

**St Mary Redcliffe and Temple School**  
**Person Specification for a Mathematics Teacher**

This specification describes the qualifications, skills and personal qualities needed by the successful applicant for the post.

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Relevant Degree</li> <li>• Qualified Teacher Status (QTS/QTLS)</li> </ul>	
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• The ability to teach Maths to all the Key Stages</li> <li>• Experience working in a school's pastoral system including acting as a tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Recent teaching experience in a mixed comprehensive school</li> <li>• Experience of supporting students to secure exceptional outcomes at across key stage 3 and 4</li> <li>• Experience of teaching across the prior attainment range</li> </ul>
<b>Abilities and aptitudes</b>	<ul style="list-style-type: none"> <li>• The ability to embed and maintain excellent standards of work and conduct in the classroom</li> <li>• A proactive team worker who recognises their responsibility to themselves and to their colleagues to develop further the aims of the school through participating in curriculum design and development work and working with students and their parents/carers as partners</li> <li>• Use of assessment to inform planning and teaching so that all learners make at least good progress</li> <li>• Good communication skills</li> <li>• The ability to listen</li> <li>• In possession of high-level administrative and organisational skills</li> <li>• Able to use ICT to enhance learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to coach colleagues</li> <li>• The ability to contribute to the implementation of evidence-based practice at a departmental level</li> </ul>
<b>Educational Vision and Values</b>	<ul style="list-style-type: none"> <li>• A willingness to work in a Christian community and to support the school's ethos, including organising or contributing to daily acts of worship</li> <li>• The belief that all students can make good progress in mathematics</li> </ul>	

**St Mary Redcliffe and Temple is a Christian school committed to its policy of Equal Opportunities for all its employees.**

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**Person Specification for a Mathematics Teacher**

<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>• Personal integrity and sensitivity</li><li>• An enthusiasm to inspire students and their parents/carers</li><li>• Meet the Fitness to Teach standard</li></ul>	
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## Job Description

Introduction	
<b>Post Title</b>	<b>Teacher</b>
<b>Post Purpose</b>	The provision of a full learning experience and support for students. Under the reasonable direction of the Headteacher to carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
<b>Why this post is important</b>	You have a key role in the development of the young people in this school. By implementing and delivering and monitoring a broad and balanced curriculum which meets the needs of individual students, you help those students to reach their full potential as learners. By providing those young people with opportunities for personal, spiritual and academic growth you contribute to the development of students who can make a valuable contribution to the wider community.
<b>Line Manager</b>	Head of Department
<b>Salary Grade</b>	Classroom Teachers' Pay Scale

Preparation and Planning	
<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
Using baseline and assessment data to plan lessons which meet the needs of individual students	Lead training in department meetings or with colleagues in other curriculum areas, explaining how you make use of data to inform your planning. Participate in cross faculty working party to review the use of student data.
Developing lessons which meet the specific needs of individual students and contributing to the development of resources, syllabuses and schemes of work in your curriculum area.	Take responsibility for developing a fully resourced, differentiated scheme of work which can be used by the other members of your team. Share generic lesson planning strategies with colleagues in other departments.
Contributing to the general development of your curriculum area to ensure the continued relevance of policies and practice to the needs of students and the requirements of examining bodies. Helping to ensure that sufficient resources are available to achieve this. Contributing to the Department and School Development Plans.	Attend exam board INSET and develop curriculum provision for the department based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of the Department Development Plan. Develop a departmental process to elicit feedback from students and implement changes to the curriculum based on the results.

**What sort of support can you expect?**

The Head of Faculty/Department or Second in Faculty/Department for your subject can give you guidance on using data in your subject. The Assistant Head (Assessment and Raising Standards) can give you advice on developing your skills in using assessment data. Your Head of Faculty or Second in Faculty/Department can give you subject specific guidance on lesson planning, while the Deputy Head (Curriculum, Standards, and Outcomes) and Assistant Head (Assessment and Raising Standards) can organise support in more generic planning issues. Your Head of Faculty/Department or Second in Faculty/Department will provide guidance on the Departmental Development Plan process and suggest ways in which you can become involved.

**Assessment**

<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
Assessing students' work as required by internal procedures and external bodies and giving written and verbal feedback to students which offers clear paths for improvement and provides high expectations and a sense of self worth for those you teach. Develop students' ability to self and peer assess.	Develop a system of Assessment For Learning for your subject and share it with your colleagues. Contribute to the development of assessment across the school by presenting your ideas to colleagues via whole school INSET or through Teaching and Learning meetings. Develop systems which empower students to assess their own work and set themselves meaningful learning targets.
Recording the attendance, progress, development and attainment of students and keeping clear accessible records in line with departmental and school practice.	Create a departmental resource which can be used by colleagues in your subject area to improve the quality of their record keeping.
Reporting on the attendance, progress, development and attainment of students to parents/carers, pastoral staff and other relevant agencies. Providing high quality written and verbal assessments, references and reports relating to individuals and groups of students.	Lead training at a departmental or school level to improve the quality of reporting in your subject. Create a comment bank of key phrases and terminology for your subject area for use by new and non-specialist teaching staff.

**What sort of support can you expect?**

The Head of Faculty/Department or Second in Faculty/Department for your subject will give you departmental guidance on reporting procedures within your subject area. Experienced colleagues within your team will also be able to offer guidance. The Assistant Head (Assessment and Raising Standards) can suggest training which you may wish to undertake in this area.

**Delivery**

<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
Teaching students according to their individual educational needs using a range of engaging teaching and learning styles which empower students as learners and give them the opportunity to reach their academic potential and meet the demands of the syllabus.	Develop and share materials which focus on challenging Gifted and Talented students by developing Higher Order Thinking Skills and which support students with Special Educational Needs by 'scaffolding' their learning in order to raise achievement. Create and share specific opportunities for students to understand and develop Multiple Intelligences. Create and resource a strategy for a Key Stage which develops

	the students' 'learning to learn' skills in your subject area.
Ensuring that relevant strands of learning such as IT, Literacy, Numeracy, and the distinctive Christian nature of the school are reflected in the experience of students in your classes	Take responsibility for one of these strands within your subject area and develop a range of resources and model lesson plans which embed these initiatives and the school's ethos within your subject area.
Helping your students to meet the expected standards of behaviour by creating a secure and orderly environment in line with the school's discipline and rewards procedures and encouraging good practice with regard to punctuality, standards of work and completion of homework.	Offer to support new or inexperienced staff with classroom management either by acting as receiving teacher or peer observing them with a focus on discipline. Review the quality of homework within your subject area and work with your team to improve it.
<b>What sort of support can you expect?</b> The Head of Faculty/Department or Second in Faculty/Department for your subject will develop a departmental approach to adaptive teaching and there should be a nominated person within your subject area with responsibility for ICT, Numeracy etc. The Personalised Learning Coordinator, Literacy Progress Coordinator and SENCo can offer systems of strategies and training opportunities while the Assistant Head (Community Engagement, Personal Development, and Faith) will provide guidance on reflecting the Christian nature of the school in your lessons.	

Development	
Your responsibilities include...	Where practice is excellent you might...
Taking responsibility for your professional development by engaging actively in the Performance Management Review process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit students and meet your own professional development needs.	Set yourself challenging targets with ambitious outcomes which impact on the students you teach and on the students taught by other members of your subject team. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit.
Assisting in the process of curriculum development to ensure continued relevance of provision to meet student needs, syllabus requirements and the school's Christian mission. Taking an active role in the shaping, implementation and review of the Department Development Plan	Assist your Head of Faculty/Department or Second in Faculty/Department in the process of departmental monitoring to gauge student views on your subject. Offer to take responsibility for the implementation, review and refining of one aspect of the Department Development Plan. Take responsibility for coaching in your subject area.
Making a contribution to whole school INSET and planning activities. Contributing to cross-curricular and school wide developments and initiatives.	Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt.

**What sort of support can you expect?**

The Head of Faculty/Department or Second in Faculty/Department for your subject should be aware, through informal conversations, of your strengths and areas for development and should seek to support you and suggest training courses and opportunities to take responsibility within your curriculum area. You will have a more formal professional conversation as part of the Performance Management process at which you will work with your line manager to set specific targets. The Deputy Head (Curriculum, Standards, and Outcomes) will be able to advise you of opportunities to contribute to whole school development.

Communication	
Your responsibilities include...	Where practice is excellent you might...
Managing information on attendance and assessment in order to provide accurate up to date information on students for SIMS, registers, pastoral and curriculum (Learning Support, G and T etc.) requests for information.	Contribute to the evaluation and development of communication systems within the school.
Communicating effectively with parents/carers through Parents'/Carers' Evenings and on an individual basis where appropriate.	Provide copies of individual student action plans for parents/carers at Parents'/Carers' Evenings
Contributing to the development of effective subject links with appropriate external agencies	Take responsibility for linking your department with a particular external agency.
What sort of support can you expect?	
The Head of Faculty/Department or Second in Faculty/Department for your subject will give you guidance on effective communication and support you if communication with parents/carers or external agencies becomes difficult.	

Ethos	
Your responsibilities include...	Where practice is excellent you might...
Playing a full part in the life of the school community, to support its distinctive Christian mission and ethos and to encourage staff and students to follow this example. To support the school in meeting its legal requirements for worship.	Take a lead in creating exciting worship opportunities and sharing them with colleagues.
To uphold the nine school values and to reflect these values in your lessons and offer learning experiences which help students to develop them in your class.	Develop a bank of model lesson plans which demonstrate how the schools values can be integrated into your subject area
To comply with the school's Health and Safety policy and undertake risk assessments as appropriate	Take responsibility for one aspect of Health and Safety: for example the risk assessment and attendant paperwork for a field trip in your subject area

**What sort of support can you expect?**

The Assistant Head (Community Engagement, Personal Development, and Faith) can give you guidance on ethos both in terms of the school's Christian mission and the on the nine school values. Your Head of Faculty/Department or Second in Faculty/Department will be able to suggest ways that you can integrate the school's values into your teaching. The School Business Manager will give you guidance or suggest training in the area of Health and Safety.

**Improving Standards**

<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
Evaluating your teaching to ensure that you meet the agreed standards of preparation, delivery and assessment. Modifying and improving your practice where appropriate.	Peer coach a colleague in your department, focussing on developing standards. Work with your Head of Faculty/Department or Second in Faculty/Department to develop clear departmental criteria for preparation, delivery and assessment.
Contributing to the process of monitoring and evaluating your curriculum area in line with agreed standards and performance criteria, including methods of teaching and schemes of work.	Develop model lesson plans, resources and schemes of work to exemplify the Agreed standards within your department and share them with colleagues.
Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.	Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school.

**What sort of support can you expect?**

The Head of Faculty/Department or Second in Faculty/Department for your subject will give you clear guidance on the agreed standards of planning, assessment and delivery in your department and should observe you teaching at least once a year. They should also be able to suggest colleagues to peer coach in your department and a possible focus for model lesson plans. The Deputy Head (Curriculum, Standards, and Outcomes) and the Assistant Head (Safeguarding, Attendance, and Wellbeing) will be able to suggest ways that you can become involved in participating in improving standards at a whole school level.

**Negotiated Additional Responsibilities**

<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
<b>What sort of support can you expect?</b>	

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Line Manager or SLT.

Signatures	
<p>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</p> <p>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.</p>	
<p>Signed..... (Teacher)</p> <p>Dated .....</p>	<p>Signed..... (Headteacher)</p> <p>Dated .....</p>



## Job Description

Introduction	
<b>Post Title</b>	<b>Tutor</b>
<b>Post Purpose</b>	To support the personal development and academic progress of the students in your tutor group, by utilising and monitoring strategies which encourage students to achieve their individual potential.
<b>Why this post is important</b>	You are the person who has an overview of the students' progress both in academic and personal terms. You are the key person for gathering information and coordinating other agencies and individuals to meet the needs of the students in your care.
<b>Line Manager</b>	Head of House, Deputy Head of House

Supporting Student's Progress	
<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
Evaluating and monitoring the progress of students, including checking their Planners once a fortnight and measuring progress against data.	Lead training on the effective use of data to monitor progress. Offer to coach colleagues who find this aspect of their role challenging.
Contributing to the development of students' academic progress by preparing action plans with the appropriate students.	Create a bank of model action plans and share these with the other tutors in your House.
Encouraging students' attendance and good behaviour and implementing relevant aspects of the discipline procedures where necessary.	Develop an innovative tutor rewards and sanctions process and share it with colleagues.
<b>What sort of support can you expect?</b> The Assistant Head (Assessment and Raising Standards) can give you detailed guidance in making the best use of data. Your Head of House and Deputy Head of House can support your work with supporting student progress.	

Developing Pastoral Care	
<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
Promoting the general development and well-being of individual students and of the tutor group as a whole through group activities and individual conversations.	Peer coach another tutor focussing on ways to develop your skills in this area.
Liaising with the Head and Deputy Head of House to ensure the effective implementation of the school's Pastoral System. Alerting these and other appropriate staff to problems experienced by students, making recommendations as to how they might be resolved.	Offer to manage the information gathering needed to help students with immediate needs. Drawing up good practice guidelines to support other tutors in similar circumstances.

Communicating as appropriate with the parents/carers of students and with the persons or bodies outside the school concerned with the pastoral care/academic progress of individual students.	Get parents/carers to take an active role in their child's development. Contact home to accentuate positive aspects of student progress (e.g. punctuality, politeness).
<b>What sort of support can you expect?</b> The Assistant Head (Safeguarding, Attendance, and Wellbeing) will be able to suggest training and development opportunities. Your Head and Deputy Head of House can support you and help you to identify and contact appropriate agencies.	

Managing Information	
<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
Registering your tutor group and keeping accurate, up-to-date information on your students' attendance, punctuality and academic progress.	Review the existing systems and make recommendations for improvements to your Head or Deputy Head of House.
Managing information associated with sanctions and rewards.	Contribute to the development of good practice in the House.
Contributing to the reporting of students' academic progress. Gather information on students' progress from subject staff.	Develop proformas and systems which reduce the administrative time needed to collect information e.g. e-mail responses to Round Robin requests.
<b>What sort of support can you expect?</b> Your Head of House and Deputy Head of House can support you in the gathering and analysis of data.	

Ethos	
<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
Accompanying students to House Assemblies and Eucharists. Organising contributions to these events as requested.	Offer to deliver effective assemblies to other houses.
Supporting students in preparing and participating in acts of worship in tutor time.	Contribute to the development of a bank of model resources for tutor worship. Encourage your students to deliver effective worship to other tutor groups.
Contributing to the development of Values in Practice (ViP) and enterprise according to school policy.	Create model activities in ViP and enterprise and share them with colleagues.
<b>What sort of support can you expect?</b> The Assistant Head (Community Engagement, Personal Development, and Faith) can give you guidance and support in delivering effective worship as can your Head of House who has the role of overseeing effective worship in your house.	

Negotiated Additional Responsibilities	
<b>Your responsibilities include...</b>	<b>Where practice is excellent you might...</b>
<b>What sort of support can you expect?</b>	

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Line Manager or SLT.

Signatures	
<p>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</p> <p>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.</p>	
Signed..... (Teacher)	Signed..... (Headteacher)
Dated .....	Dated .....