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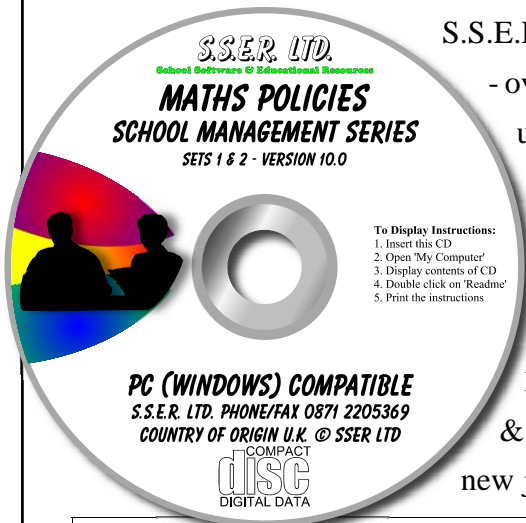
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The Mathematics Department - Handbook

PREFACE:

The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/OHMCI reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file.

A copy of the Handbook is held by the Head of Department and two copies by the Headteacher, one of which is the copy normally made available to visiting inspectors, governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. Those entries for which there is an example in the SSER resource pack are marked with an asterisk, i.e.*

Section 1. INTRODUCTION

- Aims and objectives of:
 - The School
 - The Maths Dept. *
- Implementation of the Departmental curriculum; list of courses offered; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
- Links with other departments and involvement in cross-curricular themes/events.
- Extra-curricular activities, e.g. clubs, visits (for policy see Section 3). *
- Links with other educational institutions.
- Links within the community, businesses, etc.

Section 2. STAFFING

- Departmental staff and their responsibilities.
 - teaching staff (with job descriptions, administrative and teaching responsibilities).
 - support staff (with job descriptions).
- The allocation of teachers to pupil groups (for policy see Section 3). *
- Current academic year timetables for:
 - teaching staff (see Appendix _).
 - special needs support: timetable showing staff allocation (see Appendix _).
- Covering absent teachers (for policy see Section 3). *

Section 3. DEPARTMENTAL POLICIES

- Policy for the allocation of teachers to pupil groups. *
- Policy for covering absent teachers. *
- Assessment policy: *
 - principles. *
 - formal assessment (NC). *
 - informal assessment (for classwork, homework and completion of coursework). *
 - recording and reporting assessment. *
 - target setting. *

SCHOOL - MATHS DEPARTMENT. POLICY FOR INITIAL TEACHER-TRAINING (ITT)

SECTION 4: STAFF RESPONSIBILITIES

As far as the Department's supervising teachers are concerned, it is important that:

- Staff whose classes are being taken by a trainee should:

Before lessons start:

 - Provide the trainee on a preliminary visit with class lists, class specification, seating plans, homework timetables and appropriate topics to teach.
 - Check trainee's lesson plans in advance to ensure safety, suitability and pupil's preparedness for the work intended. Particularly make time to talk through practical work to ensure the trainee is fully aware of possible hazards and how these can be overcome or reduced and what to do if a problem arises.
 - Be prompt at the start of lessons, to ensure the trainee has access to the teaching area and all necessary equipment.
 - Provide the trainee teachers with the relevant class lists, course programmes, homework timetables, seating-plans, and any other necessary preliminary information as soon as the programmes have been arranged.
 - Scrutinise trainee teachers' lesson-plans well in advance of the lessons in question, in order to ensure the appropriateness of the proposed content, activities and teaching methods, and, where applicable, to ensure that matters of health and safety have been properly anticipated.
 - Arrive at trainee's lessons in ample time to ensure that they have, or have access to, the required materials and resources.
 - Promote the status and professional image of the trainee teachers in the eyes of the pupils.

During the lessons:

- Be nearby, in a place known to the trainee, at all times when a trainee is taking a lesson.
 - Promote the status and professional image of the trainee in the eyes of the pupils.
 - Be prepared to intervene and lead a lesson, particularly a practical lesson, if necessary.
 - Observe at least one of the trainees lessons at least once a week. Use the agreed lesson observation sheets and give the Mentor and the trainee a completed form each. The teacher should retain one for his/her own reference. Remain in the same teaching area, or, on any occasion when that is not possible or desirable, they are in an adjacent teaching area that permits them still to be in touch with the lesson and to be readily accessible to the trainee teacher. Supervising teachers are reminded that accidents or misdeeds could attract accusations of negligence and even legal proceedings, should effective supervision and guidance be found to be lacking.
 - Observe and retain written, appropriately detailed observations of what trainee and pupils do in their lessons, and how they do it.
 - Where necessary (should circumstances require it) in any trainee's lesson, albeit as infrequently as possible.
- In the event of an accident a court of law could find a supervising teacher liable if effective supervision and guidance of trainees were proved lacking.



SET 1

22 POLICIES

FOCUSING ON STRATEGIC MANAGEMENT OF THE DEPARTMENT - PARTICULARLY FINANCIAL AND PERSONNEL ISSUES.

Maths Policies - Set 1 (V10)	Pages (Appx.)
The Department Handbook (Contents)	3
Aims & Objectives Of The Maths Department	3
Job Description (Head Of Department)	4
Subject Leadership	3
Job Description (Teacher)	3
Job Description - (Numeracy Co-ordinator)	2
Using Support Effectively	7
Health & Safety	11
Ordering & Purchasing	3
Stock Control	3
Managing The Key Stage 3 Strategy	10
Liaison With Parents	2
Financial Management Of The Department	2
Staff INSET	2
Induction Of Newly Qualified Teachers (NQT)	6
Initial Teacher Training (ITT & QTS)	5
Performance Management & Staff Appraisal	16
Staff Absence	2
Structuring The Maths Timetable	1
The Maths Club And Visitors	2
Displays And The Maths Department	2
Organising Visits	7
All 22 Policies	99

_____ SCHOOL - MATHS DEPARTMENT AIMS AND OBJECTIVES

These aims and objectives relate directly to the aims of _____ School. Fundamental to the aims of the School being achieved is a realisation that the learning and development of a pupil is a partnership between parents, teachers and pupil.

Aims:

- To develop, maintain and stimulate students' curiosity, interest and enjoyment in mathematics.
- a) To develop students' familiarity with appropriate mathematical concepts, principles, methods and vocabulary.
- b) To develop students' understanding of mathematics in its widest context and to see how it relates to themselves outside school.
- a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- b) To enable independent and group work for all students.
- To enable all students to have equal access to mathematics and to experience success in their work.
- To allow students to develop transferable skills and informed opinions about their mathematics and to be able to support them by reasonable arguments.

Objectives:

These objectives relate directly to the five aims of the Department and are intended to show how the aims are actually put into practice.

- Mathematics is creative as well as functional. The Department aims to teach in a meaningful context whilst providing opportunities for the students to use their skills creatively through problem solving and investigation. Each teacher endeavours to provide a variety of experiences and activities within each module of study and during a lesson if possible, e.g. practical work, observation, talking and listening, reflection, reading and writing. It is believed that to actively involve the students in their learning will help to foster independent thinking and informed planning. The Department uses and supports the reward system, records achievement, and sets targets for each student which relate directly to their ability and understanding. The Department also encourages students to work to their full potential and to experience a sense of achievement. Teachers help students to identify the relationships between different aspects of mathematics to help stimulate curiosity and interest.
- a) The National Curriculum Key Stage 3 and 4 Mathematics Orders are used as a basic core for the mathematics scheme of work. Teachers encourage students to recall and apply their knowledge and skills in familiar and unfamiliar situations and are taught to follow both verbal and written instructions accurately.
- b) Teachers refer to work in other areas of the Curriculum when appropriate and expose students to both prescriptive tasks and open-ended investigations. Open-ended investigations are used which are appropriate to the student's level of attainment and experience. Students are encouraged to:

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THE MOST 'TIME EFFICIENT' WAY TO DEVELOP DEPARTMENT POLICIES!

You can easily 'cut and paste' or adapt individual policies or policy sections to match your own specific needs and schemes of work. Improve upon your own existing policies and use the ideas in the S.S.E.R. policies to contribute to your own departmental improvement plans.

_____ SCHOOL - MATHS DEPARTMENT PERFORMANCE MANAGEMENT

SECTION 1: INTRODUCTION:

For the purposes of Performance Management the staff are divided into teams, each of which broadly corresponds to a subject department/faculty. Each team has a focus on effective teaching, allowing teachers and their team leaders to review priorities within the school development plan and to set objectives which will benefit pupils, teachers and the School.

Performance management makes effective use of the workplace as a place of learning and professional development for all staff. It is a way of helping schools improve by supporting teachers both as individuals and as members of a team. Performance management is about enabling teachers to be effective professionals, about developing their knowledge and skills in a focused way. It is a means of promoting professional growth, taking account of teachers' individual development needs. Arrangements for performance management will link it firmly to other policies designed to raise pupil achievement.

The School is committed to raising the achievement of all who learn and work here. As a learning organisation the School works towards all staff and pupils reaching their full potential. Staff training and continued professional development are part of the Performance Management cycle and are given high priority within an atmosphere of trust and support - which enables staff to plan, share and evaluate their work. The Performance Management system is well integrated into the School's improvement goals and is complimentary to the systems of monitoring/evaluating and reviewing. Performance Management takes place in a clear cycle, setting prioritised and SMART targets linked to outcome targets for pupils. The school has clear standard criteria for what constitutes 'quality' for each area of the curriculum. These 'quality' criteria are reviewed and evaluated by each team as part of the Performance Management cycle.

Aims:

Performance Management is making effective use of the workplace for the learning and professional development for all staff. In so doing the Performance Management process aims:

- To support the effective implementation of other policies designed to raise pupil and staff achievement and other relevant aspects of the School's aims and objectives.
- To contribute to the valuing and nurturing of the work produced by every individual (staff and pupil).
- To enable teachers:
 - to work in an environment which encourages and enables personal and professional development to take place;
 - to have their training, development and career needs individually identified and supported and linked to specific targets and the School Development Plan;
 - to be more effective professionals with appropriate knowledge and skills e.g. to gain further/higher levels of academic/professional

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_____ SCHOOL - MATHS DEPARTMENT STOCK CONTROL

SECTION 1 THE STOCK LIST & INVENTORY

The Department maintains a detailed inventory of its moveable non-capital assets, i.e. chemicals, apparatus, books, etc. To ensure effective stock control and security the Department has the following additional procedures relating to the acquisition, storing, borrowing and disposal of stock:

- the School office computer finance system provides regular updates to the stock inventory. The inventories identify the stock by description, quantity, location and date of purchase. For items that are constantly in use, e.g. apparatus/equipment the HOD is responsible for monitoring their usage and frequency of reordering;
- staff must 'sign out' any equipment that they wish to take home, e.g. a computer if they are not to be personally liable for any loss or damage and for the School's insurance to be active;
- all non consumable items are identified with an identity code and the School name in visible security paint and 'UV only' visible ink - whenever possible and/or appropriate;
- the stock and associated inventory/signing out list is liable to inspection by the Headteacher or an LEA representative with no notice given to the Department. An inspection will take place at least once per year and all discrepancies except minor ones (under £10 value) will be reported immediately by the Headteacher to the Governing body.

SECTION 2 PRINTED & AUDIO VISUAL STOCK

It is necessary to regularly evaluate, withdraw and dispose of printed and audio visual stock necessary to:

- keep items relevant to the current National Curriculum and the broader curriculum;
- comply with DfEE, OFSTED and OHMCI reports and guidelines, etc;
- maximise the efficient use of shelf space;
- support the aims and objectives of the School and the School's policies on Equal Opportunities and more specifically those concerned with multicultural/anti-racist and gender/anti-sexist issues;
- identify the need to withdraw and/or dispose of existing stock and the need to order new editions/versions;
- utilise new technology (CD ROMs, audio-visual);
- have display stock that is both attractive and relevant to the pupils and which encourages them to learn.

Withdrawal of a text should be considered if:

- the stock item looks unattractive, i.e. is old, dirty, damaged or in generally poor condition;
- the stock item has not been borrowed or used for at least 5 years;
- the stock item gives unacceptable impressions about race, gender, religion, colour;
- the stock item is not relevant to departmental syllabuses/not needed for general reference stock;
- the stock item has dated knowledge, language, illustrations or images;
- the stock item suggests dangerous procedures or inappropriate behaviour;
- the stock item has a dated cover - a replacement cover may be a cost effective alternative and offers an opportunity for pupils to apply DTP skills to a relevant task.
- the stock item is inappropriate to the Curriculum, age or interests of the pupils, e.g. degree level texts;
- the stock item has been superseded by more recent editions/versions, i.e. keep new and immediately previous editions only;

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SET 2

28 POLICIES

FOCUSING ON IMPROVEMENT OF BOTH TEACHING & LEARNING PARTICULARLY INCLUSION, NUMERACY, LITERACY & ASSESSMENT.

Maths Policies Set 2 (V10)	Pages (Appx.)
Pupil Inclusion & Maths (General & SEN)	3
Pupil Inclusion & Maths (Differentiation)	3
Pupil Inclusion & Maths (Multicultural)	1
Pupil Inclusion & Maths (Gender)	1
Pupil Inclusion & Maths (Gifted & Talented)	9
Pupil Attendance	6
Spiritual, Moral, Social & Cultural Development	4
Citizenship In Maths	7
Assessment/Recording/Reporting In Maths	11
Assessment - Target Setting	6
Assessment - Marking	2
Asking & Responding To Questions	4
Rewards & Sanctions	1
Homework	2
The Maths Club & Visitors	2
ICT & Maths (Provision & Assessment)	11
Numeracy - General Considerations	6
Numeracy - Drawing Graphs	16
Numeracy - Numeracy Overview	3
Numeracy - The Numeracy Audit	5
Numeracy - Calculation Methods	3
Numeracy - Problem Solving	3
Numeracy - The Use Of Calculators	2
Literacy - General Considerations	7
Literacy - Designing & Choosing Resources	2
Literacy - Direct Activities Related To Text	1
Literacy - Spelling in Maths	6
Literacy - Handwriting in Maths	1
All 28 Policies	128

SCHOOL - MATHS DEPARTMENT TARGET SETTING

PRINCIPLES

'Target setting' is the setting of specific goals/targets designed to raise educational standards and then taking the necessary action in order that those targets can be realised. There is only one educational opportunity in childhood and in order to achieve their potential all children are entitled to praise, recognition, encouragement and to experience success. This policy is intended for pupils, parents and members of the community in which the School takes an active role. The Department's own policy for Target Setting must be integrated with that of the whole school as they are mutually dependent.

AIMS

It should be noted that as appropriate, the aims of this policy relate directly to those of the School and are reflected in those of the Department.

- To provide data that can be used to monitor and promote Inclusion for all pupils whatever their background, gender, race or abilities so that all pupils experience teaching and learning to the highest possible standard.
- To monitor each child's progress and to support the operation of an effective, summative and formative system of recording assessment and reporting. The reporting should include ways of informing and consulting with pupils and their parents with regards to achievement.
- To raise pupils' expectations of themselves and hence their attainment where appropriate.
- To provide data that can be used to monitor and facilitate the most effective allocation of resources to support individual pupil needs - to include support for those parents who have children who are underachieving.

THE ROLE OF THE HEAD OF DEPARTMENT

- To implement strategies that improve upon the quality of teaching and learning that occur in the Department.
- To identify and target specific areas for improvement in the Department development plan.
- To set precise targets so that reaching them can be clearly assessed and understood what they must do in order to meet them.
- To ensure targets are explicit enough to help a pupil understand or she must do to meet the target.
- To teach pupils how to set precise targets and how to evaluate them.
- To develop effective patterns of communication with parents and the progress towards meeting them.
- To have overall responsibility for the Department's examination results.
- To ensure that pupils are actively engaged in the subject area and that appropriate differentiation is a major feature in the scheme of work.

THE ROLE OF THE CLASS TEACHER

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SCHOOL - MATHS DEPARTMENT INFORMATION COMMUNICATION TECHNOLOGY

Assessment.

Subject specific software is assessed as part of the mathematics in the form of skills within AT1 to AT4. For overall ICT capability the Department uses a bank of statements. The class teacher completes an assessment for each student which is then used to report the student's capabilities seen within the mathematics classroom. These statements are also collated to form an overall ICT assessment for the students. Mathematics supports several aspects of ICT. For 'Exchanging and sharing information' mathematics teachers encourage students to use the facilities available for producing front cover sheets for problems, writing up of projects from AT1 and so on. (Several lessons are dedicated to skills training - see Aims and Objectives.) As funds increase it is hoped to include work with numerator, geometry software and graphical calculators.

Much of the work in the Department is subject specific but where appropriate pupils are encouraged to use the skills and knowledge acquired in other areas of the Curriculum to enhance their work. The Department supports the skills based ICT lessons by offering pupils the opportunity to reinforce and consolidate their skills in short tasks throughout a course of study. The following brief examples show how ICT is integrated into our schemes of work for pupils in Key Stages 3 & 4:

Level 3:

Students are asked to create specific outcomes by giving instructions to control a screen or floor turtle. They also begin to use spreadsheets to build simple formulae in the development of number patterns.

Example: Regular Polygons. This involves the students sketching and using their knowledge of angles to create a number of regular polygons and to print them out.

Example: Evens, Odds, Fives and Tens. Regulars are shown how to use cell location to represent a variable and how efficient this is in comparison to entering the figure each time. They are then required to use this to develop the above four series of numbers. They are then asked to develop three more of their own explaining what the pattern is in each case.

Level 4:

As for Humanities with respect to handling information (database). + Students are able to progress from single step by step instructions to loops to produce a predetermined result.

Example: Year 9 profile. Using the information gathered from all Year 9 students the classes are introduced to the correction of, finding of 'unsafe' information, forming simple questions, drawing simple graphs and writing a summary based on their findings.

Terminology such as file, record and field are stressed at this point.
Example: One step polygons and compound shapes. Students are required to produce their shapes using their knowledge of angles of polygons using one line of instruction only to indicate their use of the properties. This is then extended to enable them to produce a predetermined pattern or picture using a combination of loops and one step instructions.

Example: Pocket Money. Students are set the task to arrange the information of pocket money, for a number of teenagers, into a spreadsheet. Using this they are required to ascertain how long the individuals will take to save up the spending money needed for their summer holidays. If they are unable to reach the target the students suggest ways of changing the spending pattern to compensate.

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SCHOOL - MATHS DEPARTMENT ASSESSMENT POLICY

Principles for assessing 'Using and Applying Mathematics' (Ma1)

Although there is no separate section in the programme of study numbered Ma1 that corresponds to At1 (Using and Applying Mathematics) the term (Ma1) is used as separate specific criteria apply to investigation work.

- Ma1 investigations should be set in the context of the module currently being studied and the relevant sections of Ma2/3/4. Ma1 investigations can be a full open ended investigation or closed problem solving task. (Years 7, 8 and 9 only).
- Ma1 investigations should take more than one lesson in order to allow for the development of ideas.
- It is the finished product that is assessed - again this allows for the development of ideas.
- The students should have studied/be studying some relevant topics from Ma2/3/4 to help them to identify patterns and relationships.
- Students are to keep their marked investigation work in a card file. This card file is to be retained by the teacher except when the student is actually writing up an investigation.
- At Key Stage 3 the Ma1 investigations should be an enjoyable learning experience that prepares students for this element of G.C.S.E. whether at the 'Foundation' or 'Higher' levels. Help may therefore be given by:
 - brainstorming, pooling and noting ideas;
 - facilitating preparation/designing as appropriate;
 - teacher input and comment should be constructive;
 - suggesting ways of recording findings to help patterns to be identified;
 - indicating the type of graph/axes required.
- Write ups for Ma1 investigations are not to be remarked following improvements by the students. Students should attempt to assimilate the constructive criticism into their next investigation.
- Year 7 and 8** students should learn how to write up an investigation in an ordered way - see Appendix _____. We will endeavour to develop the students' abilities to predict, record and interpret results. The Year 7 and 8 should be used to develop the student's self confidence in his/her ability to perform and to write up an investigation.
- Year 9 students** in Set 1 will be taught how to use formal algebraic equations to describe their findings and to test hypotheses. All other students will use a **front sheet** to guide their investigation and be encouraged to describe their findings in sentences until they are ready to progress to algebraic explanation. Capping the maximum possible level that can be achieved can be done if the teacher judges this to be sensible.
- In **Year 9** all students are expected to attempt the formal write up of an investigation. As in Year 8 it may be advisable to cap the maximum possible level that can be achieved.
- In **Years 10 and 11** all students are expected to continue the formal write up of an investigation as learnt in the earlier years.

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SCHOOL - MATHS DEPARTMENT
INSET - PROFESSIONAL DEVELOPMENT

The Department's policy for INSET respectively incorporates policies concerned with the induction of a newly-qualified teacher (NQT) and with INSET provision generally, and in both cases, wherever appropriate, follows the overall policy of the School. When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual, Departmental and Curricular needs. There are three groups of people that need to be involved:

- (i) the Department Staff;
- (ii) those involved in staff development and training;
- (iii) those responsible for school management including the Governing body.

Five areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

- (1) **Are the School and Department Aims and Development plans being implemented?**
- (2) **Are staff allowed to consider their role as described in the School Handbook and relevant policies?** All staff need to be prepared to evaluate their own performance and skill, putting themselves in the position that their pupils are in as learners. By doing so the staff will become increasingly aware of their role and the ways in which that role can be made more effective.
- (3) **Are staff allowed the chance to develop the required skills?** A useful approach to helping staff develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating check-list.
- (4) **Are staff given enough time and opportunities to prepare adequately for their role?**
- (5) **Are staff trained sufficiently to ensure that appropriate provision is maintained in the absence of certain staff?** Each member of the Department participates in the decision making process but in addition is able to take on organisational roles, if they wish, to help in the development towards a Head of Department role in the future.

Funding:

1. The Department bids for and receives an INSET budget each year. The bid is closely allied to the Department's and the school's Development Plan. The budget received may be in the form of money or number of hours. The amount allocated for the current academic year is £ _____.
2. The Head of Department works with the Department to produce a detailed INSET plan. The focus is manageable and realistic to allow targets to be reached each term/year.
3. Extra hours for INSET are also available when the Department is able to support Initial Teacher Training. The allocation of such funding is again negotiated with the Department to ensure the most cost effective use of the total available funds. Combination of funds from several sources and headings are used to give greater flexibility to the INSET budget. (see policy on Finance for more details)

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