



Job Description

Job title:	Mathematics Teacher
Reporting to:	Head of Faculty (HOF)
Responsible for:	The provision of a full learning experience and support for students. Safeguarding and promoting the welfare of all students.
Liaising with:	Teachers and support staff, LEA representatives, external agencies and parents/carers.
Working time:	Full time as specified with in STPCD
Salary:	Classroom Teachers' Pay Scale
Disclosure:	Enhanced

Introduction

All Unity Schools Partnerships schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Intentionally developing students' Core Learning Skills;
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting student voice;
- Assuming responsibility (as required) for the learning progress of specific groups of individual pupils;
- Ensuring high outcomes for a cohort of pupils (at least 2 levels of progress each key stage)

All teachers are required to meet the national standards for teachers according to their role.

Core Purpose	• Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD) • To implement and deliver an appropriately broad, balanced relevant and differentiated curriculum for students and to support a designated area as appropriate • To monitor and support the overall progress and development of students as a Teacher/Form Tutor • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential • To contribute to raising standards of student attainment • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Teaching	• To teach students according to their individual educational needs, including the setting and marking of work according to the school's policies • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students • To ensure a high quality of learning experience for students which meets internal and external quality standards • To prepare and update subject materials • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus • To maintain discipline in accordance with the school's procedures, and to encourage and model good practice with regard to punctuality, behaviour, standards of work and homework • To undertake assessment of students as requested by external examination bodies, departmental and school procedures • To mark, grade and give written/verbal and diagnostic feedback as required
Operational / Strategic Planning	• To development of appropriate resources, schemes of work, marking policies and teaching strategies in the faculty • To contribute to the faculty's development plan and its implementation • To plan and prepare courses and lessons • To contribute to the whole school's planning activities
Curriculum Provision and Development	• To assist the HOF or HoD in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives and continues to be relevant to the needs of students, examining and awarding bodies and the school's aims
Staffing	• To take part in the school's staff development programme by participating in arrangements for further training and professional development • To continue personal development in the relevant areas including subject knowledge and teaching periods • To engage actively in the Professional Growth Review process • To ensure the effective/efficient development of classroom support • To work as a member of a designated team and to contribute positively to effective working relationships within school

Quality Assurance	• To help implement school quality procedures and to adhere to those • To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required • To periodically review methods of teaching and programmes of work • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
Management Information	• To maintain appropriate records and to provide relevant accurate and up to date information for MIS, registers etc • To complete the relevant documentation to assist in the tracking of students • To track student progress and use information to inform teaching and learning
Communications and Liaison	• To communicate effectively with the parents/carers of students as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the school • To follow agreed policies for communications in the school • To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools • To contribute to the development of effective subject links with external agencies
Resources	• To assist the HOF in identifying resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to benefit the school, faculty and the students
Pastoral System	• To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and of the form tutor group as a whole • To liaise with a Curriculum Leader to ensure the implementation of the school's Pastoral System • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep up-to-date student records as may be required • To contribute to the preparation of action plans and progress files and other reports • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To apply the Behaviour Management systems so that effective learning can take place • To deliver a tutorial programme of activities relevant to the tutor group as advised by line manager • To attend annual reviews for assigned students who are on the SEN register
School Ethos	• To support the school ethos, aims and policies

Whole School Contribution

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's policies
- To continue professional development
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

April 2022

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

	Criteria	Essential	Desirable	Assessed by application	Assessed by selection process
	Qualifications				
1	A good honours degree or equivalent	/		/	
2	Qualified Teacher Status (QTS)	/		/	
	Professional experience and knowledge				
3	Proven classroom expertise as a student ECT or have one or more years' experience	/		/	/
4	An ability to plan, deliver and evaluate sequences of work and individual lessons at Key Stage 3-5	/		/	/
5	An ability to constantly monitor students' achievements and adapt teaching to the needs of the class with the support of the Head of Faculty of teaching/working in a single sex educational environment	/		/	/
6	Understanding and knowledge of the appropriate use of a range of differentiation techniques	/		/	/
7	The ability to contribute to the work within the faculties, both as a member of a team and individually	/		/	/
8	A commitment to the promotion of anti-sexism, anti-racism and equality of opportunity in all aspects of their work within the school	/		/	/
	Professional aptitudes, qualities and skills				
9	A willingness to contribute to the extra-curricular activities within the faculty and support ongoing projects	/		/	
10	A willingness to learn new skills and develop existing skills as a part of a program of professional development, with the aim of using this development to further their career	/		/	/
11	Personal qualities and skills that can contribute to the school's pastoral system	/		/	/
12	An ability to effectively organise their workload, be energetic and have a sense of humour	/			/

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