

# Queen Elizabeth's School

A selective, Foundation School for boys with specialist Music status cited by Ofsted (2008) as an 'outstanding secondary school'.



**Teacher of Mathematics  
vacancy for September 2010**

# TEACHER OF MATHEMATICS

## THE POST

A teacher of mathematics is required for a department that is supportive, well resourced and has a high reputation for pupil achievement. The successful applicant will be expected to teach throughout the age range to A-level. The ability to teach A-level Further Mathematics and to support able boys in their preparation for university entrance will be an advantage. All suitably qualified candidates are strongly encouraged to apply.

## THE PERSON

We are looking for a lively and engaging teacher of mathematics. The ability to motivate and stretch able boys, instilling a genuine enthusiasm for the subject, is essential. The successful applicant will need to be a committed team player. S/he will also bring new ideas to the teaching of mathematics at all levels and will contribute to raising the profile of the subject even further through extra-curricular activities. All teachers at Queen Elizabeth's are encouraged to play a full part in the wider life of this thriving School.

## THE MATHEMATICS DEPARTMENT

The Mathematics Department is a strong and innovative department, with very large numbers taking the subject at A Level. Further Mathematics is offered to the more able pupil.

The department is staffed by nine full-timers and one part-timer. It has an office with working space for all its members and two computers linked to the School administration network. The Mathematics classrooms are located next to the office, and computer rooms in the main School building are used to deliver some topics within the Mathematics curriculum. All Mathematics classrooms are equipped with interactive white boards.

Pupils are taught in sets based on ability from November of Year 7 onwards. In the first half-term, all Year 7 are taught in their form groups. After an examination in October, boys are put in six sets - three pairs of parallel sets. In Year 8, they are then placed in one of four pairs of parallel sets. These sets are then merged in Year 9 to produce seven sets. There are eight sets in Years 10 and 11. In Years 12 and 13, there is a separate teaching set for those doing the Further Mathematics option. The other pupils are placed in one of four sets, broadly based on their previous Year 11 sets. Each set will have two teachers - one for Pure and the other for Applied. All boys in Year 12 sit the C1, C2 and S1 units in June. C3, C4 and M1 are examined at the end of Year 13.



The department is well resourced. We accelerate the Year 7 scheme of work by starting book 8 of the 'Essential Mathematics' series in the Spring Term of Year 7. Book 9 is then started in the Spring Term of Year 8. All sets in Year 9 are entered

for tier 6-8. The text used at GCSE is the EDEXCEL GCSE Mathematics. All pupils are entered for the GCSE Higher tier. At A Level, Heinemann textbooks (written especially for the modular examinations) are used. We use numerous other texts to supplement the class textbook in each year. Software installed on the curriculum network is used to deliver specific topics in the curriculum. Monthly tests in mental arithmetic are introduced from the Spring Term in Year 7 and continue throughout Key Stage 3.

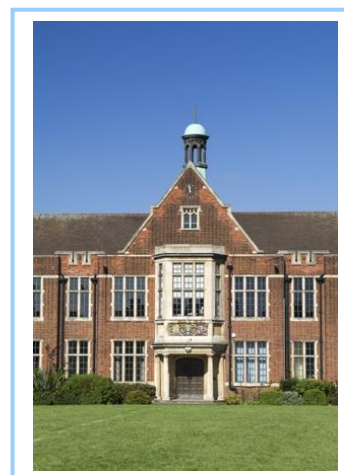
We follow the Edexcel Linear syllabus at GCSE and the Edexcel Modular at GCE.



We are firmly committed to enrichment activities that take Mathematics beyond lessons. We participate in the Inter-School Hans Woyda Maths quiz and the UK Maths Challenge organised by the University Of Leeds. Some of our Year 9 boys also attend the Maths Masterclass Lectures in Hatfield. We run a weekly Maths Clinic as well as Bridge Club and Maths Club.

## THE SCHOOL

Queen Elizabeth I's favourite, Robert Dudley, Earl of Leicester, successfully petitioned his sovereign for a charter for "...the establishment of the Free Grammar School of Queen Elizabeth in Barnet, for the education, bringing up and instruction of boys in Grammar and other learning and the same to continue for ever". Since that final "for ever" may well have been just a rhetorical flourish, he would probably be surprised to discover that the School thus established in 1573 still exists. Yet what is really arresting is not merely the fact of its continued existence, but that more than four centuries later the School is still delivering education according to the precise tenets of its charter.



It was Elizabeth's half-brother, Edward VI, who had created the national system of "free grammar schools", both by reorganising existing schools teaching Latin grammar and by creating many new ones. They, like the School in Barnet established a generation later, did indeed provide a free education: that is, they offered free tuition to those who could not afford to pay the fees. But, the reality, of course, was that, 300 years before the introduction of compulsory education, few families could afford to forego the income from their sons' labour.

Today, Queen Elizabeth's School offers an education that is "free" beyond anything that Dudley is likely to have imagined. Its blue blazers are worn by boys of all social backgrounds, with 60% of them from ethnic minorities, and the School on London's northern fringe is proud of the open access it offers.

The School was first established in Tudor Hall on Barnet's Wood Street. This remained

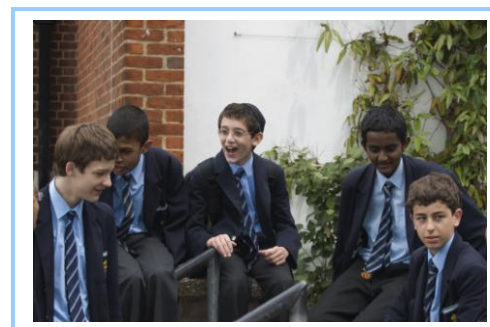


its base for more than 350 years, until 1930, when Hertfordshire County Council erected elegant – and much more spacious buildings – on Queen’s Road. In recent years, several new buildings have been added to the 30-acre campus. They include: the Heard Building, purpose-built to accommodate the enlarged Sixth Form; the Friends’ Music Rooms to serve the many musicians; the Clark Laboratories to improve the science facilities and the new Olympic-size Martin swimming pool.

Having become a comprehensive during the 1960s, the School reverted to its former selective status as a boys’ grammar school in 1994. Since then, it has established a reputation for academic excellence, with A level averages last year exceeding 3As and GCSE performances averaging 9A\*s and 1A. Nearly all boys at Queen Elizabeth’s School go on to Russell Group universities, with 20 of the leavers in 2007 going on to take up places at Cambridge or Oxford. Twenty-five of those who left this summer are set to become doctors and dentists.



Beyond the classroom the boys at Queen Elizabeth’s continue to excel disproportionately in fields as diverse as cricket, athletics, water polo, music and chess. The School invests a great deal of time and resources in extra-curricular “enrichment” activities. Its main sports are rugby and cricket - and all boys are encouraged to participate – but there are many other sports offered, including athletics, tennis, water polo and Eton Fives. Among a wide range of clubs and societies, the chess and debating clubs are both strong and successful in external competitions. Music groups also perform at an exceptionally high level at Queen Elizabeth’s School, commensurate with its specialist school status as a music college.



Thus Queen Elizabeth’s School’s modern-day success consists not only in the social breadth of its intake, which includes many boys from modest backgrounds, but also in the way it stretches even the brightest of these boys, opening up new intellectual and career horizons that were often only a dream to their parents’ generation. It is not just about the boys the School takes in at 11; it is about how these boys are transformed by the time they leave at 18.

From the day they first walk into the impressive main building past cabinets containing the names of some of their most illustrious predecessors, there is inspiration aplenty for today’s young pupils. Some of those listed have played rugby for England; some have made their mark as water polo internationals; others still have been selected to represent their country in Olympiads, pitting their brains successfully against the finest young mathematicians, linguists, chemists and chess players in the world.



But the inspiration of past glories alone

cannot explain the academic success of the School and the social mobility it provides for the talented sons of ordinary North London families. To understand the causes of its modern success, one must look closely at how Queen Elizabeth's School operates.

One of those causes is indisputably the School's own high expectations. Led by the example of Headmaster Dr John Marincowitz, the staff quietly but determinedly expect the very highest levels of effort and application from all their pupils from the day they arrive at the School. There is also meticulous attention to detail at all levels of the curriculum – and indeed in every aspect of school life, including how the uniform is worn. "Early-warning" systems are in place both to help pupils who are struggling academically and to intervene when boys are beginning to kick over the traces. Parental involvement is considered an important element in a boy's education at Queen Elizabeth's School. Parents are expected to take a detailed interest in their sons' work, not only ensuring that homework is done, but also steering them towards leisure activities that will stimulate their particular interests.

Another aspect that marks out Queen Elizabeth's School is its emphasis on what it calls "bespoke education". Boys can find one-to-one help in the lunchtime or after-school clinics in every subject. These are not just for boys who are finding the work too difficult: they are equally for pupils who are finding it too easy. There is no glass ceiling here: teachers are both willing and able to take gifted boys as far academically as they are able to go.



Queen Elizabeth's is a school that cherishes its links with the past, its traditions sitting comfortably alongside forward-thinking leadership and developments that enable academic excellence and the rounded preparedness of boys for the Twenty First Century. As such it delivers its characteristically understated mission to 'produce boys who are confident, able and responsible.'

## WORKING AT QUEEN ELIZABETH'S

Teachers at Queen Elizabeth's enjoy working with supportive colleagues and motivated, talented pupils in a calm, positive academic environment. Facilities are excellent: all teachers have their own office space, most have their own classroom or laboratory and all learning spaces are equipped with interactive whiteboards and projectors.



There are excellent opportunities for professional development and career enhancement including a School-based Masters programme which the School offers in partnership with the University of Middlesex.

Queen Elizabeth's was designated as a Training School in April 2009.



## APPLICATIONS

Please complete an application form and send with a covering letter and curriculum vitae to the Human Resources Department.

Application forms can be found on our website [www.qebarnet.co.uk](http://www.qebarnet.co.uk)

- This post is being advertised in the TES on Friday 5<sup>th</sup> March 2010.
- The closing date for applications is Monday 15<sup>th</sup> March 2010.
- Interviews will take place shortly after the closing date.

Applications (email, fax or post) should be sent to:

Dr John Marincowitz, Headmaster  
c/o Human Resources  
Queen Elizabeth's School  
Queen's Road  
Barnet  
Hertfordshire EN5 4DQ  
Fax: +44(0) 208 440 7500

[recruitment@qebarnet.co.uk](mailto:recruitment@qebarnet.co.uk)

Applicants should state any special needs they have under the Disabilities Discrimination Act.



Queen Elizabeth's is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau. We are an equal opportunities employer.

**Neil Enright, Assistant Head, is happy to speak to prospective applicants on 020 8441 4646 x270 and visits to the School before making an application are welcome.**