



## **Additional Information: Teacher of Mathematics Required for September 2022**

An enthusiastic and well qualified teacher of Mathematics is required to join our dynamic mathematics department. The ability to teach A Level would be an advantage but not essential. This post would suit an established teacher, an NQT, a recent graduate or someone wishing to retrain. The successful applicant will, if required, be able to gain Qualified Teacher Status through the Teaching Apprenticeship Programme. This Programme is a salaried, hands on, practical school based teacher training route with supportive mentors. We are experienced in providing this opportunity and have an outstanding track record of training excellent practitioners.

Every new member of staff is assigned a mentor and the full statutory NQT induction programme is available for teachers new to the profession. Blundell's School is a regional training centre for NQTs in the independent sector.

A commitment to full participation in the extra-curricular life of this thriving boarding school is expected and accommodation may be available.

### **Blundell's School**

Blundell's is committed to academic excellence enabling pupils to realise their full potential. It has been consistently praised for adding considerable value to its broad intake of pupils. In recent years, academic results have seen steady improvement and there is a strong commitment to continuing and indeed accelerating this pleasing development. For more information about the school, visit the website: [www.blundells.org](http://www.blundells.org)

The School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening including checks with past employers and the Disclosure and Barring Service. The post-holder's responsibility for safeguarding the welfare of the pupils for whom they are responsible and with whom they come into contact will be to adhere to and ensure compliance with Blundell's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in Blundell's, they must report any concerns to the Second Master, the child protection officer.

### **History**

Blundell's has a distinguished history. It was founded in 1604 through the bequest of a Peter Blundell, one of the wealthiest of Elizabethan merchants. He left money and lands for a boys' school in his home town to 'maintain sound learning and true religion'. Generous lands were provided in Tiverton and South Devon for its maintenance and Blundell's executors established links between the School and Balliol College, Oxford and Sidney Sussex College, Cambridge, which survive to this day.

## **The 21st Century School**

Blundell's is an independent co-educational day and boarding school for ages 11 to 18. There are over 600 pupils on the roll (346 boys, 257 girls); the majority are from the West Country but some come from farther afield in the UK and around 10% are international students. The School is situated on the outskirts of the market town of Tiverton and, with the adjacent Prep School, is set in 90 acres of rolling Devon countryside. It is easily accessible via the M5 and the train journey to London is 2 hours. The M5 junction 27 and Tiverton Parkway station are both six minutes away.

The outstanding characteristic of Blundellians is their positive 'can-do' attitude. The main finding of the 2019 Independent Schools Inspectorate report was that the quality of our pupils' academic and other achievements is "excellent" and the quality of our pupils' personal development is also "excellent". It also noted that "Pupils throughout the school demonstrate strong development of self-confidence and self-awareness, at levels appropriate to or, for many, beyond their age. Pupils showed their justifiable pride in their own and in others' achievements, without appearing in the least arrogant or excessively competitive."

## **The School's Aims and Values**

Blundell's aims to provide a rounded education for the whole person, in mind, body and spirit, promoting the essential values of Character, Social Responsibility and Independence to enable pupils to pursue Excellence in every area with a sense of Adventure about their future.

These values are in accordance with the wishes of the School's founder Peter Blundell and expressed in the School's long-held belief: 'There are two gifts we can give our children, the first is roots and the second is wings'

### **Roots**

- To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity within the rich Christian values of the School
- To develop a sense of social responsibility and for each individual to be mindful of their role in the Blundell's community, in society at large and in the global environment, thus encouraging consideration, mindfulness and respect
- To develop independence, with each pupil taking responsibility for their own growth and development and so demonstrate initiative, take ownership and feel satisfaction in what is achieved

### **Wings**

- To pursue excellence, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition
- To develop confidence and a sense of adventure which will foster courage, curiosity and enterprise and originality

## **The Mathematics Department**

In the mathematics department, we strive to put understanding at the heart of everything we do, helping pupils to develop confidence in numeracy, problem solving abilities and critical thinking skills. We offer a dynamic and diverse curriculum allowing pupils to grow as mathematical thinkers. We use data from assessments to inform our curriculum decisions and to help us plan units of work and specific lessons.

In School House (Years 7 and 8), we look to develop a strong foundation of numerical understanding and skills, providing pupils with an ability and confidence apply their knowledge across a range of contexts and problems. The main focus for School House Mathematics is to master the numerical and algebraic skills fundamental to all branches of the subject, as well as developing problem solving skills and strategies. There are many opportunities for pupils to practice these skills; problem solving booklets in class, the 'School House Problem of the Week' and various challenges throughout the year.

We build on this through the GCSE years to incorporate a broader range of topics and a heavier focus on algebraic generalisations. In Year 9, pupils begin working towards their GCSE. There is a big focus on making sure all the fundamental numeracy and algebraic skills are in place and that the pupils continue to develop their problem solving skills. The groups are setted for instruction, but this is fluid, as we seek to put pupils in best place for their learning.

In Years 10 and 11, the focus is specifically on the GCSE and we follow the Edexcel Board. The current 9-1 syllabus ends with pupils taking two calculator and one non-calculator paper, covering a wide range of topics. There is a much bigger focus on tackling questions set in a 'real-life' context. The majority of pupils will sit the Higher Tier papers, with some pupils having the chance to sit the Foundation Tier. The top groups in Years 9, 10 and 11 accelerate and they have the chance to either gain an additional Further Maths GCSE qualification in Year 11, or simply to broaden their mathematical knowledge, providing them with an insight into the mathematics they may encounter at A-level.

We have the largest intake into A-Level of any department in the school, with approximately half of our Year 12 group opting for either Maths or Further Maths. There is time in the timetable to allow pupils to work beyond and outside of the curriculum restraints and this means pupils can take time to enjoy the subject, whilst developing the necessary understandings and knowledge. We currently use the Edexcel Board and this comprises of two-thirds pure maths and one-third applied maths, with options available for those studying further maths.

There are also opportunities for pupils to extend their maths outside of the curriculum, with entry into individual maths challenges, team challenges and regular problem-solving activities. These activities provide pupils with the time to apply their mathematical knowledge in different and exciting ways, helping to improve their skills as mathematicians, but also allowing them to enjoy maths for the challenge and enjoyment it can provide. Throughout the school, the top sets are entered for the UKMT Maths Challenge competitions and we enter the UKMT Team Challenge in each year group. The school is very successful in these with the awarding of numerous Gold Awards in each age division, with pupils also qualifying for the Kangaroo and Senior Olympiad rounds 1 and 2. We have also won through as the South-West representative to the National Final of the Senior Teams Challenge in recent years.

## **TEACHING POLICY**

### **Aims:**

To foster in pupils an enthusiasm for study, application of intellectual, physical or creative effort and the ability to think and learn for themselves;

To enable pupils to acquire new knowledge understanding and skills in the subjects taught;

To support and encourage pupil reflection about their academic progress and enable them to demonstrate achievement.

### **The successful candidate will:**

- Show a clear command of the subject areas which they teach;
- Organise teaching programmes which meet curricular demands and pupils' needs;
- Plan lessons carefully, making their aims and objectives clear to pupils;
- Have high expectations of all pupils, challenging their knowledge and understandings and encouraging and enabling them to meet their full potential;
- Stimulate and maintain pupils' interest by a range of methods and their own enthusiasm;
- Use data on pupils' baseline to inform their teaching;
- Use personalised teaching strategies where appropriate to meet the needs of pupils of different abilities, including the most-able, pupils for whom English is not their first language or those who have learning difficulties. Central lists of pupils and their particular learning requirements should be referred to;
- Set appropriate homework and assess pupils' work regularly and effectively, according to agreed standards and policies;
- Manage pupils well, to maintain good order and discipline within the classroom;
- Develop good relationships with pupils through a balance of firmness and friendliness;
- Insist on punctuality in attending lessons and set a good example themselves;
- Provide a teaching environment which is bright, orderly and interesting. Classroom decoration should be updated frequently and there should be regular displays of pupils' work;
- Provide fair, full and accurate feedback to parents, tutors and Houseparents via the reporting systems, as well as more regular communication where appropriate for individuals;
- Contribute to meetings for sharing feedback on pupils' progress and agreeing strategies to enhance their performance;
- Be ready to ask for advice and to share difficulties in teaching with other colleagues;
- Take opportunities to observe other colleagues and share good practice in teaching;
- Help to raise the profile of the Mathematics department within the school community.