilities as set out in the Staff Handbook.</li> </ul>	
<b>MONITORING</b>	<ul style="list-style-type: none"> <li>• Understand and know how national, local and school data can be used to set clear targets for pupils' achievement.</li> <li>• Contribute to department monitoring of the assessment of pupils.</li> </ul>	
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Contribute to meetings and discussions about teaching methods, schemes of work and departmental policies.</li> <li>• Keep Subject Leader, Form Tutors and Heads of House informed about the progress of pupils being taught.</li> <li>• Share good practice within and across the subject area.</li> </ul>	
<b>EXTERNAL COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Maintain familiarity with statutory assessment and reporting requirements.</li> <li>• Prepare and present informative reports to parents and meet with them to discuss pupils' progress.</li> </ul>	
<b>STAFFING</b>	<ul style="list-style-type: none"> <li>• Review own professional development and identify training needs.</li> <li>• Take part in the performance management arrangements.</li> <li>• Take part in lesson observations to share good practice.</li> </ul>	
<b>BUDGETS/ RESOURCES</b>	<ul style="list-style-type: none"> <li>• Assist department leadership to:               <ul style="list-style-type: none"> <li>- identify resource needs</li> <li>- develop and maintain departmental resources</li> <li>- keep departmental areas tidy and have effective displays.</li> </ul> </li> <li>• Follow agreed safety procedures for the department.</li> </ul>	
<b>OTHER SPECIFIED RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>• Participate and/or lead existing activities which promote the school's ethos, including PSHEE Education and Citizenship.</li> <li>• Contribute to new initiatives as part of the teaching team.</li> <li>• Support the development of numeracy across the school.</li> </ul>	

**NOTE:** This job profile is based on the Professional Standards for Teachers - England (published by TDA) and is subject to the Conditions of Employment contained within the Highsted Academy Trust contract, as issued. It is reviewed regularly and aspects may be amended in negotiation with Team Leaders.

Signed .....

Date.....

## Person Specification

### Subject Teacher: Mathematics

	Essential	Desirable
<b>Experience</b>	Qualified teacher, ability to teach Mathematics up to GCSE and A-level, including Further Maths.	
	Willingness to contribute fully to wider initiatives/developments within school.	Experience in working across the curriculum to support the application of Mathematics in different subjects.
	Evidence of taking responsibility for own professional development.	
	Evidence of outstanding teaching skills, leading to consistently high standards of achievement.	Successful experience in raising student achievement and adding value.
	Willingness to participate in the school's broad extra-curricular programme.	Experience of personal involvement in the wider curriculum.
	Knowledge of current developments in teaching and learning.	Experience of using ICT for subject development and curriculum innovation.
	Evidence of working with other professionals as part of a team.	Application of good practice across other subjects areas.
<b>Personal Qualities</b>	Ability and confidence to work autonomously and to contribute fully as a member of the wider staff team.	
	Enjoy working with young people.	
	Enthusiasm for the subject and a desire to communicate that to others.	Collaborate to promote strategies for teaching the applications of mathematics within science.
	Demonstrate energy, vigour and perseverance and promote an 'I can' philosophy.	Ability to enthuse and motivate others.
	Ability to prioritise, plan and organise own work and that of students.	Willingness to take on delegated responsibility.
	Sense of humour.	
	Ability to work under pressure and meet deadlines.	Ability to build on the experience, advice and contribution of others.
	Consistently high expectations.	
	Self-motivated and self-confident.	
	Personal impact and presence with staff, students and parents.	Involvement in creative and innovative teaching developments.
<b>Skills</b>	Wish to develop a broad and imaginative range of teaching skills.	Make informed use of assessment information to raise achievement.
	High-level communication and presentation skills.	
	Think creatively and imaginatively to solve problems.	Ability to anticipate problems and identify opportunities.
	Ability to use ICT effectively to support teaching and learning.	
	Ability to identify and develop opportunities.	