

# **St Anthony's Girls' School**

## **Mathematics Department**

### **Staffing**

Subject Leader & Assistant Head Teacher:  
Mr M McDonagh

Subject Manager & Key Stage 3/Numeracy Coordinator  
Mr G Dunn

Deputy Subject Manager & Key Stage 4 Coordinator  
Miss T Armstrong

The department is currently made up of ten members of staff (8 full-time and 2 part-time) and a full time specialist Maths HLTA

### **Organisation of Teaching**

#### **Key Stage 3 & 4**

Pupils are set on ability on entry in year 7 based on KS2 results and primary liaison.

Setting in subsequent years is based on teacher assessment and Year 7 & 8 QCA Optional Tests.

In KS3 there are 8 sets per year group and the pupils are following the National Numeracy Strategy using the OXFORD FRAMEWORK MATHEMATICS text.

From September 2010 pupils will start KS4 in Year 9 sitting the AQA new scheme of study. All year 9 will complete Functional Skills and Unit 2 from the GCSE at the end of year 9.

Currently in KS4 there are 10 sets per year group and pupils use the text book Nelson Thorne GCSE for AQA. The students follow the AQA Spec B with Module 1 & 3 being examined in the June & March of Year 10 respectively and Module 5 in June of Year 11.

GCSE Statistics and OCR Additional Maths (FSMQ) are offered as GAT activities to Year 10 and 11 respectively.

## **Key Stage 5**

Currently we use OCR Specification A.

In Year 12 there are two AS Mathematics groups and a Further Maths group.

In Year 13 there are two A2 Mathematics groups and a Further Maths group.

About 40-50 pupils a year opt to study Maths in Sixth Form. About 12 of whom follow Further Maths

A GCSE re-sit class is also run for those students who wish to improve their grade

The Mathematics Department also contributes to AS/A2 General Studies and numeracy in vocational courses in KS5

## **ICT in Mathematics**

There is good provision in mathematics with laptops available for use in the classroom and dedicated 3 Dedicated Computer Rooms that can be booked.

There are seven dedicated Maths classrooms three of which are equipped with Interactive boards and 6 rooms have fixed projectors the other 1 room having use of free standing projector.

Software available includes Autograph and Geometers Sketchpad

## Mathematics Results 2003-2009

### Key Stage 3

2003	Level 5+ = 81%	Level 6+ = 66%	level 7+ = 30%
2004	Level 5+ = 87%	Level 6+ = 68%	level 7+ = 35%
2005	Level 5+ = 82%	Level 6+ = 61%	level 7+ = 30%
2006	Level 5+ = 91%	Level 6+ = 73%	level 7+ = 30%
2007	Level 5+ = 87%	Level 6+ = 73%	level 7+ = 42%
2008	Level 5+ = 89%	Level 6+ = 70%	level 7+ = 43%
2009	Level 5+ = 87%	Level 6+ = 67%	level 7+ = 38%

### GCSE

2003	A*-C = 56.8%
2004	A*-C = 59.1%
2005	A*-C = 71.0%
2006	A*-C = 66.4%
2007	A*-C = 64.5%
2008	A*-C = 75.9%
2009	A*-C = 60.2%

### AS level Maths

2003	A-E = 100%	A-B = 54%
2004	A-E = 100%	A-B = 59%
2005	A-E = 89%	A-B = 50%
2006	A-E = 90%	A-B = 27%
2007	A-E = 88%	A-B = 40%
2008	A-E = 81%	A-B = 39%
2009	A-E = 80%	A-B = 36%

### A Level Maths

2003	A-E = 100%	A-B = 33%
2004	A-E = 95%	A-B = 50%
2005	A-E = 90%	A-B = 52%
2006	A-E = 100%	A-B = 47%
2007	A-E = 95%	A-B = 58%
2008	A-E = 96%	A-B = 48%
2009	A-E = 100%	A-B = 50%

### **Job Description**

St Anthony's is a Technology College and Mathematics is one of the four specialist departments, along with Science, Technology and ICT.

We are looking for a teacher with the ability and enthusiasm to contribute to a strong department, teaching across the age and ability range in Key Stage 3 & Key Stage 4. For those suitably qualified there is the opportunity to teach in Key Stage 5.

Staff are supportive of the students in their charge running extra-curricular maths clubs and revision courses as well as other nationally organised event such as the Individual and Team Mathematics Challenges.

The successful candidate will look, with support, to quickly integrate themselves into the friendly department and to contribute to the many extra curricular maths activities that are run.

The department is made up of enthusiastic experienced teachers and recent NQT's and is striving to move forward from a strong position as the following extracts from OFSTED

#### **(November 2007):**

"By the time students reach the end of Key Stage 3, standards are above average in mathematics"

"By the end of Key Stage 4, standards are above average in all areas, with English and Mathematics showing a year-on-year improvement since the previous inspection."

"Resources for learning, especially those which relate to the school's technology specialism, support students' learning well."

"Teaching is good throughout the school, and is characterised by thorough subject knowledge and well structured lessons."

"Pupils make effective use of a range of ICT resources, especially computers, across the curriculum."

#### **(Oct 2003)**

##### **Key Stage 3 & 4**

"The provision for mathematics is **good**."

"Standards in Key Stage 3 are well above average and achievement is very good."

"Standards in Key Stage 4 are above average and achievement is good."

"Teaching and learning are good, with half the teaching in Key Stage 3 very good."

"Standards attained in national tests in Year 9 in 2002 were well above those found nationally and those of similar schools. Results in 2003 are equally high with improvements at the higher levels."

"By the end of Key Stage 3, most of the work of higher attaining pupils is based on topics at Levels 7 or 8 of the National Curriculum. The three-part lesson structure of the Key Stage 3 Strategy is in place and supports learning for pupils of all abilities."

"At the end of Key Stage 4, the proportion of pupils attaining grades A\*-C is above the national figure and achievement is good."

“Standards and achievement are a direct result of the quality of teaching in the department, which is good and has a number of strengths that support pupils’ learning and achievement in lessons.”

“...department has vision and high aspirations that are focused on raising achievement and providing wider curricular opportunities.”

### **Key Stage 5**

“The quality of provision in mathematics is **good**.”

“Standards at AS and A level are generally above average and achievement is good.”

“The quality of teaching is good.”

“Students work well in collaboration; relationships are excellent.”

“The choice of courses and modules offered is good.”

“The department is well led.”

“The standard of work seen in lessons and in students’ books is above average.”

“Teaching in all sixth form courses is good.”

“...students express pleasure in studying mathematics, recognizing the difficulty of the subject but also the pleasure at overcoming the challenges.”

**Desirable qualities from a candidate.**

- A Mathematics Degree
- Ability to teach at all levels & age ranges in Key Stages 3 & 4
- Ability or Potential to teach in Key Stage 5
- Enthusiasm for Mathematics and its Teaching
- Knowledge of and ability to deliver the National Strategy
- Working Knowledge of ICT & willingness to use them
- The personality to inspire students and work as part of a departmental team.
- Willingness to be pro-active in the use of new materials and developments and to contribute to the overall development of the department and the school

For further information or to discuss your application please contact the Subject Leader: Mathematics.