

Job Description for the post of Maths Teacher, St Philip's School

Responsible to:	The Headteacher, Senior Leadership Team, Head of Key Stage, Appraisal Line Manager
Responsible for:	Groups or individual pupils as directed by the Headteacher.
Important Functional Relationships:	Headteacher, Deputy Head, Assistant Head, class teachers, teaching assistants' other members of the school staff, pupils. The post holder interacts at a professional level with colleagues and seeks to establish and maintain productive relationships and communication with them in order to promote mutual understanding of the school's curriculum, with the aim of improving the quality of teaching and learning in the school.
Important External Relationships:	Parents/Carers; Governors; Children's Services; Speech and Language Therapist/Assistant; Occupational Therapist; Educational Psychologist/Assistant; Visually Impaired and Hearing-Impaired Advisers
Main Purpose of Job:	To teach Mathematics in the school, ensuring the best possible progress and outcomes for every individual and group of learners. To teach students individually, in groups, or classes, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs. To maintain the positive ethos and core values of the school, both inside and outside the classroom. To contribute to constructive team building amongst teaching and non-teaching staff, parents, and governors. To work in accordance with the requirements of the Teachers' Standards, School Teachers Pay and Conditions Document and St Philip's School's Policies.
Main Pay Range and Newly Qualified Teachers: duties and responsibilities	To have a commitment to the agreed whole school vision and ethos. To plan, prepare and implement appropriate programmes of work which: <ul style="list-style-type: none"> • take account of each student's individual special educational needs • fulfil the National Curriculum requirements • are in line with whole school policies • motivate students to develop independence and self confidence • include first-hand experience, curriculum enrichment and the celebration of students' contributions To lead on a subject or subjects as agreed with the Headteacher; if appropriate. To create, modify or adapt teaching strategies and resources to facilitate access to a broad, balanced, and relevant curriculum. To encourage students to be healthy, stay safe, enjoy their learning, and make a positive contribution to school life. To assess and evaluate students' work, providing them with feedback, and maintain records of progress and attainment. To write reports for parents, including Annual Review reports. To establish effective partnerships with home and other professionals. To maintain a classroom environment that is conducive to learning. To collaborate with, and deploy, support staff effectively.

	<p>To ensure that all students have equal access to the experiences and opportunities provided.</p> <p>To have high expectations of students' work, attitude, and behaviour by:</p> <ul style="list-style-type: none"> • being a good role model for students in all personal qualities • developing and implementing methods of improving students' self-esteem by fostering the positive self-image of each student through praise and encouragement, ensuring that the students know they are valued • maintaining good order and discipline amongst pupils, in accordance with the school's behaviour policy • implementing agreed strategies in relation to students' learning difficulties and associated emotional or behavioural difficulties <p>To demonstrate awareness of factors within and outside the school which influence social, emotional, cognitive, and behavioural development</p> <p>To alert the Designated Officers, or (in their absence) a relevant member of the Senior/Middle Leadership Team, to any Child Protection concerns</p>
<p>Upper Pay Range Teachers/ TLR Post holders: duties and responsibilities</p>	<p>Demonstrate the capacity to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.</p> <p>Contribute significantly, where appropriate, to implementing workplace policies and practice and promote collective responsibility for their implementation.</p> <p>Have an extensive knowledge, understanding and practical application of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p> <p>Have an extensive knowledge, a well-informed understanding and practical application of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.</p> <p>Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.</p> <p>Have sufficient depth of knowledge and experience to be able to give advice and support to colleagues on the development and well-being of children and young people.</p> <p>Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge</p> <p>Additional Accountabilities for the Maximum of the Upper Pay Range</p> <p>In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:</p> <ul style="list-style-type: none"> - Consistently fulfil the requirement to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice. - Consistently play a significant and substantial role in school improvement. - Consistently provide a role model for teaching and learning; supporting the quality of teaching and learning of others.

	<ul style="list-style-type: none"> - Consistently make a distinctive contribution to the raising of pupil standards and/or enrichment. - Consistently contribute effectively to the work of the wider team. - Consistently take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.
Standards and Quality Assurance	<p>To actively promote and implement whole school policies.</p> <p>To set a good example in terms of professional dress, having regard to the staff dress code, punctuality and attendance.</p> <p>To attend and participate in meetings which relate to the school's future development, curriculum planning, administration or organisation.</p> <p>To actively comply with policies and procedures relating to lesson observations, child protection, health, safety, welfare, security, confidentiality, and data protection.</p> <p>To appreciate and support the roles of other members of the schoolwork force, treating them with respect and dignity at all times.</p> <p>To take part in the school's staff Appraisal arrangements and participate in training and development actions as required.</p> <p>To undertake professional duties that may be reasonably assigned by the Headteacher.</p>

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities
- This job description is not exhaustive and you may be asked to carry out other duties commensurate with the role.

Person Specification for the Post of Maths Teacher, St Philip's School

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Person Spec.	Essential	Desirable	Evidence from
Qualifications	<ul style="list-style-type: none"> • A relevant bachelor's degree • Qualified Teacher status 	Evidence of relevant training and commitment to further professional development	Application Form References
Successful Experience	<ul style="list-style-type: none"> • Experience of teaching secondary aged students • Experience of delivering recognised accreditations in Maths 	In more than one school Experience of teaching students with SEN	Application Form Supporting statement Reference Interview
Curriculum Work:	<ul style="list-style-type: none"> • Good knowledge of the changes to the National Curriculum 	Ability to differentiate tasks for students with	Application Form Supporting statement

Knowledge and understanding	<ul style="list-style-type: none"> • Good knowledge of accredited courses • Ability to monitor, assess, record and report students' progress • Effective teaching and learning styles • Ability to produce appropriate resources 	a range of learning difficulties	Reference Interview
Skills	<ul style="list-style-type: none"> • Be able to develop good working relationships across the whole range of school staff • Be able to communicate effectively (both orally and in writing) to a variety of audiences • Ability to engage constructively with and demonstrate high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds. • Have an ordered and systematic approach to organisation of workload • Be able to demonstrate and promote the positive values and attitudes expected from the pupils. • Demonstrate creative and effective Maths skills • A secure understanding of safeguarding and child protection responsibilities in education, including Keeping Children Safe in Education (KCSIE) • Ability to establish and maintain appropriate professional boundaries with children and young people • Understanding of the additional safeguarding vulnerabilities and barriers to disclosure experienced by pupils with SEND 	Empathy with and sensitivity towards students who have additional needs	Supporting statement Interview
Personal Attributes	<ul style="list-style-type: none"> • A commitment to promoting high standards of overall educational provision; including the academic, social and emotional aspects. • Sense of humour • A calm, controlled manner • Flexibility and enthusiasm • Ability to manage stressful and challenging situations • A positive and confident disposition • Be physically fit with a good health record 	Willingness to drive a school minibus Be able to bring an enrichment activity or skill to enhance the school's overall curriculum offer	Supporting statement Reference Interview Teaching observation

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust 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.



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*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in **Keeping Children Safe in Education**, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*