

LEARNING AREA DESCRIPTION

MATHEMATICS

The Mathematics Learning Area requires a highly skilled, resourceful and enthusiastic Maths teacher who wishes to join a successful team. The Learning Area consists of 9 full time members of staff and the part time equivalent of an additional teacher. The learning area has a stable, longstanding leadership team with the learning area leader and deputy leader investing in the long term development and consolidation of the subject area, which regularly posts results which are amongst the best in the school.

The mathematics learning area is housed together along the top corridor of the new school building. It is equipped with state of the art clever-touch fully interactive whiteboards and has a full range of resources both physical and online to draw from.

The Learning Area makes use of a variety of resources throughout Key Stages 3, 4 and 5 including the main texts – ‘Maths Frameworking’ for Years 7, 8, and 9 and Oxford GCSE Mathematics for Years 10 and 11. These are supplemented by our own worksheets and Innovative Schemes of Work.

A banding/setting policy is followed from an early stage in Year 7 with regular movement between sets being encouraged in response to mathematical development. We work closely with members of the Learning Support Area who support us actively in lessons where possible.

All students at Key Stage 4 follow a GCSE course and the specification in current use is Edexcel Linear (1MA1).

Mathematics is a popular subject in the Sixth Form. We have two groups at both AS and A2 level and we deliver A level Further Maths in both years also. At AS and A2 Level the Edexcel Modular specification is followed and students are prepared for modules in pure maths, mechanics and statistics. A significant number of students go on to study maths or related disciplines at university.

Some main areas of the improvement plan for the mathematics learning area include:

- The continued improvement of GCSE and A level grades through strategic targeting of student groups for intervention.
- Reviewing the implementation of new GCSE and A level courses and schemes of work.
- The support and induction of new colleagues.
- The development of students’ ability to think through non-standard mathematical problems.
- Developing the potential of students to apply their mathematics in other areas of the curriculum including a focus on literacy.
- Developing teachers ability to deliver A level maths with A level teaching a distinct possibility for new colleagues

The person appointed to the post will be expected to take a leading role in helping to achieve these targets.