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**JOB DESCRIPTION**

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| **School** | **Smithdon High School part of West Norfolk Academies Trust** |
| **Job Title** | **Second in Maths with TLR** |
| **Salary** | **MPS/UPS as appropriate plus TLR 2B** |
| **Responsible to** | **Head of Maths** |
| **Working With** | **Senior Leadership Team (SLT)****Maths Faculty****Students****Parents** |

**Smithdon High School is an 11 – 16 school located in the town of Hunstanton on the North Norfolk coast, famed for its sunshine and colourful striped cliffs. With our best results ever and “good” Ofsted in all areas, there couldn’t be a better time to join us in our school improvement journey.**

The school, which is part of the West Norfolk Academies Trust, has just over 600 students and is oversubscribed in Year 7. All students enjoy a full knowledge rich curriculum which is taught by a team of specialist teachers ably supported by our Senior Leadership and Cross-Trust Leaders.

We invest in our teachers by providing regular CPD, both internal and external, and ensure that you are given time to collaborate and share good practice with your colleagues in order to help you to continually improve your practice.

Our new colleague will also benefit from being part of the **West Norfolk Academies Trust - a small, locally based charity working with primary and secondary schools** to challenge and support our family of schools to provide an excellent education for young people.

**Purpose of the Job**

In 2023 all our subject progress figures improved, but Maths achieved the best progress score in the school of +0.39, including SEND student successes. The department continues to develop and has a focus on Disadvantaged outcomes and those capable of achieving 7+ in Mathematics.

We are seeking an ambitious, enthusiastic and imaginative Second in Maths. The successful candidate will need to provide our students with an outstanding education in Maths, and work collaboratively with the Head of the Department to provide effective support with a view to continuing to raise standards, supporting the school in securing high standards of teaching and learning.

**Responsibilities of the Role**

* To assist the Head of Department in the management and running of this department, in order to ensure that management is efficient, effective and serves to raise standards.
* To take responsibility for all aspects of the day-to-day running of the department in the absence of the Head of Department.
* To lead all aspects of the Key Stage 3 curriculum.
* To be passionate about the teaching of Maths and able to lead and inspire others to achieve success.
* To be an excellent classroom practitioner with an understanding of high quality teaching and learning.
* To have a detailed understanding of statistics/data relating to the overall performance of the department and that of students within it.
* To assist in the use of this data within the department to improve curriculum delivery and outcomes.
* To be able to work collaboratively.
* To be actively involved in the performance management process within the department.
* To be familiar with the whole school development plan. To contribute to the creation and implementation of the departmental development plan.
* To have particular responsibility for tracking progress at KS3, implementing KS3 interventions and evaluating the effectiveness of those interventions.
* To ensure the effective implementation and adaptation of the Trust scheme of work for KS3 and support staff in their teaching of it, as necessary.
* To assist in the development and successful implementation of department procedures for assessment for learning.
* To be committed to continuing the outstanding extra-curricular provision that the school currently provides.
* To undertake additional duties/responsibilities to be negotiated with and agreed with the Head of Department and SLT Line Manager.

**Teaching and Learning Responsibilities**

* To deliver a programme of teaching leading towards assessment of designated skills that is personalised to meet the needs of the class.
* To use a variety of delivery methods to stimulate learning, appropriate to student abilities.
* To prepare and share high quality and appropriate teaching resources.
* To ensure a high quality learning experience for students that meets internal and external quality standards.
* To undertake assessment of students as required by internal and external (e.g. examination boards) procedures.
* Within the guidance presented in the school and Faculty Assessment Policies, and using appropriate I.T. systems, to assess, record and report on the attendance, progress, development and attainment of students.

**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.

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy’s financial regulations.

**PERSON SPECIFICATION**

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| **Qualifications** | **Essential** | **Desirable** | **How assessed** |
| Qualified Teacher Status | ✓ |  | Appl |
| Educated to Degree Level | ✓ |  |
| Evidence of CPD linked to curriculum development |  | ✓ |

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| **Experience** | **Essential** | **Desirable** | **How assessed** |
| A record of successful teaching at KS3 and KS4 | ✓ |  | Appl |
| Significant teaching experience |  | ✓ |
| Experience of developing the curriculum |  | ✓ |
| Contribution to school beyond the classroom |  | ✓ |

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| **Skills, Attributes and Knowledge** | **Essential** | **Desirable** | **How assessed** |
| Secure knowledge of subject area | ✓ |  | Appl/Int/ref |
| Clear understanding of planning differentiation into the curriculum | ✓ |  |
| Good understanding of whole school issues |  | ✓ |
| Planning, prioritising and managing workload in an environment of conflicting demands | ✓ |  |
| Sound knowledge of the National Agenda |  | ✓ |
| An understanding of the use of data in promoting pupil achievement and attainment | ✓ |  |
| Skills and knowledge to deal with student safety and behaviour | ✓ |  |
| Ability to focus on standards and the belief that all students can succeed given the right opportunity and support | ✓ |  |
| Demonstrate a commitment to equal opportunities | ✓ |  |
| Organised and methodical approach to work/ability to prioritise and time manage effectively | ✓ |  |
| Ability to build effective and positive working relationships with students, colleagues and parents/carers | ✓ |  |
| Committed to safeguarding and promoting the welfare of children and young people | ✓ |  |

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| **Personal qualities** | **Essential** | **Desirable** | **How assessed** |
| Ambition for self and others | ✓ |  | Appl/Int/Ref |
| Passionate about achievement | ✓ |  |
| Strong team player/lead by example/ability to inspire others | ✓ |  |
| Positive attitude to work | ✓ |  |
| Genuine concern for others  | ✓ |  |
| Decisive, determined and self-confident | ✓ |  |
| Integrity, trustworthy, honest and open | ✓ |  |
| Accessible and approachable | ✓ |  |
| Excellent interpersonal skills | ✓ |  |

Appl = Application form Int = Interview Ref = Reference