

# ELIZABETH COLLEGE

GUERNSEY ♦ FOUNDED 1563

PARTICULARS OF VACANCY

## TEACHER OF MATHEMATICS

September 2024



[www.elizabethcollege.gg](http://www.elizabethcollege.gg)  
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Leading  
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## TEACHER OF MATHEMATICS

### September 2024

With effect from 1 September 2024, we are seeking an engaging, well-qualified teacher to join our Mathematics team. The ability to teach Mathematics to GCSE is essential.

The Maths Faculty has five full-time teachers and two part-time. We have our own block of classrooms and offices within the Main Building at Elizabeth College; there are six classrooms over two floors. There is a Head of Faculty and Deputy Head of Faculty. The Faculty offers support to new teachers through the provision of resources for all modules and an experienced and friendly team. We have digital projection in all classrooms onto white walls. Being a Bring Your Own Device (BYOD) school, we use digital textbooks for all classes and the Century Tech AI learning platform.

Maths is a popular subject at A Level so we are able to run a number of classes across our Sixth Form Partnership with The Ladies' College. There is always an A Level Further Mathematics class and at least one Maths in Context class too. We teach the Edexcel IGCSE while the top set also follows the OCR FMSQ Additional Mathematics course. The vast majority of students are entered for the Higher Tier IGCSE and a small group each year work towards early-entry Foundation Tier with a view then to take the Higher Tier in the summer of Year 11. We also support a number of students each year with Oxbridge and Imperial College admissions for Engineering or Mathematics.

Please note that the College prides itself in offering an extensive co-curricular programme in which all members of staff are expected to participate enthusiastically.

Information and full details of the post are included in the following documents, which are attached to and form part of these Particulars:

- ✓ Job Description
- ✓ Person Specification

### ELIZABETH COLLEGE

Elizabeth College, founded in 1563 by Queen Elizabeth I, is a selective day school with a broad ability range located in St Peter Port in Guernsey. One of the earliest members of the Heads' Conference, it provides a challenging and highly stimulating academic and co-curricular programme for children from 2 ½ through to 18 years of age in a co-educational environment.

Whether it is for our youngest children in the Pre-School or the eldest studying for their A Level examinations, the Elizabeth College curriculum is vibrant, progressive and stretching. Our staff are focused on helping all our students to learn, to grow and to be better than they were yesterday. This is reflected in our students' examination performances and the successful careers of our alumni. But success goes beyond test scores and university acceptances; at Elizabeth College we nurture the whole child. Our school culture, our diverse offering of co-curricular activities and our comprehensive pastoral care instil in our students a set of core values that we hope will equip them for success for the rest of their lives.



The Junior School is split over two sites, joined by the Elizabeth College Junior School Field. The Acorn site for children aged 2½ through to 7 (Key Stage 1) is located on the King's Road and the Beechwood site for children aged 7 through to 10 (Key Stage 2) is on the Queen's Road. ECJS is located approximately half a mile away from the Upper School, on The Grange. While the campus is split, common spaces such as sporting facilities are shared. Familiarity with the site, staff and routines allows for smooth transitions between the different educational stages, with staff working together to ensure continuity of pastoral and academic support.

The Upper School became co-educational in September 2021 with girls joining the College in Year 7 and Year 12. This change was made recognising the needs of modern society and builds on both our well-established co-educational offering in the Junior School and the positive impact of our Sixth Form partnership with The Ladies' College. In September 2024 Year 11 will be the last remaining boys only year group as we take a phased approach to the introduction of the co-educational model. The Upper School offers a wide variety of subjects with most students taking between nine and eleven GCSEs.

Beyond the classroom, there are extensive opportunities for students to become involved in Sport, Music, Drama, STEM activities, trips and tours, the Combined Cadet Force (CCF), the Duke of Edinburgh's Award Scheme and many other activities.

## OUR VALUES

Everything we do at Elizabeth College is centred around living to our core set of values. They help steer how we behave, learn and treat each other, and they are embedded in and reflected upon in all aspects of school life.

An Elizabeth College education is designed to create well-rounded, resilient young people who have the skills, attitudes and values to be successful individuals who make a positive contribution to society. This focus begins right at the start of the Junior School with a simple set of easy to follow core values. For our youngest children we teach them to: Aim High, Be Kind, and Be Brave. Providing this toolkit for school life, ensures we encourage them to develop self-confidence and a love of learning, while being sensitive to the feelings of others.

As students move up through the years and into the Upper School we actively use our core values: Curiosity, Compassion and Courage to guide our daily interactions with one another and our approach to school work.

## PERROT COURT

Elizabeth College was delighted to open the new Perrot Court facilities to students in February 2023. Perrot Court provides a substantial enhancement of the facilities at the College and ensures that Elizabeth College is able to fully support the educational demands of current and future students.

Perrot Court has been designed to provide flexible spaces tuned to the requirements of a broad 21st Century education and which complement and enhance the College's existing facilities. This includes generous and welcoming open spaces as well as classrooms, study areas and break-out rooms. The building has been fitted with up-to-date learning technology including projection facilities, whiteboard walls and laptop charging points.





## ISI INSPECTION NOVEMBER 2021

Elizabeth College has received an outstandingly positive report from its recent inspection. Assessing the quality of College's educational provision, the Independent Schools Inspectorate (ISI) gave Elizabeth College the highest rating of "Excellent" on both the quality of the pupils' learning and achievement and the quality of the pupils' personal development.

As a member of the Heads' Conference, Elizabeth College is inspected by the Independent Schools Inspectorate (ISI). ISI inspections are validated by Ofsted, but differ in elements of the framework used, and also the grading system.

The inspection was completed by a team of 8 inspectors in November 2021 and covered the whole of Elizabeth College, including the Pre-School, Junior School and Upper School.

ISI inspections allow Elizabeth College to be compared to the best independent schools in the UK. Inspection reports include both qualitative and regulatory assessments and include appraisal of the quality of the pupils' learning and achievement, personal development, spiritual, moral, social and cultural development, welfare, health and safety and the quality of leadership and management.

The inspection report is generous in its praise of the **overall quality of the education** provided by the College and for the pupils themselves, as exemplified by the following excerpts:

- The quality of the pupils' learning and achievement is excellent.
- Pupils of all ages and abilities develop comprehensive subject knowledge, skills and understanding across all areas of learning, appropriately challenged by teaching that addresses linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects of learning.
- Pupils move on to the next stage in their lives with confidence and self-assurance, wanting to live adventurously whilst approaching the concept of risk sensibly in all that they do.





The report also reflects on the College's **curricular provision, quality of teaching and excellent outcomes** which the whole College achieves from its broad intake of pupils:

- Pupils enjoy their learning, think independently and have energy and passion in their drive for success.
- Pupils respond well to a thoughtfully constructed curriculum and to teaching that demands active engagement by pupils.
- The pupils' excellent commitment to success is strongly inspired because teachers set high expectations and consistently model highly positive attitudes to learning and achievement.
- Pupils' achievements in external competitions, in gaining other intellectual distinctions, and their successes in sport and the arts are outstanding.
- Older pupils commented that, though the school encourages excellence it does not mean perfection and that they are helped to take a balanced approach to life.

**Pastoral care** and the quality of relationships throughout the school are particularly highly praised:

- The quality of the pupils' personal development is excellent.
- Pupils' strong sense of responsibility, resilience, perseverance and self-esteem is the result of a well-organised proactive pastoral system.
- Pupils can be themselves and respect one another for their individuality.
- Pupils are kind to each other and considerate to their teachers.

The College's **leadership opportunities** and role within the community are also highlighted:

- The opinions of pupils are routed through active school councils which influence the direction of the school.
- Many seek opportunities both in the school and the wider community to take on responsibilities and opportunities.

With the overriding objective of helping schools to build on their strengths and identify areas for further improvement, the report includes these recommendations:

- Ensure all pupils make equally strong progress across all areas of the school, through consistent application of marking, oral feedback and suitable challenge in all lessons.
- Strengthen junior school pupils' ability to apply information and communication (ICT) skills proficiently across the curriculum.
- Strengthen upper school pupils' ability to reflect on the philosophical and spiritual ideas to which they are exposed.

Principal of Elizabeth College, Jenny Palmer says,

"I am really pleased with the outcome of our ISI inspection and the very positive way it reflects on our students and all of the hard work that our staff do to support them. When the inspectors visited us in November their focus was on student outcomes and all we do as a school community to facilitate those outcomes, from Pre-School through to the Sixth Form. It is great to see our academic, extra-curricular and pastoral provisions recognised as excellent and it is really helpful to be provided with recommendations on what we can do to improve still further, something we have already made a start on."

## GUERNSEY

The beautiful island of Guernsey is situated approximately 70 miles south of Weymouth and 30 miles west of the French coast. It is the second largest of the Channel Islands and the east coast enjoys views of Alderney, Herm, Sark and Jersey, which are between 3 and 15 miles away. Roughly triangular in shape, the island has an area of 24 square miles and a population of around 63,000. The clear Atlantic air and average 7.5 hours of sunshine per day from May to September provide a very pleasant and refreshing climate. Winters are mild, whilst summer daytime temperatures are usually above 20°C.



Guernsey is part of the British Isles by virtue of its links with the Crown going back to William the Conqueror. We govern our own affairs through our own parliament called the 'States of Deliberation', setting our own taxes, customs duties etc, and we have no direct contact with either the UK Parliament or any UK political parties. We speak English, drive on the left, watch British TV and read British newspapers. Apart from the French house and place names, Guernsey could be a small corner of Britain.

The capital, St Peter Port, is a delightful harbour town with neat rows of Regency and Victorian buildings descending via cobbled streets to the busy and attractive seafront and marinas. The town prides itself on a number of excellent restaurants and contains the wide variety of shops and services you would expect to find in any British market town. Whilst the town has succeeded in fighting off many of the exterior signs of modernity, many of the historic buildings are occupied by the offshore banks, investment houses and legal companies, which ensure the island has the very latest telecommunications technology.

Beyond St Peter Port and the other sizeable town of St Sampson's to the north, Guernsey has a much more rural feel and is not dissimilar to many parts of south-west England. Amongst the island's greatest assets are its wonderful beaches; secluded, rocky coves along the stunning south coast and wide, sandy bays to the west. Guernsey people are very much into their water-sports and other healthy activities, for which there is much opportunity. Whilst traditionally hard-working, the majority of people on Guernsey strike an excellent work-life balance with all that is available to them at such close quarters. It is also an ideal place to raise children, especially given the community feel of the island and absence of serious crime.

Numerous daily flights link the island directly to Gatwick (45 minutes), Southampton, Exeter, Manchester and Birmingham. There are also direct flights to Grenoble, as well as the other Channel Islands and many UK destinations. Car and passenger ferries operate regularly to St Malo and various ports along the south UK coast.

### Employment on Guernsey

*Salary, Taxation and Pensions:* Pay scales on Guernsey are higher than the UK Inner London Salary Scales. From the point of view of taxation, personal allowances are roughly equivalent to the UK (currently £23,150 pa for a couple; £11,875 pa for a single person) and there is a flat rate of income tax of 20% above this, with no higher band as in the UK. Social Insurance contributions by employees are set at 6.6% (the UK National Insurance contribution for employees is currently 12%). The post is pensionable (optional for a part-time post) and staff are members of the States of Guernsey Superannuation Scheme for Teachers and Civil Servants. Staff can easily transfer their pension rights into (and out of) the Guernsey scheme, subject to the Scheme Rules.

*NQTs:* Teachers relocating from the UK having completed a PGCE can complete their NQT year in Guernsey, which is recognised by the DfE. On occasion, graduates have been employed who are not teacher trained. Such staff have been supported by the College in gaining QTS through the University of Buckingham.

*Residency & Relocation:* Whilst there are restrictions upon residency in Guernsey, the appointee would automatically qualify for a Long-Term Employment Permit, allowing them to purchase a house or rent property in the cheaper 'local' market and which, subject to completion of the qualifying period. For those considering buying property on the island, there is currently tax relief on mortgage interest payments (capped at a maximum loan limit of £400,000, with a cap on the mortgage interest allowable depending on whether the property is being purchased jointly or individually), although this will be phased out by 2025.



With effect from 1st January 2021 all EU nationals, other than British or Irish nationals, travelling for anything other than visitor purposes, are required to apply for a visa to enter the UK, Bailiwick of Guernsey, Jersey or the Isle of Man, prior to travel. Those coming for employment to Guernsey require a Visa AND a Population Management document. Further information for EU nationals wishing to live an/or work in Guernsey can be found via the following link: <https://gov.gg/eunationalsbrexit>. Applicants with a partner should note that your partner would automatically be granted the right to work.

The College provides a comprehensive support package for appointees relocating to Guernsey. This includes removal expenses from the UK and the cost of an island visit, from the UK, prior to taking up the post. Please note that subsidised College accommodation is often available on one of the College-owned sites for the first year in post for those relocating to the Island. If such accommodation is not available, a rental subsidy and the support of a professional relocation consultant may be provided for the first year in post.

*Please visit our website at [www.elizabethcollege.gg](http://www.elizabethcollege.gg) for further information about Elizabeth College.  
If you have any questions about the post, please do not hesitate to contact us.*

**Applications for this position must be submitted on the Elizabeth College application form**  
available on our website ([www.elizabethcollege.gg](http://www.elizabethcollege.gg)) or on request from:

Mrs Lauren Lihou, HR Manager E: [HR@elizabethcollege.gg](mailto:HR@elizabethcollege.gg)  
The Bursary, Elizabeth College, The Grange, St Peter Port, Guernsey, GY1 2PY

***Please do not submit supplementary information by CV or letter. All relevant information  
must be included in the application form.***

*Potential candidates who may find it difficult to or be unable to complete the application form but  
whose qualifications and/or experience meet the requirements of the role  
should contact Lauren as above.*

*Elizabeth College is committed to safeguarding and promoting the welfare of young people. The  
successful applicant will be required to satisfy our standard employment checks, including the  
completion of a DBS Enhanced Disclosure check. It is an offence to apply for this role if you are barred  
from engaging in regulated activity relevant to children.*

*We welcome applications regardless of age, gender, ethnicity or religion.*

The closing date for applications for this post is **noon on Monday 18 March 2024.**





## Job Description

### Teacher of Mathematics

**Responsible to:** Head of Faculty

- Key responsibilities:**
- To deliver high quality lessons and support the achievement, safety and wellbeing of students in your care.
  - To support the Vision and Values of the College.
  - To be committed to and enthusiastic about teaching as a profession and encouraging children to be curious, life-long learners.
  - To value and promote the moral and spiritual well-being of the pupils, specifically through active participation in the pastoral life of the school.
  - To value and promote equality of opportunity and fairness and adopt non-discriminatory practices in respect of age, disability, gender, race or religion.
  - To be aware of, and comply with, College policies and procedures relating to safeguarding, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person.
  - To participate in training, Continuous Professional Development and other learning activities as required, including participation in the College's Appraisal arrangements.
  - To be a form tutor and take responsibility for the pastoral care and support of a group of students in accordance with the school vision, values and policies.
  - To be flexible, creative and curious about your subject, areas of interest and to model life-long learning to the pupils
  - To contribute to the College's co-curricular programme.

**Salary scale:** MPS/UPS (dependent on experience)

## Responsibilities and Actions

### Teaching and Class Management

- To treat all staff with professionalism and respect.
- To have high expectations of pupils and build successful relationships centred on learning and teaching.
- To demonstrate a high level of knowledge of, and practical skills in, the relevant teaching subject and to communicate enthusiasm for this.
- To establish a purposeful learning environment where diversity is valued, and where pupils feel safe, secure and confident.
- To teach clearly structured lessons and sequences of work which interest and motivate pupils, making learning objectives clear, challenging and relevant, by using interactive and engaging teaching methods and collaborative group work.
- To promote active and independent learning that enables pupils to develop thinking and learning skills to plan and manage their own learning.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- To differentiate teaching to meet the needs of all students across all ability ranges taking into account varying interests, experiences and achievements of boys and girls to help them make good progress.
- To organise and manage learning and teaching time effectively.



- To set high expectations for pupils' behaviour and to establish a clear framework for classroom discipline in line with the College procedures and encourage good practice with regard to punctuality and standards of work.
- To manage pupils' behaviour assertively, constructively and positively, promoting self-control and independence.
- To use ICT effectively in the delivery of learning and teaching.
- To provide or contribute to oral and written assessments, reports and references relating to individual or groups of pupils.

### **Monitoring and Assessment**

- To make appropriate use of the College's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To assess pupils' work in line with school policies and procedures referring to pupil performance targets.
- To assess, record and report on the attainment, attendance and progress of pupils, keeping such records as are required.
- To use monitoring and assessment information to inform and improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
- To involve pupils in reflecting on, evaluating and improving their own performance and progress.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties.

### **Planning, Development and Coordination**

- To select and prepare resources, and plan for your safe and effective organisation, taking into account pupils' interests and their learning needs, language and cultural backgrounds.
- To plan for the personalisation of pupils' learning in order to support and extend the progress of every individual.
- To contribute to departmental team meetings and subject curriculum planning.
- To plan opportunities for pupils to learn in out of school contexts.
- To produce long and short term planning in accordance with school policies and procedures within the required deadlines.
- To contribute to the review of the Department Development Plan in liaison with the Head of Department.
- To develop strategies for the use of the relevant subject to promote new teaching and learning methods and monitor their effectiveness in raising standards of teaching and learning.
- To contribute to CPD opportunities as part of the planned programme for the school and to promote the sharing of excellent practice.

### **Other duties relevant to this post**

- To attend and participate in regular meetings.
- To provide cover for staff when required.
- To be a member of a duty team.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by SLT.

Job descriptions may be reviewed and subsequently amended or modified to reflect the changing needs of the school.



Person Specification: Teacher of Mathematics			
	Essential	Desirable	How assessed
<b>Qualifications:</b>			
Educated to degree level in Mathematics	✓		Application form
Qualified Teacher Status in Mathematics		✓	Application form
<b>Experience:</b>			
An excellent classroom teacher with the ability to motivate and enthuse students	✓		Application form; References
Of teaching Mathematics up to A level		✓	Application form
Up to date with current changes and developments in teaching and learning pedagogy	✓		Application form; interview
Of designing and delivering effective, engaging and relevant schemes of work and resources	✓		Application form; interview
Of assessing prior attainment, tracking progress and setting clear and aspirational targets for students		✓	Application form; interview
Of delivering engaging co-curricular activities	✓		Application form; interview; References
<b>Personal and Professional Skills and Attributes:</b>			
Highly motivated and enthusiastic with high standards and a positive 'can-do' attitude	✓		Application form; interview; References
A commitment to high expectations, achievement and attainment	✓		Application form; interview
Ability to communicate effectively with students, parents and staff	✓		Interview; References
The ability to take the initiative, to be flexible and to think creatively	✓		Interview; References
Very good organisational skills	✓		Interview; References
The ability to use IT to support teaching and learning	✓		References
Strong self-awareness, emotional intelligence and resilience	✓		Interview; References
Committed to continuing professional and personal development	✓		Interview