



**MATHEMATICAL INSTITUTE**  
ANDREW WILES BUILDING

## Job Description and Selection Criteria

<b>Job title</b>	Area Coordinator, Advanced Mathematics Support Programme
<b>Division</b>	Mathematical, Physical and Life Sciences
<b>Department</b>	Mathematical Institute
<b>Location</b>	Andrew Wiles Building, Radcliffe Observatory Quarter, Woodstock Road, Oxford, OX2 6GG.
<b>Grade and salary</b>	Grade 7: £36,024 - £44,263 per annum (pro rata) (with discretionary range up to £48,350 p.a. pro rata)
<b>Hours</b>	Part time (22.5 hours / 60% FTE)
<b>Contract type</b>	Fixed-term until 31 July 2024 (with the possibility of extension, subject to funding)
<b>Reporting to</b>	Head of Administration and Finance
<b>Vacancy reference</b>	168145
<b>Additional information</b>	<p>This post is subject to a 12-month probationary period.</p> <ul style="list-style-type: none"> <li>• Appointment will be conditional on the satisfactory outcome of a DBS enhanced background check.</li> <li>• The post is funded by a grant to the University of Oxford from the Advanced Mathematics Support Programme, which in turn is supported by a grant from the Department for Education. Funding for this post is fixed-term and available until 31 July 2024 with the possibility to extend subject to funding agreement.</li> <li>• The Department is looking to have someone in post as soon as possible, and no later than January 2024.</li> <li>• The post will involve some events at evenings and occasionally weekends, for which time off in lieu is given. The post will involve frequent travel to meetings and events within the region.</li> </ul>



## **The role**

This post is hosted by the University of Oxford as part of the national Advanced Mathematics Support Programme ([www.amspp.org.uk](http://www.amspp.org.uk)) managed by Mathematics in Education and Industry (MEI) and funded by the Department for Education. The Advanced Mathematics Support Programme Area Coordinator is employed by the University of Oxford but will work closely with the Advanced Mathematics Support Programme regional and national teams and will report to the AMSP Regional Lead externally as well as to the Head of Administration and Finance in the Mathematical Institute.

It is an ideal opportunity for a candidate with prior experience of teaching mathematics to A Level or equivalent, and an understanding of the mathematics environment in UK secondary schools, who is looking for a career change.

### **Role Purpose:**

To coordinate and manage support for schools and colleges in the Oxfordshire and Buckinghamshire area to help improve the teaching and learning of mathematics in order to increase student participation in Level 3 mathematics (i.e. AS and A Level Mathematics, AS and A Level Further Mathematics, and Core Maths qualifications).

The starting date is as soon as possible but no later than January 2024. The post is offered for a fixed term until 31<sup>st</sup> July 2024 in the first instance. This is a part time post; the hours of work are 22.5 hours per week (0.6 FTE), with some flexibility about which days are worked. It may involve some evening, and occasional weekend, working for which time off in lieu is given. The post will involve frequent travel to meetings and events within the region, and occasional meetings and conferences with overnight stay out of the region.

### **Duties and responsibilities of the Area Coordinator**

The duties and responsibilities of the AMSP Area Coordinator are divided into five main parts: management and coordination, communication and evaluation, priority area support, student support, and teacher support. There are also over-arching responsibilities for the appropriate oversight of events and safeguarding, and effective communication with relevant colleagues within the AMSP. The balance of time spent on these areas will vary throughout the year. A flexible working approach is therefore required and Area Coordinators should liaise with their AMSP Regional Lead about which aspects of the role to focus on at different times of the year.

## Responsibilities

1.	<p><b>Management and Coordination of Support in their Area (Oxfordshire and Buckinghamshire)</b></p> <p>The Area Coordinator will:</p> <ul style="list-style-type: none"><li>• manage and coordinate local support for level 3 mathematics provided by the AMSP for all schools and colleges located in their area;</li><li>• gain a detailed knowledge of the level 3 mathematics provision and attainment, together with knowledge of GCSE mathematics provision and attainment, in schools and colleges in their area;</li><li>• develop working relationships with the mathematics departments in schools and colleges in their area with a particular focus on the priority schools/colleges as agreed with their Regional Lead;</li><li>• identify where there is a local need for support for both students and teachers to increase participation and provision in level 3 mathematics in their area;</li><li>• promote and coordinate support and advice offered by the AMSP for students, parents and teachers in state-funded schools/colleges in their area, with a particular focus on schools/colleges in areas of low participation in level 3 mathematics as identified by AMSP and DfE;</li><li>• direct the work of AMSP Associates based in their area, where necessary, commissioning and deploying associates to support the delivery student tuition, student enrichment activities, teacher professional development and other general support for schools and colleges in their area.</li></ul>
2.	<p><b>Communication, Evaluation and Reporting</b></p> <p>The Area Coordinator will:</p> <ul style="list-style-type: none"><li>• work as part of a regional and national team with other AMSP Area Coordinators;</li><li>• liaise with local Maths Hubs and meet with the Maths Hub post 16 mathematics lead on a termly basis to coordinate support for level 3 mathematics in the area;</li><li>• attend local and regional events, acting as a representative of the AMSP in order to promote the support provided by the programme;</li><li>• communicate with AMSP Admin team and National Coordination team to ensure consistent and effective support is provided across the country;</li><li>• liaise with HEIs and other appropriate local agencies and stakeholders in their area;</li><li>• provide news and information about events in their area for the AMSP website, newsletters and social media, in order to publicise AMSP support and activities;</li><li>• submit a report on activities, support and progress each term to the AMSP Regional Lead and attend regular meetings with the AMSP Regional Lead to plan and coordinate support for their area.</li></ul>

3.	<p><b>Tailored Support for Priority Schools/Colleges</b></p> <p>Priority schools and colleges are stipulated in the contract between the DfE and the AMSP. In addition to providing support services for all state-funded schools/colleges in their area the Area Coordinator will:</p> <ul style="list-style-type: none"> <li>• agree with the AMSP Regional Lead a plan for supporting priority area schools/colleges in their area or support colleagues doing so in the region;</li> <li>• establish contact and develop a working relationship with priority area schools/colleges;</li> <li>• work with the AMSP Regional Lead to engage with senior leaders and mathematics departments in order to develop tailored support plans to improve provision and participation in level 3 mathematics;</li> <li>• monitor and review progress with support plans and provide an annual report evaluating the impact of support provided.</li> </ul>
4.	<p><b>Tuition and Enrichment for Pupils</b></p> <p>The Area Coordinator will:</p> <ul style="list-style-type: none"> <li>• support the delivery of level 3 mathematics in schools and colleges through the promotion of AMSP and other relevant resources;</li> <li>• manage and coordinate the promotion of level 3 mathematics uptake through enrichment activities for 11-16 students, including organising events and competitions;</li> <li>• coordinate support for developing higher level problem-solving skills and support for students preparing for university mathematics entrance tests and those wanting to follow a STEM related degree, including organising enrichment events and regular support classes;</li> <li>• coordinate the work of local AMSP Associates, present at local events, collect feedback and report on the events;</li> <li>• report on the number of students, teachers and schools participating in AMSP student support activities.</li> <li>• promote and organise Further Mathematics and Core Maths tuition for students in schools and colleges that are unable to provide tuition directly themselves, including, as appropriate: <ul style="list-style-type: none"> <li>○ setting up and/or working with local consortia or centre-based tuition arrangements;</li> <li>○ recruiting, training and managing associates to provide face-to-face tuition;</li> <li>○ helping schools/colleges to enrol students on online tuition courses;</li> <li>○ highlighting resources available to support tuition in schools and colleges.</li> </ul> </li> <li>• maintain records of tuition arrangements and consortia in their area;</li> </ul>

<b>5. Professional Development for Teachers</b>	<p>The Area Coordinator will:</p> <ul style="list-style-type: none"> <li>• manage and coordinate a programme of professional development for teachers of mathematics in their area, covering AS/A level Maths and Further Maths, Core Maths, GCSE Maths, higher level problem-solving and preparation for university entrance tests;</li> <li>• organise venues and run events for local, regional and national professional development courses/programmes;</li> <li>• coordinate local networks for teachers, organise meetings, manage the use of local associates to lead network meetings, collect feedback and reporting on network activity;</li> <li>• promote the AMSP national professional development programmes and resources to schools and colleges in their area;</li> <li>• respond to queries and requests for advice about level 3 mathematics from teachers in their area, and arrange visits to local schools/colleges to support mathematics teachers, as appropriate;</li> <li>• report on the number of teachers and state-funded schools/colleges participating in AMSP teacher support activities.</li> </ul>
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## Selection criteria

Your application will be judged only against the criteria which are set out below. You should ensure that your application shows clearly how your skills and experience meet these criteria.

The Selection Committee for this process is expected to comprise;

- Dr Jocasta Gardner, Head of Administration and Finance (Chair)
- James Munro, Admissions and Outreach Coordinator
- Will Warne, Regional Lead for the AMSP (South and South West)

The University is committed to fairness, consistency and transparency in selection decisions. Members of the selection committee are aware of the principles of equality of opportunity, fair selection and the risks of bias.

If, for any reason, you have taken a career break, parental leave or have had an atypical career and wish to disclose this in your application, the selection committee will take this into account, recognising that the quantity of your experience may be reduced as a result.

	Essential	Desirable
<b>Qualifications/ Education</b>	<ul style="list-style-type: none"> <li>• <b>A degree in mathematics or a closely related subject [A]</b></li> <li>• <b>A mathematics teaching qualification [A]</b></li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• <b>Successful experience of teaching level 3 mathematics (A level Maths/Further Maths and/or Core Maths) or equivalent [A,I]</b></li> <li>• <b>Experience mentoring or training teachers or other education professionals. [A,I]</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experience planning and delivering professional development training to teachers or other education professionals [A,I]</b></li> <li>• <b>Experience leading / managing a department or team [A,I]</b></li> <li>• <b>Experience of planning events and activities within a budget [A,I]</b></li> </ul>

<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• <b>A good knowledge of mathematics education in UK secondary education [A,I]</b></li> <li>• Ability to convey enthusiasm for mathematics and inspire others. [A,I]</li> <li>• <b>Ability to communicate clearly in written English and when presenting to an audience. [A,I]</b></li> <li>• High level of ICT literacy including the ability to host and participate on online meetings and deliver online support to schools and teachers. [A,I]</li> <li>• Excellent organisational skills. [A,I]</li> <li>• <b>The ability to create and maintain excellent professional relations with others and work as part of a team. [A,I]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ability to effectively use new technologies, and web-based learning tools, for mathematics teaching and learning. [A,I]</li> <li>• <b>The ability to create and sustain professional networks with stakeholders. [A,I]</b></li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Ability to travel freely - current driving licence and access to a car, or means to mobility support. [A,I]</li> <li>• An awareness of safeguarding regulations in schools, at student events and online.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of GDPR requirements [I]</li> </ul>

[A] Assessed by application.

[I] Assessed at interview.

**Shortlisting criteria are in bold.**

**Any appointment is subject to the candidate fulfilling the requirements of an enhanced DBS check**

## **Pre-employment screening**

### **Standard checks**

If you are offered the post, the offer will be subject to standard pre-employment checks. You will be asked to provide: proof of your right-to-work in the UK; proof of your identity; and (if we haven't done so already) we will contact the referees you have nominated. You will also be asked to complete a health declaration so that you can tell us about any health conditions or disabilities for which you may need us to make appropriate adjustments.

Please read the candidate notes on the University's pre-employment screening procedures at: <https://www.jobs.ox.ac.uk/pre-employment-checks>

### **Hazard-specific / Safety-critical duties**

This job includes hazards or safety-critical activities. If you are offered the post, you will be asked to complete a health questionnaire which will be assessed by our Occupational Health Service, and the offer of employment will be subject a successful outcome of this assessment.

The hazards or safety-critical duties involved are as follows:

- Driving on University Business

## **Additional security pre-employment checks**

This job includes duties that will require additional security pre-employment checks:

- A satisfactory enhanced Disclosure and Barring Service check due to regulated activity involving children
- University security screening (eg identity checks)

## **About the University of Oxford**

Welcome to the University of Oxford. We aim to lead the world in research and education for the benefit of society both in the UK and globally. Oxford's researchers engage with academic, commercial and cultural partners across the world to stimulate high-quality research and enable innovation through a broad range of social, policy and economic impacts.

We believe our strengths lie both in empowering individuals and teams to address fundamental questions of global significance, while providing all our staff with a welcoming and inclusive workplace that enables everyone to develop and do their best work. Recognising that diversity is our strength, vital for innovation and creativity, we aspire to build a truly diverse community which values and respects every individual's unique contribution.

While we have long traditions of scholarship, we are also forward-looking, creative and cutting-edge. Oxford is one of Europe's most entrepreneurial universities and we rank first in the UK for university spin-outs, and in recent years we have spun out 15-20 new companies every year. We are also recognised as leaders in support for social enterprise.

Join us and you will find a unique, democratic and international community, a great range of staff benefits and access to a vibrant array of cultural activities in the beautiful city of Oxford.

For more information, please visit [www.ox.ac.uk/about/organisation](http://www.ox.ac.uk/about/organisation).

## **The Mathematical Institute**

The Mathematical Institute, as Oxford's Department of Mathematics is known, is one of the leading mathematics departments in the world. Our mathematical research, impact and environment have twice been ranked first in the UK, in the 2021 and 2014 Research Excellence Framework exercises, a government review of research in all UK universities. The Mathematical Institute is the focus of research into both fundamental mathematics and its applications, and our inclusive nature and overall size are key factors in the provision of an outstanding research environment for our members. The large number of faculty, postdocs and students in the Mathematical Institute, all supported by excellent facilities, allows us to maintain a critical mass in research groups encompassing a wide spectrum of mathematics, while our integrated nature fosters collaboration between fields. We also host a large number of academic visitors. Our web pages ([www.maths.ox.ac.uk](http://www.maths.ox.ac.uk)) provide comprehensive information about all of our activities.

The research activities of the Institute as a whole can be gauged from the web pages of the research groups and centres within the Institute ([www.maths.ox.ac.uk/research](http://www.maths.ox.ac.uk/research)). The range of our research interests is well reflected by the profile of our faculty as listed at [www.maths.ox.ac.uk/people](http://www.maths.ox.ac.uk/people). Many members of the Institute have received prestigious prizes and other special recognition for their work; some recent examples can be found at [www.maths.ox.ac.uk/news](http://www.maths.ox.ac.uk/news).

The Mathematical Institute moved into the purpose-built Andrew Wiles Building in the University's Radcliffe Observatory Quarter in September 2013. As well as providing offices for all staff and graduate students, it houses a range of other facilities available to members of the department, including the

Whitehead Library, a large range of meeting rooms, teaching spaces, lecture rooms, and social spaces, and a small laboratory for carrying out table-top experiments. For more information, see [www.maths.ox.ac.uk/about-us](http://www.maths.ox.ac.uk/about-us).

Teaching is central to the life of the Mathematical Institute and we have around 900 undergraduates on course, some on joint courses with other departments. We teach around 250 students each year across five taught master's degree courses, and have over 250 doctoral students in residence at any one time. Our doctoral programme always attracts the best research students from across the world, and we have a broad mentoring and training programme.

The Mathematical Institute strives to ensure that all staff and students are given the opportunities and support they need to achieve their potential. We are committed to equality of opportunities and to advancing women's careers. We support staff returning from long-term absence with teaching relief, offer flexible working arrangements, and the department sponsors University nursery places to support the priority allocation of childcare to our staff. Further information about family support can be found below under University Benefits, Terms and Conditions. Our [Equality, Diversity & Inclusion Committee](#)<sup>1</sup> contributes to many aspects of our work.

As part of the department's commitment to openness, inclusivity and transparency, we strongly encourage applications from all who consider they meet the requirements of the post, and particularly from women and ethnic minorities.

We have a number of family-friendly policies, such as the right to apply for flexible working, hybrid working, and support for staff returning from periods of extended absence. We are committed to ensuring an inclusive interview process and will reimburse up to £250 towards any additional care costs (for a dependent child or adult) incurred as a result of attending an interview for this position, which may not be applicable if the interviews are held remotely.

For more information on the Mathematical Institute, please visit: [www.maths.ox.ac.uk](http://www.maths.ox.ac.uk)

The Mathematical Institute holds a silver Athena Swan award to recognise advancement of gender equality: representation, progression and success for all.

## **The Mathematical, Physical, and Life Sciences Division**

The Mathematical, Physical, and Life Sciences (MPLS) Division is one of the four academic divisions of the University. In the results of the six-yearly UK-wide assessment of university research, REF2014, the MPLS division received the highest overall grade point average (GPA) and the highest GPA for outputs. We received the highest proportion of 4\* outputs, and the highest proportion of 4\* activity overall. More than 50 per cent of MPLS activity was assessed as world leading.

The MPLS Division's 10 departments and 3 interdisciplinary units span the full spectrum of the mathematical, computational, physical, engineering and life sciences, and undertake both fundamental research and cutting-edge applied work. Our research addresses major societal and technological challenges and is increasingly focused on key interdisciplinary issues. MPLS is proud to be the home of some of the most creative and innovative scientific thinkers and leaders working in academe. We have a strong tradition of attracting and nurturing the very best early career researchers who regularly secure prestigious fellowships.

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<sup>1</sup> The Mathematical Institute was a founding supporter of the London Mathematical Society's Good Practice Scheme ([www.lms.ac.uk/women/good-practice-scheme](http://www.lms.ac.uk/women/good-practice-scheme)). We have held an Athena SWAN Silver Award since 2016.

We have around 6,000 students and play a major role in training the next generation of leading scientists. Oxford's international reputation for excellence in teaching is reflected in its position at the top of the major league tables and subject assessments.

MPLS is dedicated to bringing the wonder and potential of science to the attention of audiences far beyond the world of academia. We have a strong commitment to supporting public engagement in science through initiatives including the Oxford Sparks portal (<http://www.oxfordsparks.net/>) and a large variety of outreach activities. We also endeavour to bring the potential of our scientific efforts forward for practical and beneficial application to the real world and our desire is to link our best scientific minds with industry and public policy makers.

For more information about the MPLS division, please visit: <http://www.mpls.ox.ac.uk/>

## How to Apply

Applications are made through our online recruitment portal. Information about how to apply is available on our Jobs website <https://www.jobs.ox.ac.uk/how-to-apply>.

Your application will be judged solely on the basis of how you demonstrate that you meet the selection criteria stated in the job description.

As part of your application you will be asked to provide details of two referees and indicate whether we can contact them now.

You will be asked to upload a CV and a supporting statement. The supporting statement must explain how you meet each of the selection criteria for the post using examples of your skills and experience. This may include experience gained in employment, education, or during career breaks (such as time out to care for dependants)

All applications must be received by **12.00 noon** UK time on **Tuesday 3<sup>rd</sup> October 2023**.

Interviews are anticipated to take place in the week commencing **Monday 16 October 2023**.

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## Information for priority candidates

A priority candidate is a University employee who is seeking redeployment because they have been advised that they are at risk of redundancy, or on grounds of ill-health/disability. Priority candidates are issued with a redeployment letter by their employing department(s).

If you are a priority candidate, please ensure that you attach your redeployment letter to your application (or email it to the contact address on the advert if the application form used for the vacancy does not allow attachments).

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**DATA PROTECTION:** All data supplied by applicants will be used only for the purposes of determining their suitability for the post, and will be held in accordance with the principles of the Data Protection Act 1998 and the department's data protection policy.

<https://www.maths.ox.ac.uk/members/policies/data-protection/statement>

Due to the large volume of recruitment that the department administers we are unable to provide feedback to non-shortlisted applicants.

## If you need help

Application FAQs, including technical troubleshooting advice is available at: <https://staff.web.ox.ac.uk/recruitment-support-faqs>

Non-technical questions about this job should be addressed to the recruiting department directly at [vacancies@maths.ox.ac.uk](mailto:vacancies@maths.ox.ac.uk).

To return to the online application at any stage, please go to: [www.recruit.ox.ac.uk](http://www.recruit.ox.ac.uk).

Please note that you will receive an automated email from our online recruitment portal to confirm receipt of your application. **Please check your spam/junk mail** if you do not receive this email.

## Important information for candidates

### Data Privacy

Please note that any personal data submitted to the University as part of the job application process will be processed in accordance with the GDPR and related UK data protection legislation. For further information, please see the University's Privacy Notice for Job Applicants at: <https://compliance.admin.ox.ac.uk/job-applicant-privacy-policy>. The University's Policy on Data Protection is available at: <https://compliance.admin.ox.ac.uk/data-protection-policy>.

### The University's policy on retirement

The University operates an Employer Justified Retirement Age (EJRA) for very senior research posts at **grade RSIV/D35 and clinical equivalents E62 and E82**, which with effect from 1 October 2023 will be 30 September before the 70<sup>th</sup> birthday. The justification for this is explained at: <https://hr.admin.ox.ac.uk/the-ejra>.

For **existing** employees on these grades, any employment beyond the retirement age is subject to approval through the procedures: <https://hr.admin.ox.ac.uk/the-ejra>.

There is no normal or fixed age at which staff in posts at other grades have to retire. Staff at these grades may elect to retire in accordance with the rules of the applicable pension scheme, as may be amended from time to time.

### Equality of opportunity

Entry into employment with the University and progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. In all cases, ability to perform the job will be the primary consideration. No applicant or member of staff shall be discriminated against because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

## Benefits of working at the University

### Employee benefits

University employees enjoy 38 days' paid holiday, generous pension schemes, travel discounts, and a variety of professional development opportunities. Our range of other employee benefits and discounts also includes free entry to the Botanic Gardens and University colleges, and discounts at University museums. See <https://hr.admin.ox.ac.uk/staff-benefits>

### University Club and sports facilities

Membership of the University Club is free for all University staff. The University Club offers social, sporting, and hospitality facilities. Staff can also use the University Sports Centre on Iffley Road at discounted rates, including a fitness centre, powerlifting room, and swimming pool. See [www.club.ox.ac.uk](http://www.club.ox.ac.uk) and <https://www.sport.ox.ac.uk/>.

### Information for staff new to Oxford

If you are relocating to Oxfordshire from overseas or elsewhere in the UK, the University's Welcome Service website includes practical information about settling in the area, including advice on relocation, accommodation, and local schools. See <https://welcome.ox.ac.uk/>. There is also a visa loan scheme to cover the costs of UK visa applications for staff and their dependents. See <https://staffimmigration.admin.ox.ac.uk/visa-loan-scheme>

### Family-friendly benefits

With one of the most generous family leave schemes in the Higher Education sector, and a range of flexible working options, Oxford aims to be a family-friendly employer. We also subscribe to the Work+Family Space, a service that provides practical advice and support for employees who have caring responsibilities. The service offers a free telephone advice line, and the ability to book emergency back-up care for children, adult dependents and elderly relatives. See <https://hr.admin.ox.ac.uk/my-family-care>

The University has excellent childcare services, including five University nurseries as well as University-supported places at many other private nurseries.

For full details, including how to apply and the costs, see <https://childcare.admin.ox.ac.uk/>

### Disabled staff

We are committed to supporting members of staff with disabilities or long-term health conditions. For further details, including information about how to make contact, in confidence, with the University's Staff Disability Advisor, see <https://edu.admin.ox.ac.uk/disability-support>

### Staff networks

The University has a number of staff networks including the Oxford Research Staff Society, BME staff network, LGBT+ staff network and a disabled staff network. You can find more information at <https://edu.admin.ox.ac.uk/networks>

### The University of Oxford Newcomers' Club

The University of Oxford Newcomers' Club is an organisation run by volunteers that aims to assist the partners of new staff settle into Oxford, and provides them with an opportunity to meet people and make connections in the local area. See [www.newcomers.ox.ac.uk](http://www.newcomers.ox.ac.uk).