



ST PAUL'S
GIRLS' SCHOOL



TEACHER OF MATHEMATICS
CANDIDATE PACK



CONTENTS

- 03 WELCOME FROM THE HIGH MISTRESS**
- 04 AN INTRODUCTION TO ST PAUL'S GIRLS' SCHOOL**
- 06 THE MATHEMATICS DEPARTMENT**
- 07 ROLE DESCRIPTION**
- 09 PERSON SPECIFICATION**
- 10 FURTHER INFORMATION AND HOW TO APPLY**



WELCOME FROM THE HIGH MISTRESS

St Paul's Girls' School (SPGS) is an extraordinary school. Not only does it regularly achieve the best GCSE and A level results in the country, but it has a truly distinctive ethos, focused on nurturing creativity, curiosity, and a love of academic discovery. Ours is a school full of opportunity where students are encouraged to take responsibility, to get involved and to broaden their horizons. They are actively engaged in service to the community and local partnerships abound. Friendships made at SPGS last a lifetime.

The education we offer is classical yet forward-looking, encouraging students to take risks, think ambitiously and play a leading role in the world beyond school. It is no coincidence, therefore, that amongst our alumnae we count leading scientists, journalists, artists and politicians. One of our earliest students was Rosalind Franklin, whose brilliant pioneering work was pivotal to the understanding of DNA.

The co-curricular programme at SPGS is wide ranging and ambitious. Music plays a central role. The composer of *The Planets*, Gustav Holst, was Director of Music at the school for over 30 years, and his legacy continues. Likewise, the quality of drama and art is very high indeed and we believe this is crucial to a rich education. Sport features strongly too, with an emphasis on wellbeing and teamwork. Most important of all, however, is our belief that all students should receive the kindest and most individual of pastoral care, and this feature is fundamental to our school.

SPGS remains the most dynamic school I have ever had the pleasure to work for and I hope that you will consider joining us.

Sarah Fletcher



AN INTRODUCTION TO SPGS

St Paul's Girls' School is an historic and highly successful day school in west London, welcoming students aged 11 to 18. It was founded in 1904 by the Worshipful Company of Mercers as one of the first purpose-built schools for girls and was designed by the architect Gerald Horsley. It is one of the country's leading independent secondary day schools for girls and is a lively academic community with excellent facilities for all subjects.

There are approximately 800 students on roll, coming from a wide range of feeder schools across both the state and independent sector and there is a thriving sixth form of about 230 students.

Entry to the school at 11+ is by competitive exams held in January and at 16+ in November, and there is heavy demand for each place. Public exam results are consistently outstanding and about 40% of all students every year move on to Oxford and Cambridge. Increasing numbers also go on to higher education at Ivy League colleges in the United States. Aspirations and achievements in many areas go well beyond what one would normally expect from a school, making SPGS a very exciting and stimulating place in which to work.

The emphasis on liberal learning established by the first High Mistress, Frances Gray, finds expression today in an academically adventurous curriculum, which encourages intellectual freedom, discovery, and the joy

of scholarship. Pastoral care is excellent, and all students are placed in small tutor groups to ensure the highest standards of personal attention and development. There is a vibrant co-curricular life and a busy programme of partnership and service activities, which demonstrate the importance of collaboration, diversity and inclusion, and which empower students to make a difference in the world beyond school.

We have an excellent reputation for the creative and performing arts, with students contributing to an exciting programme of musical and dramatic performances and art exhibitions. Our co-curricular programme is full and varied, offering innumerable opportunities for students to develop their individual interests and skills, from debating to fencing, chess to Fem Soc. We have an active and popular society focused on sustainability, which works closely with the school to raise awareness of environmental issues and to reduce our carbon footprint, a project to which we are deeply committed.

The school is well accustomed to sporting success, with hundreds of fixtures played throughout the year and opportunities for all ages and talents. Our pitches, tennis and netball courts, sports hall and pavilion are close by, offering some of the best sporting facilities a central London school could wish for.

AN INTRODUCTION TO SPGS

Diversity and inclusion sit at the heart of the school. We believe passionately that it is our moral imperative to contribute to social mobility through education and to work to reduce the attainment gap, which, the EPI reported, has stopped closing for the first time in a decade. Our bursary programme currently provides financial support to 11% of students, and we are at the beginning of an exciting journey to increase that figure significantly. Our bursary students enrich our school community beyond measure, bringing with them differing world views and lived experiences that contribute to a wonderfully diverse student body. This ambitious target will position SPGS as the leader in bursary provision in the UK amongst independent all-girls schools.

We established the Paulina Foundation, a separate entity through which fundraising for bursaries, partnerships and buildings will take place; we will be launching a campaign with significant targets to ensure that we are able to meet our goals and make an SPGS education accessible to any student who meets the academic standard.

Our partnerships programme has grown considerably in recent years. We work extensively with primary schools, secondary schools and the local community to widen educational opportunities by sharing our facilities and expertise and to provide mechanisms by which we can learn from each other. Our staff and students are engaged in numerous projects, from our Primary Hub where students mentor primary students, to our Friday service programme, which sees our Y12 students off timetable for an afternoon a week to pursue service activities.

Additionally, our collaboration with St Paul's School continues to grow, with an increasing number of opportunities for all staff to get involved.

We are committed to providing a cutting edge, relevant and future proof education for our students. To that end, the school has invested significantly in a programme of building works and refurbishment, including a new Centre for Design & Innovation (CDI), which will house our computer science and creative technology department, alongside sculpture, art and design.

The development of new technologies will impact every career and every aspect of our lives; the creative industries are the fastest growing sector of the UK economy, accounting for 1 in 6 jobs in the UK. It is essential, therefore, that we ensure our students are fully equipped with the skills, knowledge and expertise they need to navigate a digital world with confidence and that we prepare them for the careers of tomorrow. The building will house art & sculpture studios, with a live broadcast studio, maker spaces and tech labs, and encourage interdisciplinary activities across the breadth of the curriculum, as well as creating opportunities and capacity for partnerships work.

This is an exciting period for the school as we build on the extraordinary foundations of the past to ensure the education we provide is forward-looking and responsive to future needs.



THE MATHS DEPARTMENT

The mathematics department is vibrant and welcoming; high standards of teaching and evident enthusiasm are a key part of our working practices. Mathematics is a critical link between the sciences and arts and cross-curricular engagement is strongly encouraged. The department consists of ten full-time and three part-time members of staff, all of whom teach the subject throughout the school, from Y7 to Oxbridge entrance. All members of staff undertake co-curricular activities in addition to their teaching and tutoring duties, exercising their diverse interests and contributing to the wider life of the school.

Mathematics is taught in single (35 minute) periods in Y7 to Y10 and in a mixture of doubles and singles in Y10 to Y13. Currently, in Y7 to Y11 students are taught in five or six classes within up to four ability bands and are prepared for the Edexcel IGCSE; many also take OCR Additional Mathematics. The school is well-resourced with scope for the continued expansion of the application of new technologies. The use of spreadsheets, databases and Mathematics software such as Autograph, Geogebra, Desmos, and programming in Python is encouraged. Lower school students have lessons dedicated to Mathematics through Computing, in which computing skills are put to use in exploratory problem solving. Teaching rooms are equipped with visualiser and interactive whiteboard, to which staff connect their Ultrabooks. Typically roughly 80% of students continue with Mathematics beyond IGCSE, with 40% of these taking

Further Maths A level. In recent years, above 80% of A2 Mathematics and Further Mathematics results were A or A*. At IGCSE, roughly 94% of results were A* (8/9).

The school offers the Edexcel course for A level Mathematics. Girls opting for Further Mathematics complete the mathematics A Level in Y12. In Y13 they complete the Further Mathematics course; we follow the new OCR B (MEI) Further Mathematics specification. Every year the department prepares girls for MAT and STEP papers to support applications to read Mathematics and related subjects at high-profile universities.

Co-curricular activities within the department include the UK Mathematics Challenges (all girls studying mathematics participate in the individual events and we enter the UK senior and junior team events), Hans Woyda Mathematics Quiz (a Greater-London-wide inter-school competition), internal competitions, individual attendance at the Royal Institution (Ri) Masterclasses on Saturday mornings. The school Mathematics Society is organised by the senior girls and runs its own events including inviting outside speakers as well as running a Junior Maths Club. We always invite students from other schools to attend after-school talks. Uptake is significant and represents a key part of the department's Partnerships work, which is continually developing.



ROLE DESCRIPTION

Teaching at St Paul's is a uniquely stimulating and rewarding experience because we are committed to creating an exciting and dynamic environment for learning. All teachers are encouraged to participate fully both in the life of their academic department and the wider life of the school, as well as to pursue their own professional development.

Teaching and learning

- Teach a standard timetable allocation (currently 28 periods of 35 minutes)
- Plan and prepare lessons in accordance with departmental schemes of work
- Teach students and groups/sets across the range of key stages as are assigned by the Head of Department (HoD) and Director of Studies
- Set and mark work in line with departmental policy
- Promote the progress and academic development of students, differentiating for ability where appropriate
- Use a variety of teaching styles where appropriate
- Record and assess progress regularly
- Produce well-tailored subject reports
- Give comprehensive feedback at parents' evenings and consultations

- Prepare students thoroughly for public examinations according to the specifications
- Contribute to the work of the department, including setting and marking examinations, writing schemes of work, attending department meetings and undertaking administrative and other tasks as delegated by the HoD
- Play an active role in the co-curricular life of the department, including contributing to support sessions, extension programmes, competitions, trips and open days

Pastoral and safeguarding responsibilities

All teachers will:

- Complete all statutory training as required by the Deputy Head, Inclusion and Safeguarding
- Review the school's safeguarding policies and ensure familiarity with in-house procedures
- Attend INSET on pastoral care for better fulfilment of teaching duties
- Uphold the school's staff code of conduct
- Maintain good order and discipline among students and actively implement the school's policies on rewards and sanctions
- Share and discuss best practice with colleagues





ROLE DESCRIPTION

Form tutors will:

- Act as an unobtrusive observer to ensure as far as possible the wellbeing of tutees
- Support their tutees through attending co-curricular events
- Get to know tutees and provide tailored reports on their progress
- Communicate clearly and regularly with parents to support students both academically and pastorally
- Share and discuss best practice with colleagues as a tutor team

Contribution to the wider life of the school

- Support students as appropriate at major school events and in other activities (e.g., concerts, plays, matches)
- Accompany day trips as required by department or year group

- Accompany residential trips as required by department or year group
- Contribute actively to the co-curricular and partnerships programmes
- Consider issues of sustainability, diversity and inclusion both in teaching and other contributions to school life

Other responsibilities

- Attend morning assembly
- Attend all staff meetings, department meetings and briefings
- Attend appropriate INSET and training as required by the High Mistress
- Participate in the school's Professional Development Reviews (PDR) process for teachers
- Undertake supervisory duties as required



PERSON SPECIFICATION

This post would suit a newly qualified or experienced teacher who has the ability to teach at all levels. We are looking for an academically strong mathematician who can combine an intellectually rigorous approach to the subject with an obvious enthusiasm for pupils' intellectual development and who has the ability to convey these interests across the full range of years in the school. This enthusiasm should extend into discussion of issues in teaching and learning within the department and more widely with colleagues across the school. The successful candidate should be keen to contribute to the department's outreach efforts and help to bring new approaches to this work. The school places great importance on the pastoral care and each student has a personal tutor with whom she meets on a daily basis. You will be expected to become a tutor and to keep an interested, but unobtrusive, eye on the progress and well-being of your tutees and work closely with other tutors, the heads of year and the Director of Pastoral Care to create a supportive and encouraging environment in which our students are able to flourish.

In addition, the successful candidate will be expected to play a full part in the varied co-curricular life of the school and to share in the running and organisation of co-curricular activities, many of which take place outside of the normal school hours and sometimes during the holidays. Many activities are increasingly conducted in

partnerships with local schools. The department is fully committed to a whole school approach to improving sustainability, environmental awareness and to greater inclusion and diversity both within our curriculum and community.

The successful candidate will likely possess the following skills and personal qualities:

- Ability to teach very able students to university entrance level in Mathematics;
- An innovative and imaginative approach to Mathematics teaching, showing the capability to deliver inspirational and informative lessons to a variety of age ranges and abilities;
- Ability to explain complex ideas clearly and from a range of perspectives;
- Strong organisational, administrative and interpersonal skills;
- Strong IT capability and a knowledge of software applications relevant to the subject;
- Flexibility, energy and enthusiasm;
- A commitment to personal and professional development.



FURTHER INFORMATION AND HOW TO APPLY

Terms and Conditions of the post

Salary is according to qualifications and relevant experience. St Paul's Girls' School has its own generous salary scale. Successful candidates for posts here are required to complete a medical declaration and undergo the normal DBS checks.

Application and interview procedures

Further information about the role and how to apply can be found on our website <https://spgs.org/vacancies/>. Please submit your applications before midday on the closing date. Applications will not be considered without a covering letter, CV, and completed application form. We recommend that candidates apply as soon as possible since applications will be reviewed as they are received, and interviews arranged on a rolling basis.

Disclosure and Barring Service (DBS) and overseas police checks

St Paul's is a "registered body" under the Police Act 1997 because employment here involves access to children under the age of 18. This post will require an enhanced DBS check from the Disclosure and Barring Service (formerly Criminal Records Bureau) before we can confirm an offer of employment. Unless you are a member of the DBS Update Service you will need to apply for a new disclosure, even if you already hold one. Former members of staff who are not on the Update Service who re-join us also require fresh disclosures unless less than three months have passed between their leaving and their re-employment date. If you have lived or worked abroad for a period of 6 months or more during the past 5 years you will also need to provide appropriate paperwork, such as a police certificate of good conduct, from the countries you have lived in.

Safeguarding guidelines

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with our child protection policy statement 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 at St Paul's, s/he must report any concerns to our safeguarding designated teacher or to the High Mistress.

St Paul's Girls' School is committed to creating a diverse environment and is proud to be an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, colour, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, or age.

Closing date: Friday 16 February 2024, midday

Interview date: w/c Monday 19 February 2024



ST PAUL'S

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Contact us to find out more

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