



READING BLUE COAT

## VACANCY INFORMATION PACK

### HEAD OF MATHEMATICS



**Closing date for applications: 09:00 on 30 September 2019**

Interviews will be held during the week of 14 October 2019.

Applications may be submitted by CV or School employment Application Form, which can be downloaded from our website "Vacancies" page [www.rbc.org.uk/vacancies/](http://www.rbc.org.uk/vacancies/)

This should be submitted with your letter of application, by email to [recruitment@rbc.org.uk](mailto:recruitment@rbc.org.uk). If you choose not to submit a completed Application form when you apply, you will be required to complete one if invited to attend an interview.

Contact for questions about the application process should be addressed to: Mr Ian King, HR Manager, Reading Blue Coat School, Holme Park, Sonning Lane, Sonning-on-Thames, RG4 6SU.



## READING BLUE COAT

### **BACKGROUND**

Reading Blue Coat School (RBCS) is a leading independent day school with 760 pupils. Boys aged 11 – 18 and girls aged 16 – 18. The School was founded in 1646 by Richard Aldworth, a merchant of The Skinners' Company and a Governor of Christ's Hospital. The School was established near St Mary's Minster Church in Reading and was originally known by its historic name of Aldworth's Hospital.

In 1947, Reading Blue Coat moved to the magnificent 46 acre estate of Holme Park in the Berkshire Thames side village of Sonning, four miles east of Reading, where it remains today. The ethos of the School derives from its Christian foundation and traditions, fostering care and consideration within the community. The School aims to provide a stimulating and friendly atmosphere in which each pupil can realise his or her full intellectual, physical and creative potential. Pupils are encouraged to be self-reliant and adaptable, and the School intends that they will learn the basis of good citizenship, founded on honesty, fairness and understanding of the needs of others. The curriculum provides a balanced blend of academic and non-academic activities that combine to meet these objectives.

The School employs in excess of 170 salaried staff, of whom about 50% are academic staff.

### **FACILITIES**

The School enjoys excellent facilities and continues to invest in the site.

The Governors have ambitious plans for the further development of the School. We have planning permission for:

- a new Grounds, Maintenance and Activities Centre (for which building has commenced);
- a new Learning Innovation Centre (for which building has commenced);
- a new Performing Arts Centre.

### **ACADEMIC LIFE**

The academic curriculum at Reading Blue Coat is based on the principle that all pupils should experience a broad and balanced range of basic subjects and skills. From Year 9 onwards, this range is gradually modified, by elements of choice, enabling both the interests and aptitudes of individual pupils to be reflected. Most lessons are taught initially in classes of mixed ability, although setting occurs in Mathematics and French in Year 7, Languages in Year 8 and Science in Year 10.

In Year 11, all pupils take qualifications in English, Maths and Science (all IGCSE) and a Foreign Language. They also take three GCSEs from a broad range of eleven subjects. All pupils take a GCSE in Religious Studies in Year 10.

In the Sixth Form pupils can choose from a range of 24 subjects, including subjects most will not have studied before, such as Economics, Government and Politics and Psychology. Enrichment opportunities in the Sixth Form include the Extended Project Qualification (EPQ), visiting speakers and the School's own UP (university preparation) programme. We always seeks to stretch and challenge pupils and the School's Learning Support Department ensure that pupils with specific learning needs are supported effectively.

The School's Learning Research Group ensures a sustained focus on developing teachers and pedagogical enrichment. 2019 academic results were impressive; the A Level results were excellent with 41.4% achieving A\*- A (90.5% achieving A\* - C) and at GCSE the School achieved 85.4 A\*- B (with 98% achieving A\* - C).

Virtually all Year 13 leavers proceed to degree courses at universities of which approximately 70% go to the Russell Group of universities. Each year a number our students attain places at Oxbridge.

### **PASTORAL**

Pastoral care focused on the individual is at the heart of the School. Reading Blue Coat's pastoral structure is based around the tutorial system within the framework of four houses: Aldworth, Hall, Malthus and Rich.



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All pupils are part of a tutor group that is overseen by a member of staff who is responsible for their well-being and the development of their character and intellectual curiosity. The School prides itself on mutual respect, tolerance and courtesy, and all activities seek to strengthen these values. The house system enables pupils to take part in activities that foster the development of these ideals through music, sport, drama and public speaking.

### **SPORT**

The School has an enviable reputation both locally and nationally for the high quality of its sporting teams. Sport plays a key role in developing every pupil's potential – physical fitness and skill, teamwork and learning how to win and lose. Sports are coached to a very high level while providing for, and encouraging, those for whom participation rather than excellence is important.

Major sports are athletics, cricket, football, rowing, rugby and girls' hockey and netball. Other competitive sports include, but are not limited to, badminton, basketball, boys' hockey, cross country, golf, tennis and touch rugby.

### **DRAMA, MUSIC AND THE ARTS**

Blue Coat has a reputation for drama performances of the highest quality, with an extensive programme of performances throughout the year. The main expressions of artistic undertakings at the School are music, drama, public speaking and painting. Pupils' endeavours in the arts are highly successful and widely acclaimed, including internationally. Music is at the heart of the School; all boys are auditioned for the choir and many learn a musical instrument. The breadth and depth of musical and dramatic talent at the School is evident in the wide range of plays, concerts, "Swing into Summertime" (an outdoor festival of the arts), and other eclectic events that take place throughout the year.

### **CO-CURRICULAR**

Co-curricular activities are designed to enable pupils to develop practical and social skills such as leadership, enterprise and communication. As part of the extensive co-curricular programme, the School offers a number of exciting options from which pupils can choose for their weekly activities session. Activities offered include Combined Cadet Force (all services), Duke of Edinburgh Award Scheme, Young Enterprise, Film Club, Archery, Creative Writing and Journalism.

### **COMMUNITY**

Through our Aldworth Partnership we aim to ensure that all pupils have an experience of philanthropic work whilst they are at Blue Coat, developing an awareness of the world outside school and a sense of service to the local and wider community.

Our pupils are encouraged to be aware of their place in the wider world and to show consideration for all those with whom they come into contact. These principles are based on the ideas handed down by our founder, Richard Aldworth. Today the School has strong links with the wider community and pupils have many opportunities to engage with the world beyond the School gates. The Sports Leaders programme is particularly popular, as it prepares Sixth Formers to go out into primary schools in Sonning, Caversham and Maidenhead to coach a number of sports. Our Primary Schools Placement programme also gives pupils the opportunity to assist with tuition in Maths, English and languages in local primary schools and A Level Philosophy pupils have delivered an introduction to Philosophy in a nearby school. Further afield, the School has an established partnership with a school in Ghana, to which pupils visit regularly to assist with their educational development.

Further information is available on the School's website at [www.rbc.org.uk](http://www.rbc.org.uk)

See also **The Good School Guide**

<https://www.goodschoolsguide.co.uk/schools/102976/reading-blue-coat-school>

and **Muddy Stiletto's Schools Review Guide**

<https://berkshire.muddystiletto.co.uk/kids-2/school-reviews-kids-fashion-2/reading-blue-coats-sonning/>



## READING BLUE COAT

### DEPARTMENT DESCRIPTION

#### THE MATHEMATICS DEPARTMENT

The Mathematics Department at Reading Blue Coat School is a thriving and successful one. Each year, it attracts large numbers of A Level students.

Pupils in Year 7 are initially taught in four classes of 24 students, selected according to the Houses that they are in, and are of mixed ability. After the first term they are split into 4 classes based on ability with two parallel top groups and two parallel second groups. They receive 5 lessons a week, each of 35 minutes duration, including a double lesson.

At the beginning of Year 8, the students are placed in 5 teaching groups, according to ability. This selection is based on the results of their terminal exam in Year 7 as well as their performance in 4 progress tests during the course of Year 7. They receive 5 lessons a week, each of 35 minutes, including a double lesson.

Students in Years 9 – 11 inclusive study the Edexcel IGCSE Mathematics syllabus and are taught entirely by Mathematics specialists. All 5 classes in year 11 are entered for the higher tier examination and in Year 11 students from the top sets have the opportunity to study and take a level 2 certificate in Further Mathematics. There is no early entry.

In IGCSE Mathematics in 2019, 57.1% of our students gained level 8/9, whilst 23.4% had a level 7, 14.3% level 6 and 5.1% level 5 and below.

We entered 32 students for the level 2 certificate in Further Mathematics. 9 gained an A\*, 10 gained an A and 13 gained B-C grades.

Our A level students follow the Edexcel syllabus. Currently we have 5 Year 12 sets and 5 Year 13 sets with 46 Year 12 students and 59 Year 13 students. Both Years 12 and 13 are set by ability for both pure and applied teaching.

In 2019, 29% gained A\*, with 61.3% achieving A\* - A.

Each class will have two teachers; one covering the Pure content and either Mechanics or Statistics, the other teacher will teach the remaining applied content. There is also an AS Mathematics class in Year 12.

We also have Further Mathematics classes in each year group (currently 19 students in Year 12 and 9 in Year 13).

In Year 13 the Further Mathematics students take a selection of the new A-Level Further Mathematics papers and take an A2 Level in Further Mathematics.

We enter the UKMT mathematical challenges in all years as well as team challenges to broaden their interest and knowledge in mathematics topics outside their exam curriculum. Several students from each year group qualify for the second rounds, either the Kangaroo or the Olympiad. There is a weekly Maths Club which focusses on puzzles and challenging questions.

The Mathematics Department currently has 9 full-time members of staff and 2 who teach Mathematics part-time. The Department has 7 classrooms.

All students, whether studying IGCSE or A level, are tested frequently, so that their progress can be monitored and assistance given when required. Our Mathematics staff are dedicated to providing the best



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possible education for those in our care, so that they find the subject fascinating, stimulating, and, above all, enjoyable.

The department encourages professional development, with staff expected to develop their skills via INSET and through sharing good practice within the school.

For an informal telephone conversation about the role, contact Mr Richard Shuttleworth, Head of Mathematics, on 0118 933 5874 or email [ris@rbc.org.uk](mailto:ris@rbc.org.uk)



## READING BLUE COAT

### ROLE DESCRIPTION

#### HEAD OF MATHEMATICS

Line Manager: Deputy Head (Academic)

Department: Mathematics

#### Description of the Post:

Efficiently execute such responsibilities as are assigned by the Headmaster or his assignee: this involves teaching duties and non-teaching duties as are reasonably expected with regard to the functions listed under Duties and Particular Duties. Be familiar with and implement all policies and procedures as are set out in the Staff Handbook and other School documentation.

#### Duties:

##### 1. Staff:

- (a) Advise the Deputy Head (Academic) about staffing provision.
- (b) Allocate responsibilities and see that duties are carried out.
- (c) Inform departmental members of school policy and see that it is implemented.
- (d) Ensure that colleagues are familiar with the department's resources.
- (e) Ensure that members of the department are effective in both their teaching and other contributions to the operation of the department.
- (f) Develop within the department a wide range of teaching styles that promote both knowledge and understanding and that ensure high standards of accuracy and presentation.
- (g) Ensure that homework is regularly set (not too little and not too much) and that it is promptly and thoroughly marked.
- (h) See that work is set for absent colleagues or that standby work of a useful nature is available when absence is not expected.
- (i) Organise effective departmental meetings, with agendas, and pass copies of agendas and minutes of meetings to the Headmaster, Second Master and Deputy Head (Academic).
- (j) In liaison with the Deputy Head (Staff Development), oversee staff professional development and encourage in-service training. Organise effective and sensitive support for colleagues, especially for those new to the department.
- (k) Be aware, sensitively and unobtrusively, of colleagues' personal circumstances.
- (l) Communicate and co-operate with other departments.
- (m) Advise the Headmaster and Deputy Head (Academic) on the appointment of new staff.
- (n) Provide a job description and information about the department for inclusion in job specifications.



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- (o) After appointment, send a follow-up letter of welcome: invite the appointee to visit: carry out school induction procedures.
- (p) Support new staff. Advise, help, anticipate - discuss and approve lesson plans.
- (q) Deal professionally with minor areas of concern with particular members of staff. Keep the Headmaster fully informed.

### **2. The Curriculum:**

- (a) Keep up-to-date with all aspects of curriculum development, with special reference to examination syllabuses.
- (b) Ensure that an appropriate scheme of work is agreed and applied by members of the department.
- (c) Continually review the scheme of work through liaison, where appropriate, with others - e.g. Deputy Head (Academic), careers staff, etc. Such schemes of work should be revised annually and a copy should be passed to the Deputy Head (Academic).
- (d) Liaise with the Deputy Head (Academic) to ensure the correct allocation of time, staff, resources and rooms.
- (e) Advise on repercussions on the timetable of any changes in the departmental scheme of work or examination requirements.
- (f) Promote the spiritual, moral and social development of the students through the curriculum.

### **3. The Students:**

- (a) Take responsibility for the development, work and behaviour of all students who use the department ensuring that students' work and progress is monitored, assessed and recorded regularly. Keep colleagues and parents appropriately informed.
- (b) Ensure that students' efforts are properly rewarded.
- (c) Be aware of those students who are exceptionally able and ensure that they are encouraged to fulfil their potential.
- (d) Be aware of those students who are struggling, disruptive, experiencing special difficulties, etc., and ensure that appropriate action is taken.
- (e) Apply 'departmental sanctions' where appropriate. Ensure that staff and students are aware of special department rules and practices that apply.
- (f) Make sure that staff are aware of special circumstances affecting students: e.g. LDD, physical disabilities, etc.
- (g) Help colleagues in cases of disciplinary problems.
- (h) Advise students at times of option choices and when help is needed for careers.

### **4. Examinations:**

- (a) Ensure, after consultation with colleagues, that students are entered for the correct syllabuses and external examinations.
- (b) Distribute all information from the examination board to all who need to know. Ensure that staff read examiners' reports.



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- (c) Ensure that appropriate revision programmes are devised for students in preparation for examinations.
- (d) Ensure that students are well briefed on the requirements and structure of the various examinations.

### **5. Facilities and Resources:**

- (a) Resource the department with relevant and up-to-date books and course-related equipment and materials within agreed budgets.
- (b) Advise the Headmaster about departmental needs.
- (c) Prepare the annual budget and keep an accurate record of departmental expenses.
- (d) Determine, in conjunction with colleagues, spending priorities.
- (e) Ensure that rooms, furniture, equipment, wall displays etc., are maintained to a high standard.
- (f) Keep a proper inventory of equipment.
- (g) Ensure that resources are stored securely.
- (h) Liaise with the Librarian.
- (i) Be aware and fully conversant with the School's policy on Health and Safety at Work and oversee the implementation of safety procedures as they apply within your department.
- (j) Review the Handbook of the department annually.

### **6. Broader Horizons:**

The Head of Department should see it as his/her responsibility to broaden the horizons of the staff and students by introducing stimuli from outside the department. This might involve:

- (a) Liaising with other departments on cross-curricular objectives.
- (b) Organising/overseeing extra-curricular activities such as clubs, visits, exchanges and field courses.
- (c) Bringing in outside speakers and performers.
- (d) Maintaining links with other local educational establishments.
- (e) Joining the local branch of your subject association.

### **7. Administration and Additional duties:**

- a) To maintain attendance registers.
- b) To be present at least during the working day (8.30 a.m. - 4.20 p.m.) during term time (not including duties, co-curricular activities, parents' meetings, staff meetings, open mornings, entrance assessments as may be reasonably required) and to inform the School before 8.00 a.m. of unplanned absence.
- c) To undertake administrative duties as may be mutually agreed.
- d) To support home-school relationships and to liaise with parents as appropriate.
- e) To provide assistance in the smooth running of the school as may reasonably be expected.
- f) The post holder is responsible for promoting and safeguarding the welfare of pupils at the school.



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- g) The post holder is responsible for using technical and operational knowledge to ensure a safe environment.

**8. Subject specific additional duties:**

- a) To be present at School Open Mornings in order to advertise Mathematics to prospective parents and students by preparing displays and organising activity demonstrations.
- b) To ensure that any activities or trips which come under the umbrella of Mathematics are run in accordance with the School requirements.
- c) Contribute to the School's assembly programme.

*Please note that this Job Description is not exhaustive and the employee may be expected to undertake additional duties if required.*



## READING BLUE COAT PERSON SPECIFICATION

### HEAD OF MATHEMATICS

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. It is expected that the successful applicant will have and can demonstrate:

#### **Knowledge And Experience**

- Applicants must have a good degree in a relevant subject. (E)
- Outstanding subject knowledge is required, together with the ability to share their expertise at levels commensurate with the age and abilities of their classes. (E)
- Applicants should have qualified teacher status [D]
- Knowledge of both the Edexcel IGCSE and A level specification in Mathematics [D]
- Experience of teaching Mathematics to years 7 to 13 [D]

#### **Skills and Attributes**

- Confident in preparing students for IGSCSE and A level exams [D]
- Self-motivated and highly dedicated [E]
- Demonstrates a real passion for teaching and characteristics of outstanding teaching practice [E]
- Able to inspire students in their subject [E]
- Excellent communication skills with ability to establish rapport with students, parents and colleagues [E]
- Effective in planning and prioritising work load [E]
- Applicants will be personable, of smart appearance and have good social skills. (E)
- They will be competent in the use of IT. (E)
- A willingness to engage in the whole life of the School and an ability to offer skills in some part of the co-curricular programme of the School [E]
- Commitment to the ethos of the School and its pastoral approach [E]
- Applicants must be have demonstrable leadership skills. (E)
- They must be motivated to engage with their team. They will have an ability to recognise, nurture and develop individuals in the team in order to successfully implement departmental aims and take the department forward. (E)
- Will be able to present a compelling vision for the future direction of Mathematics at Reading Blue Coat School, whilst still able to focus on attention to detail. (E)

#### **Qualifications**

- A good Honours degree relevant to the teaching aspects of the role [E]
- Mathematics degree preferred [D]
- A level Mathematics preferred [D]
- A recognised teaching qualification, such as a PGCE [D]
- Full Clean driving licence [D]

#### **Requirement**

E - Essential

D – Desirable



## READING BLUE COAT

### **SUMMARY TERMS & CONDITIONS OF EMPLOYMENT AND BENEFITS**

- **Contract Status:** Permanent contract. Commencing 6 January 2020 or 20 April 2020.
- **Salary:** The School has its own salary scale. Starting salary will depend on the experience and qualifications of the successful candidate. The Governors review salary scales each year to ensure they remain competitive. Annual salary is paid by bank transfer on the 25th of the month, or next working day thereafter, in 12 equal payments.
- **Place of Work:** Reading Blue Coat School, Sonning on Thames, Berkshire.
- **Working hours:** From 08:30 to 16:20, Monday to Friday, with 60 minute meal break.  
Additional hours will be required for the delivery of co-curricular activities; school events; open evenings; parents' evenings; etc.
- **Leave entitlement:** School holidays in accordance with the published School calendar.
- **Pension:** Membership of the contributory Teachers Pension Scheme (employee contribution between 7.4% and 11.7%, dependent on salary; employer contribution is 23.68%).
- **Meals:** Lunch and refreshments are provided free by the School.
- **Parking:** Free Car parking is available on site.
- **Cycle Scheme:** Tax free Cycle to Work Scheme is offered by salary sacrifice.
- **Discounts:** Reduction in RBCS school fees for employees' children offered after 6 months service.
  - 50% reduction for all full time staff, pro-rated for part time staff
  - Fees (from 1 September 2019) are £5,838 per term
  - Through the Blue Coat Benefit Hub you can access discounts, rewards and perks on thousands of the brands that you love to shop with including travel; motoring; electronics; clothing; education; entertainment; restaurants; health and wellness; beauty and spa; insurance; sports and outdoors.
- **Sports facilities** Free membership of the School Sports Centre with access to fully equipped gym and swimming pool.
- **Employee Assistance Programme:** Confidential independent support service available to staff when you most need it.
- **Professional Development:** Strong commitment to support professional development, overseen by Deputy Head (Staff) and people development budget.



## READING BLUE COAT

### POLICY STATEMENT

#### CHILD PROTECTION

- Reading Blue Coat School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- This post may involve unsupervised contact with children and young people.
- The successful candidate will be required to undertake the Disclosure & Barring Service (DBS) enhanced criminal records clearance process.

#### Interview

- The selection process will test and assess the above issues. As required by regulation, the interview will be based on;
  - 'competency questioning',
  - and where appropriate will address: the candidate's attitude towards children and young people;
  - his/her ability to support the School's agenda for safeguarding and promoting the welfare of children;
  - gaps in his/her employment history;
  - Concerns or discrepancies arising from the information provided by the candidate and/or a referee.
- In addition to the candidates' ability to perform the duties of the post, the interview will also explore related issues including:
  - motivation to work with children and young people; 77777
  - ability to form and maintain appropriate relationships and personal boundaries with children and young people;
  - emotional resilience in working with challenging behaviours;
  - Attitudes to use of authority and maintaining discipline.

#### Recruitment, selection and disclosure policy and procedure

- Candidates are advised to read the School's policy on recruitment, selection and disclosure before submitting an application for employment. This can be downloaded on the School website, "Vacancies" page.

#### Data Protection

- The School will process personal data in accordance with the Data Protection laws and its Privacy Notices. If you wish to read our privacy notices and how we handle your data please follow this link: <https://www.rbc.org.uk/privacy-notices/>