Job Description



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Name of Post Holder	**Maths Teacher**
Post Title:	Classroom Teacher
Grade of Post:	MPS/UPS
Accountable to:	School Leader
Responsible to:	Head of Maths
Working time:	FTE as specified within the Schools Teachers' Pay and Conditions Document (STPDC)

General description of the post

The holder of this post is expected to carry out the professional duties of a teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the School Leader. The post-holder is required to fully support the vision, ethos and policies of the school.

You are expected to have excellent subject knowledge and highly effective teaching practice in the teaching subject to which you are employed.

You must also demonstrate clear values and moral purpose, focused on providing excellent education for students in your teaching subject.

Relationships

The post-holder is accountable to their line manager in all matters.

Within the Performance Management process, all staff in the school are accountable to the School Leader through their respective teams and leaders.

Within the learning management process, all staff in the school are accountable to the School Leader for the profiles and performance of all students they teach.

Within continuing professional development (CPD) all staff in the school are accountable to the School Leader for the impact their development has on pedagogy.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

You are expected to foster good working relationships with students, staff, parents, and stakeholders.

Teachers' Standards

Contribute to the School Development Plan priorities of:

- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes
- Securing a collaborative school vision of excellence and equity that sets high standards for every student

Achievement

Duties and responsibilities:

- Making a contribution to raising standards across the school
- Setting clear and challenging targets that build on prior attainment for each pupil
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets
- Giving every child the opportunity to reach their potential
- Consistently demonstrating high expectations for every child
- Ensure that underperforming work is identified and challenged in accordance with school guidance.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts

on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Quality of teaching

Contribute to the School Development Plan priorities of:

- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes
- Enabling students to become effective, enthusiastic, independent learners, committed to life-long learning
- Promote students' spiritual, moral, social, cultural, physical and mental development alongside British values through your teaching subject.

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- Demonstrate optimistic personal behaviour, positive relationships and attitudes within your role.

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- Ensure teaching and learning reflects how your subject can lead to future career opportunities, promoting careers education as appropriate.

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different

stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment:
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Behaviour and Safety of pupils at school

Contribute to the School Development Plan priorities of:

- Ensuring that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment

Set high expectations which inspire, motivate and challenge pupils:
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Manage behaviour effectively to ensure a good and safe learning environment:
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Leadership and Management

Fulfill wider professional responsibilities:
- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Take responsibility for maintaining up-to-date records of your CPD (e.g. within

Bromcom or other school systems).

- Engage with CPD opportunities (including those offered via national providers) and disseminate best practice where possible.
- Develop working relationships and networks with local, national and digital agencies to remain current in your teaching practice.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and Professional Conduct
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • Showing tolerance of and respect for the rights of others • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Signed: ..... Date: .....

(Member of staff)

Signed: ..... Date: .....

(School Leader)

Person Specification
Teacher



Our Managed Service Team have identified the traits above that they feel any Hamwic employee should have, with professionalism, honesty, emotional intelligence and commitment being the top traits.

Qualifications:
Relevant good degree
Qualified Teacher Status
Recent and relevant professional development
Further professional qualification

Experience:
Teaching experience in secondary sector
A proven track record of successful and recent class teaching in a secondary school
Clear insight into best practice in teaching and learning, to maximise student outcomes
Excellent KS3 and KS4 subject knowledge
Clear understanding of how effective strategies for managing behaviour within the classroom and beyond impact on wider student performance
An understanding of issues related to inclusivity and social mobility within education
Ability to assess students' needs and barriers to learning
Use of assessment and attainment data and information
Experience working in a school set in an area of deprivation

Skills and Knowledge:
High expectations of all students
Excellent communication skills
A positive role model who creates a good first impression

Ability to motivate, inspire and challenge students
Confident ICT user
Ability to plan, prioritise and organise self and others
Commitment to raising standards

Personal Attributes:
Calm, adaptable, dependable, resilient and reliable
Collaborative and a good team player
Commitment to further own professional development
A commitment to promoting and safeguarding the welfare of young people
Has 'presence' around the school
Able to follow direction and accept challenge and feedback in a positive and productive way
An understanding that getting better never stops
Ability to be flexible and cope with interruptions in workload