



## CHESTNUT GROVE MATHS DEPARTMENT

We are looking for an enthusiastic, motivated, and inspiring teacher to join our Maths department in September 2019. The opportunity to teach A-Level may be possible for a suitable candidate. We are a team of 11 subject-specialist teachers and we are motivated and determined to provide the highest level of teaching to our students. We all work collaboratively together to ensure this is possible. As one of the largest departments in the school we pride ourselves on our range of skills and abilities within the department and are looking for an individual to join us who has a love of Maths, is an outstanding teacher and who is also keen to contribute to the school outside of the Maths department. Maths has one of the highest uptakes at A-Level and this is a reflection of how much students enjoy Maths lower down the school.

We are looking for someone who has excellent subject knowledge, is enthusiastic, organised and motivated to succeed. As an outstanding school we are looking for someone with good behaviour management skills, good classroom management and an ability to teach creative and challenging lessons, ensuring students' progress is the highest priority.

Chestnut Grove Academy is a thriving, multicultural, non-selective outstanding secondary school in South-West London. The school recently underwent a new redevelopment, creating a modern environment with state of the art classrooms equipped with new technology and increased outside space to be enjoyed by students and teachers.

As a teacher at Chestnut Grove you will join a team of highly skilled and supportive colleagues as well as a clear programme for professional development.

### Staffing

- 1 head of department
- 1 2ic
- 1 lead teacher – maths mastery
- 1 lead teacher – KS4
- 1 ic KS3
- 1 ic KS5
- 1 Senior Deputy Head/Maths teacher
- 4 full time Maths teachers (x 1 vacancy)

### Curriculum:

Our maths department has embraced the current curriculum. To meet its challenges, we have developed our own pedagogical approach based on sound, current research. Our teaching is designed for conceptual understanding, we encourage our students to confront difficulties rather than avoid them and to reason rather than just get answers. Our teachers help students to recognise what has been learned and also how it has been learned. Our aim is to develop autonomous learners who will continue to study mathematics beyond KS5.

In KS3 the new curriculum will be soundly embedded by the time these students reach GCSE, and they will be used to the new style of questions and teaching meaning they should be able to adjust to GCSE easily. We have adopted a mastery approach in Year 7, which will also be embedded in year 8 in the next academic year and in year 9 the year after. We aim for the large majority of pupils to master the subject. We engage in collaborative planning and are continually seeking to improve the effectiveness of our teaching

Through the mastery approach all pupils should become fluent in the fundamentals of mathematics, including through varied and frequent practice, so that pupils develop conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems. Concrete and pictorial representations of mathematics are chosen carefully to help build procedural and conceptual knowledge together. The focus is on the development of deep structural knowledge and the ability to make connections. Making connections in mathematics deepens knowledge of concepts and procedures, ensures what is learnt is sustained over time, and cuts down the time required to assimilate and master later concepts and techniques.

### **Accommodation and Resources:**

The department teaches in a well-resourced suite of classrooms situated in a beautiful listed Victorian building and each teacher has his or her own well-equipped classroom which was redesigned a few years ago.