



THE
KING'S
SCHOOL

GRANTHAM

The Mathematics Department

CANDIDATE INFORMATION



THE SCHOOL

For centuries, The King's School has been committed to academic excellence. Our first mention as an educational institution dates back to 1327, but it was in 1528 that the school was re-founded by Bishop Foxe of Winchester and, since then, has gone on to provide an exemplary education to thousands of boys – one of whom was Sir Isaac Newton!

Although we are incredibly proud of our heritage, we adopt a forward-thinking approach to education. We are keen to recruit and train our colleagues in order to provide the best possible opportunities for our students during their time in school and beyond.

We believe that a student's education extends further than their academic attainment, and we work to ensure

that our boys are also equipped with tools to help them navigate adulthood, as well as the qualifications they need to succeed. As a Grammar School, we endeavour to enable our students to achieve the highest grades and enter the most competitively sought-after universities, careers and professions.



OUR AIMS

We aim to inspire intellectual curiosity, encourage a competitive spirit and develop creative thinking. We foster social responsibility and leadership skills within our students, and a strong sense of community underpins everything we do. We value commitment, we celebrate success, and we offer an environment that not only leads to academic success but also to self-discovery and a sense of personal worth.

THE DEPARTMENT

The Mathematics Department comprises 10 specialist and experienced staff, teaching out of 10 dedicated classrooms, each with a large touch-screen interactive board and traditional whiteboards.

Mathematics lessons at King's aim to provide a rich and enjoyable mathematical experience. This involves teaching boys the knowledge, skills, concepts, techniques and processes related to their ability, aptitude and personal needs. The course is designed to provide each boy with a strong mathematical foundation and fluency for his life beyond school, including maximising his potential in public examinations and developing his problem-solving skills.

Teaching in the Department uses a whole-class direct instruction approach, with explanations and modelling interspersed with short periods of independent work. All staff members use agreed methods for key processes to ensure consistency, and vital models are introduced early in the programme so that they can be used flexibly in different areas of the mathematics curriculum.

In KS3, we teach a modified version of the White Rose Mathematics scheme. Students in Year 7 are taught in forms, while in Years 8 and 9, we teach in half-year blocks, within which students are set in ability groups. In KS4, we deliver the GCSE content through a bespoke scheme of work supported by in-house booklets.

Virtually all students are entered for the Edexcel Higher Tier GCSE at the end of Year 11: in 2025 51% of students achieved grades 8-9, whilst 71% achieved grades 7-9. This year, we will also enter around 30 students for the AQA Level 2 Further Mathematics exam, however we are moving to the new Edexcel

THE POST

We look forward to welcoming a successful candidate who will fit in well with our thriving and forward-thinking department. We are looking for an enthusiastic and knowledgeable teacher who is passionate about their subject and committed to achieving the highest standards. The successful candidate will be someone who can inspire curiosity in students, contribute to the ongoing development of our courses, and embrace both the innovative and traditional strengths of History at The King's School.

Level 2 Mathematics qualification with a further group of around 50 students.

In Year 12, over 100 students typically opt for A level Mathematics, with around 40 also studying A level Further Mathematics at this stage. We follow the Edexcel curriculum, teaching the FM1 and FS1 options for Further Mathematics. Students in 2025 achieved 71% A*-A grades at A level Mathematics, and of the 22 students entered for Further Mathematics, 9 achieved an A*.

AQA Level 3 Mathematical Studies (Core Mathematics) is an enrichment activity for Year 12 students.

The Department is highly collaborative, with all staff being encouraged to share ideas and expertise, and a huge bank of centralised resources provided from which staff can choose. Whilst we all follow the same agreed methods for certain key processes, and systems are in place to ensure that all groups cover the same content, teachers have significant autonomy in how the material is delivered. Effective use of IT is widespread within the department for delivery of content, online availability of class notes, and setting of homework.

Above all, the staff within the Mathematics Department at King's are extremely fortunate to be working with some of the most enthusiastic and determined students in the region in a subject that is highly regarded and respected within the School. Working here will provide exciting daily challenges and huge opportunities for the right candidate to flourish.



ASSESSMENT & LEARNING

The school aims to deliver outstanding lessons, inspire curiosity, and develop students' genuine interest in their subjects.

Every class is taught in a way to prepare students for their examinations. Ongoing assessment, both teacher and peer, is a key element of the department's approach and the use of both formative and summative assessments on a regular basis provides vital information. Staff can initiate intervention strategies for areas where students require extra support, and their progress can be easily tracked. All members of the department are expected to use 'assessment for learning' strategies to inform their lesson preparation and teaching. The department

assesses all work in terms of effort and attainment to further stretch gifted and talented students and provide additional support where needed.

Students are assigned homework once per 6 lessons in years 7-9. Key Stages 4 and 5 are expected to complete set homework where appropriate, being theory or project-based. Feedback is carried out quickly and accurately and is based on examination criteria where appropriate.

