



Leeds
Mathematics
School

GORSE

Principal: Mr R Wilne MA, Cantab (Hons)
Chair of Governors: Mr J Fyffe BA (Hons)

Chief Executive Officer: Sir John Townsley BA (Hons) NPQH
Deputy Chief Executive Officer: Mrs L Griffiths BA (Hons) NPQEL
Executive Principal: Mr D Holtham BSc (Hons)

Teacher of A Level Mathematics and Further Mathematics and/or Physics and/or Computer Science

Job Description & Person Specification

Leeds Mathematics School

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UNIVERSITY OF LEEDS

Job Description

Post Title:	Teacher of A-level Mathematics and Further Mathematics, and/or Physics, and/or Computer Science
Accountable to:	Director of Mathematics and/or Lead Teacher of Physics and/or Lead Teacher of Computer Science
Location:	Leeds Mathematics School 105 Albion Street Leeds LS1 5AS
Scale:	MPR / UPR
Contract:	We welcome applications from qualified and experienced candidates who would like to teach two or more of these subjects full time. We also welcome applications to teach one of these subjects part time.
<p>This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document. The total directed time of an LMaS teacher will be consistent with the STPCD, but some directed time will be specified in evenings and at weekends (e.g. for Outreach and Admissions).</p> <p>Teachers on the Upper Pay Range (UPR) have been assessed as 'highly competent' in all elements of the Teachers' Standards and their achievements and contribution to LMaS are expected to be substantial and sustained.</p>	

Job Description

Purpose of the LMaS A-level Mathematics and Further Mathematics, and/or Physics, and/or Computer Science: you will

- Teach consistently excellent lessons in A-level Mathematics and Further Mathematics, and/or Physics, and/or Computer Science.
- Contribute actively to Leeds Mathematics School's achievement of our purpose.
- Support LMaS' commitment to providing coherent and impactful and enjoyable
 - extra-curricular, super-curricular, sporting and cultural programmes alongside the academic timetable;
 - CEIAG;
 - trips and visits;
 - academic support to ensure that all students achieve highly, in particular students with SEND and students who are Widening Participation eligible;
 - outreach enrichment programmes for high-attaining KS2, 3 and 4 students;
 - mathematics CPD programmes for primary and secondary teachers.
- Promote LMaS at all times, including at admissions events.
- Be a reflective practitioner who engages wholeheartedly with CPD.

Every member of staff at LMaS must at all times

- **work within the framework provided by LMaS' policies and practices**
- **be committed to**



- Knowing the unique characteristics of every LMaStudent, so that they succeed academically, develop their passions, and mature into a responsible adult with the skills and attributes to make real contributions to this region, to their community, and to wider society.
- Promoting equality, celebrating diversity and being intentionally inclusive, to ensure that every person in the LMaS community flourishes and thrives in a safe and welcoming environment.
- Every aspect of teaching, learning and assessment being research-led and evidence-informed, so that every LMaStudent has the very best experience in every lesson, every activity, every time.
- **exemplify our core values**
 - Intentional inclusivity, by making conscious, ongoing effort to include everyone in our community, to create and sustain an environment in which every member of the community feels seen, heard, and valued, not just in our words but also in our actions.
 - Productive struggle, by creating opportunities for every LMaStudent to tackle tasks that stimulate them think harder and deeper, and supporting them as they do so without taking away or lessening what it is that is causing their struggle.
 - Impactful altruism, by ensuring that all LMaStudents can experience the possibility and the reward of selflessly giving what they have to those that have less, so that they know that, and how, they can make a long-lasting and wide-reaching difference after they leave LMaS.
- **ensure that every student, in particular students with SEND and students who are Widening Participation Eligible**
 - has an exceptional experience every day.
 - achieves highly and leaves LMaS with powerful outcomes, personal strengths, and many and meaningful choices available to them: in their learning, in their career, in their life.

Purpose of an LMaS Teacher

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

You will

- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

WORKING WITHIN THE LAW AND FRAMEWORKS

You will

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work, and contribute to the development, implementation and evaluation of the policies and practice of your workplace, including those designed to promote equality of opportunity.

- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Read and implement LMaS' key safeguarding materials which include:
 - The Child Protection Policy
 - The Behaviour policy
- Familiarise yourself with the content within Appendix A of: 'Keeping Children Safe in Education'.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- To carry out the duties and responsibilities of the post in accordance with LMaS' Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
- Members of staff should always work within the framework provided by LMaS' policy statements to fulfil the general aims and objectives of LMaS.

DEVELOPING PRACTICE

You will

- Evaluate your performance and be committed to improving your practice through appropriate professional development (i.e. training, mentoring etc.).
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.
- Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining your approaches where necessary.

PROFESSIONAL SKILLS

You will

- Promote and model inspirational teaching and learning.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which you:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meets learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions, and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

- Provide learners, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress, and areas of development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement, and become successful independent learners.
- Use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to LMaS.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with LMaS' behaviour policy.
- Promote learners' self-control, independence, and cooperation through developing their social, emotional and behavioural skills.

PERSONAL RESPONSIBILITIES

You will

- Be an exemplary professional role-model.
- Hold positive values and attitudes and adopt high standards of professional conduct.
- Carry out the duties and responsibilities of the post, in accordance with all relevant legislation and GORSE Academies Trust policies and procedures.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- Willingly engage with training as required by LMaS.
- Treat all aspects of the role with the strictest confidentiality, unless legislation and/or GORSE policy instructs otherwise (e.g. reporting Safeguarding and Child Protection disclosures).
- Be aware of and comply with policies and procedures relating to Child Protection, Health, Safety and Security, Confidentiality, Equality and Diversity, and Data Protection, reporting all concerns to an appropriate person in the LMaS Senior Leadership Team or in the GORSE Academies Trust central leadership team.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK: either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification

Teacher of A-level Mathematics and Further Mathematics, and/or Physics, and/or Computer Science

In this table, we use “Subject” to mean whichever one, two or three of A-level Mathematics and Further Mathematics, and/or Physics, and/or Computer Science you would like to teach.

We welcome applications from qualified and experienced candidates who would like to teach two or more of these subjects full time. We also welcome applications to teach one of these subjects part time.

Attribute	• Essential		• How identified
Commitment to LMaS vision and values	Every member of staff at LMaS must <ul style="list-style-type: none"> • Wholeheartedly believe in LMaS’ purpose and values; • Indefatigably ensure that we fulfil the commitments we have made to every LMaStudent. 		<ul style="list-style-type: none"> • Application. • References.
	• Essential	• Desirable	• How identified
Qualifications	<ul style="list-style-type: none"> • A-level (or equivalent) in Subject. • Strong honours degree in Subject, or in a subject containing a considerable amount of Subject. • Qualified Teacher Status, or working towards it. 	<ul style="list-style-type: none"> • A-level (or equivalent) in Further Mathematics. • Masters degree in Education, or in a relevant STEM subject. 	<ul style="list-style-type: none"> • Application. • Certificates. • References.
Knowledge and Skills	<ul style="list-style-type: none"> • Excellent classroom practice, including behaviour management. • Knowledge of the post-16 Subject curriculum, and assessment. 	<ul style="list-style-type: none"> • Successful implementation of data-led intervention programmes and ‘preventing the gap’ strategies to ensure all students achieve highly. • Knowledge of <ul style="list-style-type: none"> ○ current developments in education; ○ effective use of the 16-19 Bursary Fund; ○ Widening Participation Eligibility university Access programmes. 	<ul style="list-style-type: none"> • Application. • References. • Written subject knowledge assessment as part of interview. • Observed lesson as part of interview. • Other activities as part of interview.
Experience	<ul style="list-style-type: none"> • Current or recent teaching of outstanding lessons to high-attaining secondary or post-16 students. 	<ul style="list-style-type: none"> • Two or more years teaching A level Subject. • Contribution to the development of resources for Outreach 	<ul style="list-style-type: none"> • Application. • References. • Interview and assessment activities.



	<ul style="list-style-type: none"> • Contribution to extra-curricular activities. 	<p>activities for high-attainers in KS2-4.</p> <ul style="list-style-type: none"> • Contribution to the development of effective and impactful A level Subject schemes of learning, assessments or pedagogy. • Experience of <ul style="list-style-type: none"> ○ raising standards and achievement; ○ using interactive ICT systems for teaching and learning; ○ devising new resources for learning; ○ leading high quality extra-curricular activities; ○ teaching another LMaS subject. 	
Personal Qualities	<ul style="list-style-type: none"> • Passionate about education and ‘changing the deal’ for disadvantaged students. • Excellent communicator. • Effective team member. • Drive and determination. • Ambitious. • Energy, enthusiasm, sense of humour. • Able to forge effective relationships. • Self-aware, self-sufficient and self-confident, but not self-important. 	<ul style="list-style-type: none"> • Personal enthusiasm for Subject, beyond the A level specification and taught curriculum. 	<ul style="list-style-type: none"> • Application. • References. • Interview and assessment activities.
Continuous Professional Development	<ul style="list-style-type: none"> • Committed to Continuing Professional Development. 		<ul style="list-style-type: none"> • Application form. • Interview and assessment activities. • Referees.

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enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

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