



TEACHER OF MATHEMATICS ADDITIONAL INFORMATION

The College

St Lawrence College is a boarding and day school in Ramsgate, East Kent for pupils aged 3-18. It is a member of the prestigious HMC group of schools and was founded in 1879, with the Junior School being a member of IAPS. There are currently around 660 pupils across the College, with around 190 in the Junior School (which includes the Nursery) and around 470 in the Senior School (from Year 7). Numbers have grown substantially in recent years, with the Senior School now broadly at capacity with waiting lists at some points of entry, whilst the Junior School is continuing to grow. At the same time, numbers per year group are deliberately kept to a maximum of about 75 to maintain the close community ethos of the College, which leans heavily upon a strong Christian foundation. The College is very well resourced, with significant investment in the past six years including a new girls' boarding house, a new theatre, a new sports hall, a second astro-turf sports pitch (water base), plus a £6M Science, Art and Technology completed in 2018. Alongside major building projects, continued incremental renovations have taken place throughout the school, and there are significant development projects planned for the future.

Boarding is central to the ethos of the school, with around 190-200 Senior School pupils being boarders, with a % that increases in older year groups. The majority of all pupils are British and the largest group of boarders comes from the UK, but the School community is incredibly diverse, with 31 nationalities present, and a very active focus upon integration. It is a remarkably friendly, vibrant and tolerant community.

The school has compulsory Saturday lessons from Year 9 and Saturday activities in the Junior School and Kirby House, with a traditional boarding school routine that day pupils fully subscribe to. There are four boarding houses: Kirby House for Y7 & 8 is for coeducational day and boarding, Bellerby House is for boarding girls Y9-13 and Lodge and Tower House provide boys' boarding for Y9-13. Laing House and the newly established Clifford House cater for Y9-13 day girls, with Newlands House and the new Deacon House for Y9-13 day boys. The school is truly coeducational, with more girls than boys in a number of year groups, and much of the growth in recent years has been from day girl pupils; the School is considering the possibility of opening another girls' house at some time in the future, possibly for day and boarding pupils combined. All teaching staff are assigned a tutor group in one of the Houses, and are expected to contribute to the broader life of a busy boarding and day school, through co-curricular activities, trips, academic enrichment etc.

Academic standards are high, even though the school is only broadly selective; St Lawrence regularly has higher A Level grades at A*-B% than local selective grammar schools, with a high proportion of pupils leaving to attend Russell Group universities. Two former pupils started at Oxford University in 2017, plus a wide range of other prestigious universities like Warwick, Durham and KCL. At the same time, the school rejoices in the success of less academically able pupils who may gain C grades at A Level and then proceed to a good, appropriate university. The target for the College is to obtain 65% A*-B grades at A Level, which is realistic; the top quartile regularly obtain



90% A*-B. These results are fostered by a close sense of community and a supportive atmosphere that puts great emphasis upon the needs of the individual pupil. This has been partly responsible for growing numbers of local day pupils joining the school, a number from local selective maintained schools.

It is a hallmark of the teaching of St Lawrence that the needs of individual pupils are recognised and addressed, across the ability range. Progress is closely monitored through a regular assessment cycle of approximately three weeks, and appropriate use of baseline data and target grades. With small set sizes averaging about 15 up to GCSE and rarely above 10-12 at A Level, teachers are able to give close individual attention, including extra sessions if necessary.

The College also has a strong and growing reputation for co-curricular success. The extended day and week of school life fosters a very rich co-curricular life, including House Play and House Singing competitions, whole school performances and an excellence in sport; hockey has been a particular area of success in recent years, including becoming U13 National Champions in 2017 and U18 National Champions at indoor hockey in January 2018, but across all sports an increasing number of pupils are representing their county and nation. The level of sport provision and success is a significant attraction to the College for prospective pupils. An emphasis is placed upon careful balancing of time and focus to enable pupils to be involved in a rich variety of activities that support academic success.

At the heart of school life is Chapel, which all pupils attend twice per week, plus a further service on Sunday for boarders.

The Department

The Mathematics Department has a very high profile in the college, with teachers passionate about their subject and committed to bringing out the very best from the pupils. It is a supportive and forward-thinking department, meeting both formally and informally on a regular basis to share ideas and review practice.

The department aims to pass on this enthusiasm to the pupils with enrichment events built into the schemes of work. There are growing links with other departments to develop Maths across the Curriculum, in line with developments in GCSE and A Level. There is a record of considerable achievement in the UKMT Maths Challenges, with pupils regularly invited to take part in the follow-on rounds. The largest event is the Senior Maths Challenge which all A-Level pupils enter. There are eight teachers in the department, teaching across KS3, KS4 and KS5. The curriculum in Kirby House (1st and 2nd Form; Years 7 and 8) is aimed at consolidating skills learnt at junior schools, building confidence and preparing the foundations for GCSE, but most importantly making Mathematics lessons a positive experience. GCSE teaching starts in the Third Form (Year 9), which allows time for more creative teaching and for the most able to take the FSMQ Additional Mathematics or the AQA Further Mathematics paper. Year groups are set throughout, with maximum set sizes of approximately 20 and an average of 15 at GCSE; lower sets are kept at around a maximum of ten. Close liaison with the EAL and AEN departments helps to support individual pupil needs.

The department teaches more Sixth Form pupils than any other subject with two Single Maths sets and one Further Maths set in both Lower and Upper 6th. The number of pupils studying Maths is expected to increase with growing overall numbers in the College. A-Level classes have the added dimension of good numbers of international pupils who bring different ideas and perspectives and make 6th form teaching an enriching experience for teachers and pupils alike.



Person Requirement

We are looking for a full-time Mathematics teacher who would be able to teach the full range of ability from 1st Form (Year 7) to A Level. Ability and willingness to teach KS3 ICT would be an advantage. The ideal candidate will be an academically strong graduate in Mathematics or a closely related degree with a genuine passion for the subject and a clear vocational desire to teach. They should be organised and imaginative in their teaching style and proficient in the use of IT to enhance pupils' learning experiences.

Joining a strong and supportive department, they will be expected to work as part of a team, including sharing resources and best practice.

This position would suit an experienced teacher or NQT, for which full statutory induction is provided. We also have the capability to provide salaried in-service teacher training for suitably qualified applicants looking to teach for the first time. The College has significant and recent experience in supporting teacher training. All colleagues are expected to act as a pastoral tutor, attached to a day or boarding house, and should be willing to be involved with the wider life of a busy independent boarding and day school.

Barney Durrant
Head of College
October 2020



JOB DESCRIPTION CLASSROOM TEACHER

1. Follow, or devise, the scheme of work for each year group being taught, as agreed by the Head of Department.
2. Be aware of the continuous assessment work needed for the various components of each syllabus and to liaise with the Head of Department with regard to the nature of that coursework and guidelines for its internal marking and moderation.
3. To ascertain from the Head of Department attainment targets for specific year groups and to follow any departmental guidelines concerning how they might be achieved.
4. To set adequate and suitable classwork and prep, providing feedback on pupil work and keeping an accurate record of pupil progress as set out in school policies.
5. To be aware of the special needs of individual pupils and if needed, to approach the SENCO for guidance concerning how those needs could be met.
6. Liaise with the Head of Department, and Housemasters/ Housemistress in matters concerning pupil progress and any areas for concern.
7. To complete grade assessments punctually and be prepared to give objective views on named pupils at pupil progress meetings.
8. To complete parent reports punctually and according to the guidelines set out in school policies and procedures.
9. Liaise with Head of Department, Housemasters/Housemistress and the examinations officer in matters relating to entries for external examinations.
10. To attend Departmental meetings and Staff meetings.
11. To communicate with Parents about their child's progress at Parents meetings.
12. To carry out any other relevant duties, as required by the Head or Deputy Heads. These are likely to include extra-curricular games and activities, and pastoral responsibilities within day or boarding Houses.

These will be specific to an individual teacher.