

Job Description

Job Title	Teacher of Mathematics
Department	SGS Forest High School - Cinderford
Reporting to:	Faculty Leader
Main Purpose	
To deliver high-quality well-sequenced lessons across Key Stages 3 and 4.	
Key Tasks/Responsibilities	
<p>Quality of Education:</p> <ul style="list-style-type: none"> • Deliver high-quality education in Mathematics at KS3 and KS4, namely curriculum intent, implementation and impact. • Contribute to a coherent, knowledge-rich curriculum designed to secure long-term learning. • Use assessment with precision to identify misconceptions, provide diagnostic feedback and accelerate progress. • Establish a classroom culture defined by high expectations, clarity and consistency. • Inspire students to develop confidence, resilience and independence in Mathematics. • Contribute to shared curriculum resources and collaborative departmental practice. • A commitment to the developing of foundational skills, literacy and numeracy. <p>Ensuring students make good progress:</p> <ul style="list-style-type: none"> • Integrate effective tracking systems and use data formatively within the department to close gaps. • To use of Assessment Point data and teacher feedback to support students who are underachieving. • To ensure that students individual needs are met, and any emerging SEND needs are referred to the SEND team. • Oversee homework setting on Sparx and completion. <p>High Expectations for behaviour and conduct:</p> <ul style="list-style-type: none"> • To support students in making good behaviour choices and have high expectations within the subject area. • To work with students and parents/carers to identify barriers which are preventing them from displaying the SGS Forest High values and support students' development. • Play a full role in the wider life of the school, including pastoral responsibilities, including a willingness to deliver extra-curricular activities or interventions. • Delivery of the daily tutor reading program. 	
Role Dimensions	
<p>Qualities and knowledge</p> <ul style="list-style-type: none"> • Have extensive knowledge and understanding of pedagogy, curriculum and assessment in Mathematics. • Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent provision for all students. • Build positive relationships with all members of the school, local and Trust communities, showing positive attitudes to them. • Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally. • Seek training and continuing professional development to meet own needs and in accordance with Trust and school priorities. <p>Student and staff</p> <ul style="list-style-type: none"> • Set high expectations for students and staff at the centre of everything. • Create an ethos of ambition for all students, with an entitlement curriculum that has impact. • Work with colleagues in school and externally to ensure every effort is made for every student. <p>Systems and processes</p>	

- Build on Trust, LA and national best practice to build effective systems and processes.
- Align all work with the vision and approach of the Headteacher.

The postholder will be required to safeguard and promote the welfare of children and young people, follow Trust and school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their line manager and/or the Headteacher.

Key Interfaces

- SGS Forest leaders and staff.
- SGS Forest students, families and local community.
- SGSAT colleagues, including Trust DSL and DSLs at other Trust schools.
- Local and national external organisations and staff.

Supporting Trust Goals and Values - all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the Trust as one that is committed to the highest standards of delivery and service.
- Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day-to-day work.
- Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety.

Measurable Performance Standards

These will be defined with the postholder upon appointment and reviewed annually as part of appraisal.

Level of Disclosure and Barring (DBS) Disclosure

Enhanced with barred list checks.

Author and Date

Nicola Mooney/Giorgio Hlad April 2026

Job Evaluation (for HR Completion)

Score	Profile		Level	
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As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Teacher of Maths



Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Qualified Teacher Status	✓		Application
Experience and knowledge			
Experience of teaching Maths at KS3 and KS4 in one or more schools. (ECT's welcome to apply)	✓		Application, Interview, References
Knowledge of curriculum, pedagogy and assessment in Maths.	✓		Application, Interview, References
Knowledge and clear commitment to safeguarding and promoting the welfare of children and young people.	✓		Application, Interview
An understanding of, and willingness to comply with, Keeping Children Safe in Education (KCSIE) guidance.	✓		Interview
Willingness to undertake regular safeguarding and child protection training, including Prevent and online safety.	✓		Interview
Skills and abilities			
Exemplary classroom practitioner.	✓		Application, References
Takes responsibility for own professional development and upholding Teachers' Standards.	✓		Application, Interview, References
Participates in wider life of the school. A willingness to run extra-curricular activities or interventions.	✓		Interview
Essential Trust Attributes			
Initiative: Demonstrate a proactive, resilient and reflective approach, taking responsibility for improving practice, identifying opportunities, and using professional judgement to support pupils and Trust priorities.	✓		Application, Interview, References
Influencing skills: Communicate clearly and professionally with all stakeholders, influencing others through credibility, consistency and a pupil-centred approach to support Trust values and improvement.	✓		Application, Interview
Interpersonal Skills: Build trusting, professional relationships, demonstrate empathy and cultural awareness, maintain high standards of conduct and confidentiality, and act as a positive, inclusive role model.	✓		Application, Interview, References
Teamwork: Work effectively and collaboratively, supporting colleagues, valuing diverse perspectives and taking collective responsibility for pupil progress, wellbeing and safeguarding.	✓		Application, Interview, References