



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Teacher of Mathematics
Maternity Cover

Part time (approx. 0.75 fte)

The School

Stratford Girls' Grammar School is a highly successful selective 11-18 school with 831 students currently on roll. Following a period of expansion, the standard student number in Years 7 to 11 is now 120. This year there are 231 students in Years 12 and 13. Our priority circle for admissions takes in south Coventry, Banbury, Solihull and Pershore. Our population has become more diverse in recent years, something that makes our community a rich, fulfilling, and exciting place to be.

The school has an excellent reputation based on examination results, a progressive approach to educational development and a strong sense of community. The school is well known for academic excellence, both locally and nationally. In November 2022, Ofsted judged us as outstanding. The standards that students achieve at every level are exceptionally high and the students' personal development is excellent.

"Shaping Futures' runs through the heart of Stratford Girls' Grammar School. This shared ethos is seen in everything students and staff do. Students achieve exceptionally well...All students, including those in the sixth form, are extremely well prepared for life beyond school."

Our exam results in 2024 were once again exceptional at GCSE (86% Grades 9/7) and at A-level (87% Grades A*/B). We add good value, which we are proud of considering the high starting points of our students (Progress 8 was 0.94 in 2023, a further improvement on 0.93 in 2022). The quality of destinations for our students is also outstanding, with ever increasing numbers successfully applying to Oxbridge and others gaining a place on high quality, degree level, apprenticeships.

The school became a stand-alone academy in August 2011 and moved at the same time to vertical tutoring. Our pastoral care is a real strength and is often cited as a further reason why parents and students recommend and choose us. We are outward-looking, value breadth and encourage students to take up a wide variety of extra-curricular opportunities. Parent support for the school is very good: 97% of our parents would recommend us to other parents. The school also benefits from an engaged Governing Body.

The school is located in the small village of Shottery on the outskirts of Stratford-upon-Avon, just ten minutes easy distance from junction 15 of the M40 and less than an hour from Birmingham, Coventry and Worcester. It is based in the grounds of Shottery Manor, a fifteenth century manor house which accommodates our sixth form. The school buildings are quite compact, which gives it a friendly feel, and the entire site is arranged around a very attractive central lawn.

We are always looking for ways to enhance the facilities for our students. The school has expanded considerably since converting to a stand-alone academy. In 2015 a £3.5m project facilitated a remodelled assembly hall, kitchens, dining room, full-size sports hall, fitness suite and changing rooms, Drama studio, three classrooms, offices and school reception. This development followed soon after Phase 1: a £1.5m extension comprising six classrooms, offices and a new library. Several successful CIF bids have also allowed us to update the school with new windows and doors, heating systems, fire alarm system and a new roof on the Manor. Most recently, funding secured from government allowed us to refurbish our 1950s Science laboratories and the windows in the Manor House have now been renovated.

Further to site development, we are committed to being a digital school. All teaching staff have new laptops that can wirelessly project lesson content and use digital ink to capture notes. These new laptops were also configured with a VPN, allowing seamless working from home. Our staff and students benefit from and expect reliable, robust IT systems. We are currently building on these excellent foundations with staff to set the Digital Strategy for the next five years.

Further details about the school can be found on our current website (www.sggs.org.uk). Our X (@Shottery) - formerly Twitter - or Instagram (@sggslife) feeds are other excellent sources for a feel of the school. Examination results for 2024 (and summary information about the preceding five years) are available on the website, and our most recent Ofsted report is available on our website.

Welcome to the Maths Department

Dear Colleague

Working at Stratford Girls' Grammar School is an enjoyable, exciting and rewarding experience as you have the opportunity to work with students who are enthusiastic, confident and academically of a very high calibre. All of the students here have the potential to achieve very highly in Maths and one of the challenges, as in any school, is to ensure that these potentially high achievers remain engaged and intrigued by the relationships within mathematics. We endeavour to develop their appreciation of Maths as an elegant language and a pure subject in its own right, as well as always being ready to answer the usual question of "when are we ever going to use this in the real world?"!

The subject is very popular at A-level with students from our own Year 11 and with students new to the Sixth Form. The large numbers taking this subject are very pleasing, but it does present its own challenges in that there is a wide spread of ability and prior mathematical experiences within the groups. There is also a group in each year taking Further Maths.

In order for students to be so keen to continue their study of Maths at A-level, we must be doing something right lower down the school! We aim to include a variety of teaching and learning strategies within our lessons, including ICT, tarsia puzzles, loop cards, and functional skills tasks.

We aim to enrich our students rather than accelerate them; although we do not enter students for their GCSE early, we do offer an extra course in Year 11 - the AQA Level 2 Certificate in Further Maths. We are very keen on students being able to problem solve and apply their understanding to complex problems. We aim to provide suitable challenge for all students, therefore, we have prepared extension material for students using appropriate Maths Challenge questions, and AEA and STEP past paper questions for both Year 11 and the Sixth Form. We enter students for the UKMT Maths Challenges.

I run a daily lunchtime session called SUMS – Some Useful Maths Support and other members of the department are available on a voluntary basis to help support students. Specific sessions for Year 13 and Year 11 are run in addition to the drop-in sessions. The students are appreciative of staff giving up their time at these drop-in sessions and some students become regular visitors, using it as a quiet place to do their homework, knowing that they have support when needed.

One of our strengths as a department is that we are very supportive of each other and will often be found having informal department meetings at break and lunch times in the department office or over a coffee in the staffroom. We are always willing to share what has worked well and are keen to implement best practice.

We are seeking an enthusiastic and dedicated person to join our department. Please do not hesitate to contact me if there is anything you would like to ask and we look forward to receiving your application.

Yours sincerely



Sarah Bateman
Head of Mathematics

The Department

The Maths department is a strong department which consistently achieves excellent results at all levels. The department consists of seven well-qualified and experienced members of staff, who share their enthusiasm and enjoyment of the subject with their students. All members of the department have the opportunity to teach across the age and ability ranges within the school.

Mathematics is a popular subject at A-level where we offer A-level Maths and Further Maths using the AQA Specification. We currently have three groups of Maths and a group of Further Maths in each year, where each group is taught by two teachers. Students that opt to take the MAT or STEP papers for entry into certain universities are supported, while others take the opportunity to undertake Extended Project Qualifications (EPQ) in related topics.

Students are taught in mixed ability teaching groups (although the range of ability is relatively narrow, as a selective school). All students are entered for AQA Higher Tier at GCSE.

We enter students for the National Mathematical Challenges, where they are very successful and students are regularly invited to take part in further rounds.

The Post

This is a maternity cover post (approximately 0.75fte) which is anticipated to run from March 2025 to March 2026.

The successful candidate will be an able mathematician who has the ability and confidence to teach at all levels. Having the ability to teach both Pure and Applied topics at A-level will be an advantage. You will be joining a strong and dedicated team and must be willing to contribute fully at all stages to the development of Mathematics teaching within the school.

We are seeking an enthusiastic and inspirational Maths teacher with a love of Mathematics. Most importantly, we are looking for someone who is keen to develop as a teacher. They will be able to share their enjoyment with students by employing a range of teaching strategies as an outstanding classroom practitioner – strategies which provide for challenge, motivation and high student expectations. They must be able and confident to teach engage and enthuse students of all aptitudes in this high-achieving grammar school, including the most able. They must be willing to get involved with extra-curricular activities to do with enriching the students' experience of Maths and wider school life more generally.

The start date is March 2025.

The Application Process

Those who wish to apply can do so by following the link here from the school's website using **MyNewTerm**.

Please complete the application form online. A written statement in support of your application will be accepted but we do not consider CVs.

If you have any questions regarding this vacancy or wish to visit the school, please contact Joanne Betts, PA to the Headteacher, in the first instance on 01789 293759 or at HeadsPA@sggs.org.uk.

Application deadline: Monday 20th January 2025

Interviews are due to be held in w/c 27th January 2025.

The Interview

Detailed arrangements will be sent to those invited for interview, but the following elements are likely to be part of the process. They are provided at this stage for information only and are subject to revision.

Our usual practice in school is for all candidates to arrive at the same time and take part in some activities in a group or on a rota basis. Interviews will be on an individual basis. These activities may include:

- meetings and discussions with the Headteacher, the Business Manager and other key staff as appropriate
- tour of the school and site with student leaders
- individual interviews with panels, which may include students and/or staff
- practical lesson observation
- practical activities (e.g. in-tray exercise, teaching and learning planning, assessment task)
- observed discussion with others for leadership posts
- formal panel interview

The formal interview: before the interviews, the selection panel will agree on the interview format. The questions asked will be aimed at obtaining evidence of how each candidate meets the requirement of the job description and the person specification and each candidate will be assessed against all of the criteria for the post. The same areas of questioning will be covered for each applicant and no questions which would discriminate directly or indirectly on protected characteristics under the Equality Act 2010 will be asked. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues and their suitability for the role in relation to the safeguarding criteria in the person specification. Candidates will be asked about the most recent safeguarding training. The interview will also include a discussion of any convictions, cautions or pending prosecutions, other than those protected, that the candidate has declared and are relevant to the prospective employment.

Staff Dress

At Stratford Girls' Grammar School all staff should wear smart clothing which:

- promotes a positive and professional image.
- is appropriate to their role.
- is not likely to be viewed as offensive, revealing, or sexually provocative.
- does not distract, cause embarrassment or give rise to misunderstanding.
- is absent of any political or otherwise contentious slogans.
- is not considered to be discriminatory.
- is compliant with professional standards.

The expectations are that:

- male teaching staff are expected to wear a jacket and collared shirt, and female teaching
- staff equivalently smart attire with a jacket. Ties are optional.
- staff are expected to dress appropriately; all staff should set a good example to students in
- what they wear, avoiding clothing that is overly casual or revealing.

Safeguarding

The personal safety, emotional well-being and social development of students at SGGs is at the heart of our school ethos. Sustaining a vigilant culture of safeguarding awareness across the school, with clearly understood and defined systems for raising concerns, is of paramount importance and underpins all professional conduct and practice. All associate and teaching staff are regularly trained and empowered to deploy their professional curiosity and are tasked with adopting a 'it could happen here' approach to any concerning presentation by a student or member of staff manifest in school.

We advise you that in line with KCSIE 2024 requirements, we will carry out online searches on all short-listed candidates.

This school is committed to safeguarding, equality of opportunity, and promoting the welfare of children and young people. An enhanced DBS check will be required.

Privacy Notice

Information about how we handle your data can be found on our website.

Person Specification (1): Teacher of Maths

	Essential	Desirable	How tested
Qualifications	<ul style="list-style-type: none"> • Good degree in Maths with teaching qualification 	<ul style="list-style-type: none"> • Other qualifications or academic experience indicating a breadth of interests 	<ul style="list-style-type: none"> • Application form and documentation
Experience	<ul style="list-style-type: none"> • Proven record as a successful teacher of Maths (preferably to A-level) in the 11-19 sector • Experience of working with students in a pastoral role • Commitment to the wider life of school 	<ul style="list-style-type: none"> • Experience of working with very able students, eg in selective schools 	<ul style="list-style-type: none"> • Application form • Letter • Interview
Professional Knowledge	<ul style="list-style-type: none"> • Up-to-date knowledge of GCSE and A-level specifications for Maths • Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people • Knowledge of relevant Health and Safety requirements. 	<ul style="list-style-type: none"> • Sound knowledge of current educational developments and initiatives 	<ul style="list-style-type: none"> • Application form • Letter • Interview
Skills and Abilities	<p>Essential</p> <ul style="list-style-type: none"> • Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities • Good interpersonal and communication skills to relate to staff, students and parents and to support, motivate and lead a team • Respects and values the different experiences, ideas and backgrounds that others can bring to work and to teams • Works collaboratively and supportively with colleagues both within the organisation and in other organisations • Manages time effectively • Good ICT skills • Able to work well under pressure and maintain a sense of perspective with a good sense of humour • Committed to continual personal and professional development, is reflective and learns from past experience • Personal integrity • Committed to the protection and safeguarding of children and young people • Willing to work within organisational procedures and to meet the required standards for the role 		<ul style="list-style-type: none"> • Application form • Letter • Interview
Special Requirements	<ul style="list-style-type: none"> • Committed to selective education • Committed to single-sex girls' education • Committed to maintaining the unique and caring ethos of the school 		<ul style="list-style-type: none"> • Application form • Letter • Interview

Job Description (2): Class Teacher

Job Purpose: To teach a class or classes of students and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents/carers and governors; to have a working knowledge of i) the national conditions of employment for school teachers as set out in the current copy of the School Teachers' Pay and Conditions Document, and ii) the national standards for QTS.

Reporting to: Head of Department

<p>Strategic leadership</p>	<ul style="list-style-type: none"> • Demonstrate an active contribution to the policies and aspirations of the school. • Demonstrate that they are effective professionals who challenge and support all students to do their best through: <ul style="list-style-type: none"> – inspiring trust and confidence; – building team commitment; – engaging and motivating students; – analytical thinking; – positive action to improve the quality of students' learning.
<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • Have a thorough and up to date knowledge and understanding of their specialist subject(s). • Have a detailed knowledge of the relevant aspects of the students' National Curriculum, including national standards and other statutory requirements. • Understand progression in their specialist subject(s), including before their specialist age range. • Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s). • Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work and which have been identified as school priorities.
<p>Planning & setting expectations</p>	<ul style="list-style-type: none"> • Demonstrate consistent and effective planning of lessons and sequences of lessons to ensure all students learn effectively • Identify clear teaching objectives, content, and sequences and learning appropriate to the subject matter and the students being taught. • Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available. • Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment. • Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans. • Make reasonable adjustments in practice to include students with a disability. • Take account of EDI to enrich the curriculum and raise achievement.
<p>Teaching and managing student learning</p>	<ul style="list-style-type: none"> • Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Secure a good standard of student behaviour in the classroom through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school. • Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
<p>Student achievement</p>	<ul style="list-style-type: none"> • Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets.

	<ul style="list-style-type: none"> • Secure progress towards students' targets. • Demonstrate that, as a result of their teaching, their students achieve well relative to the students' prior attainment, making progress as good or better than similar students nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for students where national tests and examinations are not taken.
Assessment and Evaluation	<ul style="list-style-type: none"> • Assess how well learning objectives have been achieved and use this assessment to inform future teaching. • Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress. • When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses. • Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.
Working with other adults	<ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including, where applicable, support staff. • Take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of a subject in the school. • Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.
Managing resources	<ul style="list-style-type: none"> • Select and make good use of textbooks, ICT including MS TEAMS, and other learning resources which enable teaching objectives to be met. • Ensure learning environment supports the promotion of the subject and student progress as appropriate.
Relations with parents and wider community	<ul style="list-style-type: none"> • Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples. • Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress. • Communicate and co-operate with specialists from outside agencies when appropriate.
Managing own performance & development	<ul style="list-style-type: none"> • Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and students' learning. • Participate in the appraisal system for the appraisal of their own performance, or that of other teachers. • Take responsibility for implementing school policies and practices, including Health and Safety. • Support initiatives decided by the Headteacher and staff • Set a good example to the students they teach in their presentation and their personal conduct. • Evaluate their own teaching critically and use this to improve their effectiveness.

This job description is in addition to the school teachers' pay and conditions document published annually by the DFES. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.

Post-Threshold Expectations

In addition to the above and in accordance with post-threshold standards:

- to provide a role-model for teaching and learning
- to make a substantial and sustained contribution (specifically agreed through the Appraisal system) to the raising of student standards and to contribute effectively to the work of the wider school team and the whole school offer.

The Job Description (2): Tutor

Job Purpose: To be responsible for the pastoral care, guidance and support of students within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House and Head of Sixth Form.

Reporting to: Head of House and Head of Sixth Form

<p>Strategic leadership</p>	<ul style="list-style-type: none"> • Take responsibility for implementing school policies and practices, including those dealing with bullying • Work to develop and maintain positive attitudes and confidence in student welfare and guidance • Help to develop a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to: <ul style="list-style-type: none"> ○ students' spiritual, moral, cultural, mental and physical development (SMSC) ○ the preparation of students for the opportunities, responsibilities and experiences of adult life ○ the capacity of students to stay safe, be healthy, enjoy and achieve, make a positive contribution and prepare for their future life, including economic well-being
<p>Specific responsibilities</p>	<ul style="list-style-type: none"> • Tutorial: <ul style="list-style-type: none"> ○ work with the PSO to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor's best efforts (including contacting parents if necessary) is notified to the Head of House/Sixth Form ○ ensure that any information is distributed promptly, and that other returns of a routine nature are dealt with as required ○ celebrate individual or group achievements • Assemblies and tutorial: <ul style="list-style-type: none"> ○ role model positive well-being and practices in support of this ○ be responsible for organising meaningful activities with the tutor group in tutorial, and assisting the group in the presentation of assemblies ○ supervise the tutor group in whole school and other assemblies and in moving to the place of assembly ○ check student planners and sign them at least half-termly; follow up any problems in subject areas with the subject teacher and relevant Head of Department • Conduct and appearance of students: <ul style="list-style-type: none"> ○ set the standards and monitor the behaviour, attitudes and appearance of members of the tutor group, within the school's Behaviour Policy ○ use the rewards and sanctions in SIMS in line with this policy ○ monitor that uniform/ sixth form dress is worn correctly and advise Heads of House/Sixth Form as appropriate ○ set a good example to the students they teach in their presentation and their personal conduct • Care of the tutor group environment: <ul style="list-style-type: none"> ○ actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base ○ ensure that tutor group noticeboards are maintained well
<p>Teaching and managing student learning</p>	<ul style="list-style-type: none"> • Ensure effective delivery of tutorial activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of curriculum time. • Secure a good standard of student behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of the school's Behaviour Policy.
<p>Monitoring student progress</p>	<ul style="list-style-type: none"> • In line with the ARR calendar, monitor tutees' data and progress towards subject and review targets and support students in making progress towards their targets. • Be responsible for sharing any sensitive or confidential information with the Head of House/Sixth Form and Headteacher as necessary and in keeping with all school safeguarding procedures. • Be responsible for commenting on individual reports for members of the tutor group, and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports

	<ul style="list-style-type: none"> • Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group
Relations with parents and wider community	<ul style="list-style-type: none"> • Foster good home-school relationships and liaise with the Head of House/Sixth Form if direct contact with parents is necessary • Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.

This job description is in addition to the school teachers' pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School. For further guidance on the role and responsibilities of the Tutor, see the Staff Handbook and Tutor Guidance produced for the beginning of every school year.