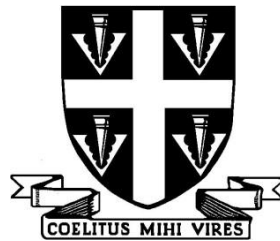
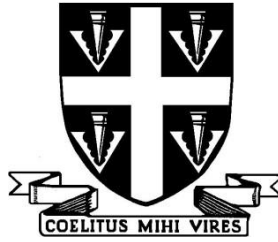


RANELAGH SCHOOL



KEY STAGE LEADER OF MATHEMATICS





Dear Colleague

Thank you for your interest in the post of Key Stage Leader of Mathematics at Ranelagh School. In this letter, we aim to provide you with some further insight into our school and our priorities.

Our school has an excellent reputation at local and national level. The last inspection by Ofsted in 2024 judged us to be outstanding in all areas. This was our fourth outstanding report and, whilst we are very proud of this achievement, we are in no way complacent.

In addition to excellence in terms of academic outcomes, our purpose is to provide a supportive, stimulating and secure environment in which young people can thrive. As such we seek to employ inspirational and energetic staff, committed to the school's ethos. In return, we aim to provide opportunities for continuing professional growth and development for all staff, beginning with a well-established induction programme.

Given that we spend such a significant proportion of our time in the workplace, it is important to take pride and pleasure in what we do here. Teaching and non-teaching staff collaborate well. They are mindful of one another's well-being and there is a strong sense of collective purpose.

If you are interested in learning more about the role, then please do contact me. If you would like to apply, please submit your application form available on the website www.ranelagh.bonitas.org.uk

We look forward to hearing from you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T. Griffith', with a large, stylized loop at the end.

Mr Timothy Griffith
Headteacher

JOB DESCRIPTION

Job title	Key Stage Leader – Mathematics We are looking for an enthusiastic candidate who is an outstanding practitioner and passionate about teaching and learning mathematics. The successful candidate will join the mathematics leadership team. The mathematics team is dynamic, strong, supportive, and is a highly valued and forward-thinking department. This post requires a reflective practitioner who is well qualified and enjoys breaking down learning barriers to help students improve their understanding of mathematics to the best they can be. The postholder will take responsibility for a whole key stage, to be determined at interview, as well as supporting with other key stages and general departmental priorities. Your aim will be to raise standards within mathematics as well as to carry out the professional duties of a classroom teacher and form tutor. You will be expected to work as part of a team to support the ethos and aims of the school and department. You will also be prepared to take part in whole school initiatives.
Salary range	MPS/UPS plus additional TLR2 for key stage leadership
Contract	Full time / Part-time /Permanent
Accountable to	The post holder will be accountable to the Headteacher and be line managed by, and responsible to, the Curriculum Leader.
Job Purpose	• To teach mathematics to students in key stages 3, 4 and 5 • To take responsibility for the leadership of a key stage, to be determined at interview • To support with the leadership of other key stages and departmental priorities such as UKMT, cross-curricular projects • To ensure high standards of learning and achievement • To ensure effective implementation of school policies and protocols
Safeguarding	The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates must be willing to undergo screening, including checks with past employers and an Enhanced Disclosure via the Disclosure and Barring Service.

KEY FUNCTIONS OF THE ROLE

Principal areas of responsibility	• To monitor attainment and progress of students and work with colleagues to ensure that teaching, learning and achievement are of the highest possible standard • To work with the department in developing relevant schemes of work and assessments • To support and implement the initiatives agreed by the department and the school • To support with extra-curricular activities within the department and wider school
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Key tasks	
Teaching and learning	• To oversee the mathematics curriculum for the key stage assigned, support with the other key stages, and ensure that the curriculum aligns with school policies • To support staff with teaching and learning and to continue to look for innovative approaches to T&L within the key stage • To monitor and evaluate student progress across the key stage, providing intervention for key marginal students and supporting specific groups (e.g. SEND, disadvantaged) as needed • To monitor and evaluate teaching and learning within the key stage (and others) alongside the rest of the mathematics leadership team in order to improve the quality of education for students • To plan, deliver, review and evaluate learning experiences with particular regard to continuity and progression (including intervention as required) • To set and share clear aims, goals and objectives • To ensure that a variety of teaching methods and styles are deployed across the department and within own lessons • To ensure that the learning environment in the teaching space is stimulating, well organised, attractive, safe and secure • To ensure that work for students is sufficiently adapted in order to promote progress, engagement and challenge • To provide effective feedback to students and parents/carers which promotes high expectations and enables all students to make progress • To ensure that high quality resources are used to support and enhance learning and support other staff with planning and delivery • To ensure that all students have an equal opportunity to succeed
Assessment, monitoring and reporting	• To undertake accurate, relevant and regular assessment, recording and reporting of attainment and achievement which is aligned with department and whole school policy and practice • To monitor and evaluate student progress within the key stage and ensure that it is used to inform interventions and future learning for students • To ensure that the SOW is appropriate and delivered consistently across the key stage/department. • Update assessments in line with the SOW, and use these to aid reporting processes • Use a wide variety of assessment data to help inform planning and delivery. • Monitor student scripts/ data from examination boards and feed key information back to staff with the aim of improving T&L for future cohorts

Curriculum intent, implementation and impact	• To work with the Curriculum Leader and other TLR holders within mathematics to continue to develop the curriculum in line with the department's curriculum intent. • To ensure that all SOWs are appropriate and follow the relevant specifications • To keep up to date with any changes to education relevant to mathematics and adapt planning, SOW, assessments etc accordingly • To evaluate the impact of the key stage curriculum and wider departmental delivery feeding back to key stakeholders as required
Management of staff	• To be responsible for the line management and appraisal of members of the mathematics department including providing advice for targets, observing colleagues and providing recommendations for progress on the relevant payscales • To support new staff, ECTs and trainees in the department as required • To support and manage support staff working within the allocated key stage and own lessons
Professional training and development	• To undertake appropriate professional development to support effectiveness in role • To disseminate key information to the rest of the team from any training attended • To highlight any key training required for the department, where appropriate to the Curriculum Leader • To support the Curriculum Leader in planning and delivering departmental meetings (including deputizing if necessary)
Student development, wellbeing and behaviour	• To keep up to date with safeguarding policies and ensure that these are being implemented at all times • To work in line with the school behaviour policy and support staff within the department regarding behaviour to ensure that effective learning can take place in lessons • To monitor attendance and punctuality in mathematics lessons and highlight any concerns to Curriculum Leader and pastoral team • To support with extra-curricular activities within the department
Wider engagement	• To contribute to cross-curricular initiatives as appropriate • To make an active contribution to the school/department's programme of curriculum enrichment
General responsibilities	• To undertake the general responsibilities of all staff • To implement the most recent Conditions of Employment issued by the Department for Education • To undertake such activities as can be reasonably expected by the Headteacher and Curriculum Leader or his/her representative

PERSON SPECIFICATION

Qualifications	You will have: • a degree in subject related discipline • Qualified Teacher Status
Knowledge and experience	You will have: • excellent subject knowledge • relevant experience of planning, teaching, reviewing and evaluating lessons and sequences of lessons at key stage 3, 4 and 5
Leadership and management	You will have: • experience leading a team/ supporting other members of staff • ability to lead the teaching and learning of a key stage • evidence of monitoring and evaluating student progress and using this to improve teaching and learning • strong classroom management and ability to observe colleagues, provide meaningful feedback and support • proven ability to mentor, support and develop other teachers
Skills and attributes	You will have: • the ability to recognise and deliver excellent classroom practice • excellent communication skills • high expectations of student learning and behaviour • a commitment to inclusion • the ability to work collaboratively • experience in analysing data to identify areas for improvement and to inform T&L • ability to manage and allocate resources appropriately
Strategic Development	You will have: • a willingness to support and contribute to initiatives agreed by the department and wider school • a willingness to engage in professional research and development groups/teaching and learning workshops within the school
Teaching and Learning	You will have: • the capacity to create an exciting, stimulating and safe learning environment • the ability to use a variety of teaching methods, styles and resources • a commitment to the enrichment curriculum • the ability to teach PSHE (as a form tutor)
Personal	You will be able to: • demonstrate a passion for your subject • demonstrate empathy • embrace challenge with enthusiasm and resilience • demonstrate a commitment to team work • manage your time and prioritise tasks effectively
Values	You will be able to: • work within the Anglican foundation and ethos of Ranelagh • make an active contribution to a culture of excellence and high expectations • a commitment to your own professional development
Other	Enhanced DBS Clearance (The successful applicant will be DBS checked through the school)

MATHEMATICS DEPARTMENT

Structure and Staffing

Staffing: The department currently has 11 mathematics teachers, both full- and part-time. We support each other in enhancing our classroom craft and work collaboratively to ensure students enjoy mathematics and learn to the best of their ability.

Facilities and Resources

The department has six teaching rooms and a large department office. Each room in the school has an interactive screen with audiovisual capabilities. Lessons can be planned using whichever resources you prefer (e.g., PowerPoint, Smart notebook, online resources, worksheets etc.). There are textbooks available should you wish to use them.

Curriculum

The department has a spiraling curriculum from KS3 to KS5. For Year 7 and 8 the department has an emphasis on mastery and resilience. Years 9, 10 and 11 work towards the OCR GCSE J560. All topics have a centrally produced summative assessment that enables students to identify areas for development, whilst enabling teachers to plan for remediation.

Year 7 and 8: Students are taught in mixed ability groups for the first half term of Year 7 and then in half-year blocked sets.

Year 9/10/11: There are currently six sets which are grouped according to ability across the year.

A Level: A Level students follow the GCE Mathematics or Mathematics and Further Mathematics course. All students, including Further Mathematics students, will be in a Mathematics A Level class (next year there will be 3 blocks). The Further Mathematics students also have an additional block timetabled for Further Mathematics only. A Level and Further Mathematics run in parallel.

The new year 12 will be doing Edexcel specification for both Mathematics and Further Mathematics. Depending on timetable and teaching availability, Further Mathematics students will be studying two of Further Statistics, Further Mechanics and Decision Mathematics as their options. All students in Mathematics study statistics and mechanics as this is mandatory.

Next year's year 13 are finishing off their Further Mathematics course studying MEI/OCR for next year only.

The Department's Teaching and Learning Ethos

Mathematics teaching at Ranelagh uses a range of approaches to support the progress of individual students. We seek to provide lessons that are engaging, enjoyable and varied whilst giving enough consolidation and retention opportunities for students to master topics. Higher attaining students take part in a variety of competitions whilst all students are encouraged to become confident in their use of mathematics.

Key Stage Leader Responsibilities

The person appointed will be expected to assist the Curriculum Leader in ensuring that high standards of learning and achievement are attained in mathematics and that school policies are implemented.

- 1 To support and implement the initiatives agreed by the department and the school
- 2 To encourage and enable all students to achieve the highest standards of learning possible by:
 - setting and sharing clear aims, goals and objectives;
 - planning, conducting, reviewing and evaluating learning experiences with particular regard to continuity and progression;
 - making sure the learning environment in the teaching space is stimulating, well organised, attractive, safe and secure;
 - providing effective feedback which promotes high expectations and progress enables all students to make progress;
 - ensuring that the best possible quality resources are used;
 - ensuring that a variety of teaching methods and styles are deployed;
 - making sure that all students have an equal opportunity to succeed;
 - undertaking accurate, relevant and regular assessment, recording and reporting of achievements.
- 3 To work with the department in developing relevant schemes of work and in implementing the national curriculum, leading a key stage and supporting with the others as well as extra-curricular activities.
- 4 To undertake cross subject/cross curricular investigations as appropriate.
- 5 To take a positive attitude towards professional development.
- 6 To contribute to the department/school's curriculum enrichment programme for students.
- 7 To undertake specific responsibilities in the Department as agreed with the Curriculum Leader.
- 8 To undertake the general responsibilities of all staff.
- 9 To undertake the responsibilities of a form tutor.

ETHOS AND AIMS OF RANELAGH SCHOOL

Ethos

Recognising its historic foundation, the school is committed to preserving and developing its religious character in accordance with the principles of the Church of England and in partnership with churches at parish, deanery and diocesan levels.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its students.

The school aims to provide a supportive, stimulating and secure environment where high standards of learning and personal responsibility are expected and achieved and where every member of the school community is respected and valued.

Aims

- 1 To provide the environment, stimulus and opportunities which will encourage and enable every individual to discover and fulfil their potential.
- 2 To enable each individual to develop confidence and self-esteem, and to encourage self-reliance, self-discipline and corporate responsibility both in school and in the wider community.
- 3 To develop each student's capacity to take responsibility for his/her own learning and to work constructively as a member of a group or a team.
- 4 To provide opportunities for each student to participate in and enjoy a range of cultural, creative, practical, physical and social activities and to develop their knowledge and skills in these areas. To provide opportunities for moral and spiritual development.
- 5 To ensure that each student leaves school with qualifications and achievements commensurate with his/her ability, with the knowledge, skills, attitudes and values which will provide the confidence to lead a fulfilled and responsible life, and with an awareness that learning is a lifelong process.
- 6 To educate all students through a broad and balanced curriculum which will prepare them effectively for adult life in a multicultural society and an interdependent, changing world

HOW TO APPLY

**Please complete the online application form
available via the school website:
www.ranelagh.org.uk**

**Please note that CVs cannot be accepted.
No agencies please.**