



**Mayfield Grammar School
Gravesend**

**Appointment of
Teacher of Mathematics
required from September 2025**

Closing date: 9 am on Tuesday 22nd April 2025

Interviews will be held the week beginning 28th April 2025



Mayfield Grammar School

Gravesend

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Teacher of Mathematics

Required from September 2025
ECT/Main Professional Scale/UPS
Full time position

This is an exciting opportunity for an enthusiastic and committed Teacher of Mathematics. The opportunity to teach A Level Mathematics would be available for a suitable candidate. You will be joining a very successful department within a high performing 11-18 selective girls' school with boys in the Sixth Form.

We are looking to appoint an Early Career Teacher (ECT) or a well-qualified colleague on the Main Professional Scale who is flexible, highly motivated and creative, with a sound knowledge of their subject who can maintain the excellent results in this popular area of study.

The person appointed will receive high quality mentoring and support and there is also plenty of scope to be involved in a wide range of extra-curricular activities.

The school has a high profile for achievement locally and nationally and prides itself on its strong record of internal professional development.

The school was judged by Ofsted to be "Outstanding" in May 2024.

Further details and an application form are available from the Staff Vacancies section of the school website www.mgsg.co.uk.

Applications made via TES Online will be accepted.
CVs will not be considered and should not be submitted.

All applications with a covering letter addressed to Mrs E Wilson, Headteacher must be received by **9 am on Tuesday 22nd April 2025**

Interviews will be held the week beginning 28th April 2025

We reserve the right to offer interview before the closing date.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Mayfield Grammar School, Gravesend

Mayfield Grammar School, Gravesend is a selective girls' school with boys in the sixth form which is situated in the town of Gravesend, with easy access to the A2 and M25 and a direct rail link to Charing Cross. In February 2012 we converted to Academy Status and the school celebrated its Centenary throughout 2014/15. This academic year we will be marking our 110 year anniversary.

The school occupies two sites. One houses the original 1926 building with its distinctive quadrangle and bell tower, surrounded by its playing fields. New Science, Technology and Dining facilities opened across 2020-2021. Our second site has specially designed facilities for Technology, Sports and Drama which opened in 1995. There is IT provision on both sites and a new teaching block opened in 2021 which houses our new library, Music, multi-purpose activity studio, additional classrooms and specialist IT rooms.

The school is an 11-18 grammar school. Entry at age 11 is via the Kent 11 plus selection procedure comprising nationally standardised verbal, non-verbal and mathematics tests. The procedure allows admission of the top 25% of the ability range. An optional additional opportunity to assess eligibility for admission is available through the Mayfield testing procedure.

We are an outward looking school determined to provide the highest quality education by capitalising on opportunities available to the school. We work as a team where the contributions of all the staff are equally valued. We place major importance on providing new staff with an effective induction into the school and all staff are constantly seeking to improve their professional practice through external and internal training. Governors, parents and the community are extremely supportive of the work of the school.

The Senior Team consists of the Headteacher, Deputy Headteacher, Senior Assistant Headteacher and five Assistant Headteachers. Curriculum Leaders lead their subject teams to ensure a high-quality teaching and learning experience for all our pupils. Pastoral care is led by an experienced team of Learning Leaders who work with Form Tutors and are supported by Pastoral Support Managers, Key Stage Co-ordinators (AHTs) and the Senior Assistant Headteacher. A House System was introduced in September 2014. Achievement points are given to students during the year and the Aster Trophy is awarded to the House with the most points overall at the end of the academic year.

The curriculum follows the National Curriculum guidelines and students have the opportunity to gain ten GCSEs at the end of Year 11.

There are circa 1450 students on roll, 380 of whom are in the Sixth Form.

The school PAN is 210 for year 7 entry.

Extra-curricular activities include a full programme of sports, choirs, orchestras and other club activities. A large number of students participate in the Mayfield Challenge (Lower School) and the Duke of Edinburgh Award Scheme (Upper School and Sixth Form). There are Conferences, the Graduation Ball and many other opportunities for students to participate in events outside their classroom studies. The school enjoys strong links with the local business community and runs a full Careers (CEIAG) programme. The school runs an extensive programme of trips and visits both locally, nationally and internationally for all year groups.

Mayfield Grammar School is a happy community where we foster excellent relationships between staff and students.

This is a non-smoking school.

Anyone interested in the school is welcome to visit our website at www.mgsg.co.uk

Mayfield Grammar School, Gravesend

MATHEMATICS DEPARTMENT

A position has arisen for a Teacher of Mathematics. The person appointed will join a lively, experienced, enthusiastic and academically successful Mathematics Department which comprises a Faculty with Computing and Economics.

The department is supported by a Technician, who is shared with the Economics and Modern Foreign Languages Departments.

The Mathematics Department aims to provide all MGSG's students with a high degree of confidence and competence in the subject, by understanding the curriculum, making connections that enable progress in other subject areas and developing skills that will be useful in life beyond the school. The Department has supported students to achieve some very pleasing external examination results in recent years.

Lower School

Students in Years 7 and 8 are taught using the Collins National Mathematics Frameworking 3rd Edition textbooks. All students in Year 7 have seven 1 hour lessons per fortnight which reduces to six 1 hour lessons in Year 8. In Year 7, students are taught in their tutor groups but they are set for Year 8. As we are a 7-form entry school, two pairs of tutor groups split into one upper and one lower set. The remaining three tutor groups split into one upper and two lower sets. Assessments at the end of every topic are undertaken throughout the two years. During this time, students are taught work up to GCSE Grade 6 but including opportunities for mental arithmetic and functional mathematics practice, largely through Numeracy Ninjas. At every fixed assessment point, the results from assessments completed by all classes since the last assessment point are collated into one overall grade so that students' progress can be regularly monitored by parents. The Department has subscriptions for MyMaths, MathsWatch, GCSEPod and Dr. Frost Maths, as well as using various PowerPoint presentations to help enhance students' learning. All homework is set using Sparx Maths.

The topics covered across the two years can be categorised as:

Decimals, Fractions and Percentages
Shape, including area and volume, geometry
Calculating with Numbers
Algebra
Co-ordinates, Graphs and Mapping
Handling Data
Units of measure, ratios and proportion
Probability
Ratios and Proportion
Simultaneous Equations
Plotting Graphs
Trigonometry & Pythagoras

Upper School

For Years 9-11, students are initially set based largely on their end-of-Year 8 examinations. As we are a 7-form entry school, two pairs of tutor groups split into one upper and two lower sets. The remaining three tutor groups split into two upper and two lower sets. However, in Year 11, the sets for the two respective combinations of tutor groups are divided as one upper, one middle, one lower and one upper, two middle and one lower set. Students can move sets during the course of the year, but most changes occur at the end of Years 9 and 10 and after Year 11 November Preparation Examinations. As from 2020-21, AQA GCSE Further Mathematics became a GCSE option subject so that students can devote all core Mathematics lessons to the GCSE Mathematics content, allowing the most able more time for practice and a greater chance of securing the best grade possible. These students then sit both their compulsory Edexcel GCSE Mathematics and this additional course in May/June of Year 11. Students are taught using the Collins Edexcel GCSE Mathematics Higher Student Book and knowledge retrieval is encouraged through regular use of Corbett 5-a-day, working through two of Foundation, Foundation Plus, Higher and Higher Plus over the three years as is appropriate for each set. All students in Years 9 and 11 have seven 1 hour lessons per fortnight but students in Year 10 have six 1 hour lessons per fortnight.

As in the Lower School, at every fixed assessment point, the results from assessments completed by all classes since the last assessment point are collated into one overall grade so that students' progress can be regularly monitored by parents. The Department has subscriptions for MyMaths, MathsWatch, GCSEPod and Dr. Frost Maths, as well as using various PowerPoint presentations to help enhance students' learning. All homework is set using Sparx Maths.

The topics covered across the three years are categorised as:

- Leftover Mensuration Topics
- Similar Triangles & Rates of Change
- Calculations
- Measures and accuracy
- Factors, powers and roots
- Expressions
- Equations and inequalities
- Circles and constructions
- Fractions, decimals and percentages
- Ratio and proportion
- Units and proportionality
- Sequences
- Graphs
- Handling data
- Working in 2D and 3D
- Angles and polygons
- Formulae and functions
- Probability
- Combined events

Sixth Form

A Level Mathematics is a popular option for students. Those who wish to study the subject have to sit a Fundamentals Test, largely based upon their numerical and algebraic knowledge from GCSE Mathematics, at the beginning of Year 12, for which they are expected to demonstrate a sufficient understanding of key topics. All students in Year 12 study Edexcel's compulsory Core, Statistics and Mechanics elements. Students complete standard homework assignments for all modules to demonstrate that they have gained sufficient understanding. Whilst Mathematics is one of the few subjects where the AS qualification is permissible, very few students each year decide to stop their studies at this stage.

Further Mathematics is also offered as an option for the most able Mathematicians. As from 2019-20, we have started to deliver the two courses sequentially, meaning that the class of future Further Mathematicians studies all of A Level Mathematics throughout Year 12 and will start Further Mathematics when that course has been completed. However, students will still take both sets of external examinations in May/June of Year 13 and so internal examinations for Mathematics continue throughout Year 13 as well.

Another change for 2019-20 was the introduction of Edexcel's Mathematics in Context/AQA's Mathematical Studies delivered to Year 12 primarily but frequently for some Year 13 students who were unable to study it during their previous academic year. Whilst there tends to be a small class size each year, largely because it cannot fit with some students' option subjects, more Year 11 students are showing an interest each year and so offering the course has become an integral part of the Sixth Form offer made by the department to students who wish to study at MSGS.

Mayfield Grammar School, Gravesend

Job Description

Post Title:	Classroom Teacher
Post Holder:	
Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher/Form Tutor. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To play a full part in the life of the school community, to support its distinctive ethos and to encourage colleagues and students to follow this example.
Reporting to:	Curriculum Leader
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area development plan and its implementation. • To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist the Faculty and/or Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development within the subject area and change so as to ensure the continued relevance to the needs of the students and the school's Strategic Objectives. • To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
<u>Staffing</u> Staff Development: Recruitment/ Deployment of Staff:	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal Review process. • To ensure the effective/efficient deployment of classroom support where appropriate. • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.

Teaching:	<ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. • To undertake a designated programme of teaching. • To ensure a high quality learning experience for students which meets internal and external quality standards. • To prepare and update subject materials/share with colleagues in the team. • To engage in and support curriculum development led by the Curriculum Leader. • To use a variety of teaching and learning approaches which will stimulate learning appropriate to student needs and demands of the syllabus. • To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required. • To communicate effectively with the parents of students as required. • To maintain appropriate records and to provide relevant accurate and up to date information for the management information system. • To complete the relevant documentation to assist in the tracking of students. • To track student progress and use information to inform teaching and learning.
Form Tutor Role:	<ul style="list-style-type: none"> • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To be the first point of contact for students in the tutor group for both academic and welfare concerns. • To maintain effective communication between students in the tutor group, staff and parents in relation to the students' progress and welfare. • To liaise with a Learning Leader to ensure the implementation of the school's Pastoral System. • To register students, accompany them to assemblies and remain with them as appropriate, encourage their full attendance at all lessons and their participation in other aspects of school life, including form assemblies and form council meetings. • To evaluate and monitor the progress of students and keep up to date student records as may be required. • To contribute to the preparation of Action Plans, progress files, reviews and school reports.

	<ul style="list-style-type: none"> • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with outside agencies. • To contribute to PSHE and citizenship and enterprise learning according to school policy. • To apply the Behaviour Management systems so that effective learning can take place. • To make effective use of form time to progress student learning.
Other Specific Duties	<ul style="list-style-type: none"> • To support the school in meeting its legal requirements for worship. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • To know and follow school policy and statutory guidance with regard to the welfare and safeguarding of all students in your care. • To support the wider life of the school by supporting (when requested) the Mayfield Challenge Co-ordinator in attending the camps that operate in Year 7 and Year 8 or/and support the school's DofE (<i>Duke of Edinburgh's Award</i>) Leader (when requested) by attending expeditions/training days as appropriate. A separate allowance may be applicable for certain activities. The school will seek staff volunteers in the first instance to support these activities before requesting individual staff to participate as laid out in this job description. • To support Sixth Form students in the completion of the EPQ as directed by the school. This will include monitoring student progress and the assessment of student work. • To undertake any other duty as specified by STPCB not mentioned in the above.
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Staff are expected to undertake any other duties as may be reasonably expected at the direction of the Headteacher.</p> <p>Staff are expected to uphold the ethos of the school in all aspects of their work.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	
<p>This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>	
Sign:	Date: