



MATHEMATICS TEACHER JOB DESCRIPTION

Post title: Teacher of Mathematics

Salary/Grade: Classroom Teacher Scale (Inner London)

Responsible for: Teaching of Mathematics

Working Hours: Full Time

Reporting to: Mathematics Faculty Leader

Purpose of the job

To provide high quality teaching, enable effective use of resources and high standards of learning and achievement for students, within an atmosphere in which students feel challenged, valued and secure.

Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Responsible for

- Planning and Teaching Mathematics classes
- Leading a Form Tutor group
- The provision of a full learning experience and support for students

Liaising with

Head of Mathematics, Mathematics TLR holders, Senior Leadership Team, teachers and support staff

Key functions

- To plan and teach the subjects, classes and groups as allocated by the Subject Lead of Mathematics and the Senior Leadership Team
- To ensure that high quality teaching and learning takes place in all allocated classes
- To support and participate in the curriculum development work of the Mathematics Curriculum Area, including the writing of schemes of work and programmes of study
- To assist the Subject Lead of Mathematics in the maintenance of high standards of work and behaviour within the subject

- To be a Form Tutor and to carry out the specified duties as directed by the Year Leader
- To assist the Subject Lead of Mathematics in developing and implementing a full programme of extra-curricular Mathematics
- To support the Headteacher and Senior Leadership Team in the effective operation of the School

The main responsibilities of the post are to:

- Plan and prepare all resources for assigned classes and groups
- Teach the classes allocated, and provide a well-planned, challenging and purposeful learning environment for students.
- Support and carry out policies and practices to promote positive student behaviour and achievement in Mathematics within the framework of the school behaviour policy
- Set and mark homework on a regular basis
- Mark student work promptly in line with faculty and school marking expectations
- Contribute positively to the subject and faculty team development through extra curricular activities and enthusiastic promotion of the subject and its benefits for students
- Assess, monitor, record and report on student achievement in line with School and Faculty Area policy, including creating student reports and attending parent's meetings
- Assist in the identification of student special educational needs, and support the work of the Learning Support Team, including participation in the writing and review of individual education plans and pupil passports
- Maintain a neat, orderly and positive physical classroom environment
- Prioritise the understanding of all student needs, learning gaps and closing these through a data driven approach, particularly to support student premium students, SEND and stretching high achieving students.
- Share in the development and writing of course outlines, syllabuses and schemes of work in Mathematics including creation of resources and lessons within the team
- Follow the course outlines, syllabuses and schemes of work agreed by the Mathematics Curriculum Area
- Make effective use of student performance data, and student and staff target-setting; and provide relevant information to the Senior Leadership Team
- Take part in the school's instructional coaching model to support collective teaching development and continually reflect upon and improve individual teaching practice.
- Monitor and record student attendance and punctuality in line with School policy, and support the Subject Leader and Leadership team in the maintenance of high levels of student attendance
- Prepare for and attend Mathematics Team and Year Team meetings and support the work of the Mathematics Team and the Year Team

All teachers have a duty to:

- Follow all safeguarding expectations and guidelines as set out by the school and LA
- Participate in and support the Continuous Development Policy (Appraisal)
- Support the school's review and refine approach through positive and active participation in the faculty and school development plans, reviews and collective improvement.
- Undertake specific duties within the Mathematics Team as agreed with Subject Lead of Mathematics
- Create a purposeful and positive school culture through building positive professional relationships with students and staff
- Create a supportive home-school dialogue through effective and regular contact with student families as required through the job role
- Take personal responsibility for both the overall professional delivery of the role of a teacher and use line management to effectively seek support in aspects of the post as needed
- Undertake such other duties as reasonably required by the Head Teacher

Person Specification: Mathematics Teacher

| Criteria | Essential | Desirable |
|-------------------------------|--|---|
| Qualifications | <ul style="list-style-type: none"> ● Qualified Teacher Status (secondary age range) ● Degree in Mathematics or relevant subject | <ul style="list-style-type: none"> ● Evidence of further study beyond degree |
| Experience | <ul style="list-style-type: none"> ● Teaching Mathematics at KS3 and KS4 ● Experience of KS4 GCSE course design delivery and assessment ● Mathematics assessment ● Experience of raising attainment in a classroom environment ● Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour | <ul style="list-style-type: none"> ● Evidence of improving the teaching and learning of Mathematics through schemes of work and extracurricular activities ● Experience of teaching KS5 |
| Skills & Abilities | <ul style="list-style-type: none"> ● Demonstrate high expectations which inspire, enthuse, motivate and challenge students to achieve their best: ● Excellent classroom teacher ● Excellent behaviour management skills ● Ability to tailor lessons to student needs ● Ability to use assessment data to generate appropriate and effective intervention work ● Demonstrate a strategic and creative approach to problem solving ● Ability to build and maintain effective relationships through excellent interpersonal skills ● Demonstrate excellent communication skills (verbally and written) ● Ability to develop effective teamwork ● Demonstrate inclusive approach to education ● Ability to work under pressure, maintaining a high sense of perspective ● Ability to manage own time effectively ● Commitment to regular on-going professional development ● Commitment to collaborative working practices | |
| Personal Qualities | <ul style="list-style-type: none"> ● Professional, enterprising ● Outgoing, approachable, inclusive ● Positive, adaptable ● Energetic and enthusiastic ● Self-motivated, self- confident, reliable ● Generosity of spirit, sense of humour ● Committed to improving outcomes for all students ● Team Player | <ul style="list-style-type: none"> ● Experience of pastoral responsibility in a secondary school |

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

All staff participate in the school's performance management scheme.

The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.

We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.