



TEACHER OF MATHEMATICS

PAY SCALE ILPS

Required for January 2025

We are looking to appoint a well-qualified, enthusiastic and successful teacher to join our thriving, oversubscribed all-through school. The school's aim is "Excellence for All" and the governors wish to appoint a candidate of significant ability and enthusiasm, aware of and stimulated by the challenges and potential of a successful multi-ethnic co-educational school. The aptitude for and willingness to teach A-Level Maths would be an advantage.

DUNRAVEN SCHOOL OVERVIEW

The school's aim is "Excellence for All" and the Governors wish to appoint a candidate of significant ability and enthusiasm, aware of and stimulated by the challenges and potential of a successful multi-ethnic co educational school and keen to share in the leadership of our All Through Provision.

Dunraven Educational Trust (DET) as a Multi Academy Trust is committed to one overarching aim: excellence for and from everyone. This is an expectation for both the children and adults in our school communities. It is achieved in a variety of ways according to the context of each school but within the clear framework established by the Trust.

Dunraven School's results are strong, remaining well above national averages and representing positive 'value-added'. Recognition of its marked progress has been significant and its journey as a school is important to us. For example:

- In February 2011 we were designated as both a National Support School and a Leading Edge School.
- In August 2011, we converted to Academy status.
- In 2012 we began our development as an All Through School with children starting in Reception in September 2013.
- In summer 2013 our £20 million BSF programme was completed.
- In 2016 we were designated as a National Teaching School and an Academy Sponsor. The Dunraven Educational Trust was established.
- In 2018, the Dunraven Educational Trust began working in partnership with two primary schools. Van Gogh Primary joined the Trust on 1 September 2018 and was followed by Goldfinch in January 2019. We were joined by Rosendale Primary and The Elmgreen School in September 2022.
- In April 2023 under the new Ofsted framework we were judged as a good school with outstanding features, including Personal Development and the Sixth Form

If you are successful in your application, you will join a staff who are hard-working, committed, positive in outlook and dedicated to the achievement of our students. We offer:

- A high standard of professional practice, with bespoke in-house CPD provision, and affiliation to nationally recognised courses and providers (SSAT, Teaching Leaders, Future Leaders, NPQs);
- Clear pathways for career development and progression with a proven track-record of success in developing leaders;
- A supportive and collegiate environment, with regular staff social and sporting activities (such as yoga, football and House events);
- Excellent opportunities for leading work with external partners (National Support School, National Teaching School);
- A culture of high trust and accountability that values creativity and innovation, leading practice locally and nationally in a range of fields.

We look forward to receiving your application.

The closing date for receipt of applications is 12 noon on Friday 01 November 2024

We reserve the right to conduct interviews on a rolling basis - early application is recommended.

Dunraven School is committed to the safety and protection of its students. A satisfactory enhanced DBS check is a condition of employment for all employees.

THE MATHEMATICS DEPARTMENT

The Mathematics Department at Dunraven is well respected and successful. We are committed to giving the best Mathematics education possible to each student. Students are encouraged to work to their full potential – our highest attaining students in KS4 have the opportunity to take the AQA Level 2 Certificate in Further Maths. We are equally committed to students with learning difficulties. We aim for all our students to enjoy their Mathematics lessons and be enthusiastic learners.

Currently there are two accelerated groups, four accelerating groups and two standard groups in Years 7-11. In Year 10 and 11 students work from the OUP GCSE Mathematics textbook and will take the AQA GCSE. At Key Stage 5, students follow the AQA syllabus at A Level including Further Mathematics.

Our newly built Department area was completed early in 2013 including a Departmental working area and ICT facilities. There are interactive whiteboards in every Mathematics classroom, which offer a wide variety of different Mathematics software and access to the Internet. In addition, there are four computer rooms available which we can book to use for individual student work.

All teachers are members of both a Departmental Team and a Year Team, either as a tutor or co-tutor. All staff are encouraged to play a full part in the life of the school in addition to the core tasks of preparation, teaching, marking and assessing progress.

Dunraven is keen to support all aspects of staff development, personal and professional, and has a strong staff development policy. It has had Investors in People status for many years.

SELECTION CRITERIA

Candidates will be expected to have the following skills and knowledge:

- A thorough knowledge of their subject area, particularly in relation to the new National Curriculum, GCSE, and 16-19 developments.
- The appropriate skills required to be an efficient and effective teacher and interest in developing this practice further.
- The ability to plan, organise, assess, monitor and evaluate effectively, and to maintain a stimulating learning environment. Knowledge of assessment including at Advanced Level.
- Effective interpersonal, written and oral communication skills.
- Effective skills in the use of ICT, particularly in relation to Mathematics programmes.
- The skills required to be an effective form tutor.
- The ability to devise strategies for implementing policies leading to equality of opportunity.
- An understanding of and commitment to whole-school issues in a diverse school and the willingness to be involved in all aspects of the work of the department and to contribute to the wider life of the school.
- The potential to develop management and leadership qualities.

S/he will be required to carry out the duties of a school teacher according to the School Teachers' Pay and Conditions Document, and in the light of the school's changing needs. Job descriptions are reviewed regularly and may be subject to modification or amendment after consultation.

PURPOSE

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ Form Tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

REPORTING TO:

Director of Learning: Mathematics

RESPONSIBLE FOR:

The provision of a full learning experience and support for students.

LIAISING WITH:

Headteacher/ Deputy Headteacher, teaching/support staff, LA representatives, external agencies and parents.

WORKING TIME:

Term Time. Full-Time Hours.

SALARY/GRADE:

ILPS

DISCLOSURE LEVEL: Enhanced with barred list check

OPERATIONAL/STRATEGIC PLANNING:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

CURRICULUM PROVISION:

- To assist the Director of Learning and to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

CURRICULUM DEVELOPMENT:

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

STAFFING (STAFF DEVELOPMENT, RECRUITMENT/DEPLOYMENT OF STAFF):

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE:

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT INFORMATION:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

MARKETING AND LIAISON:

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review



MANAGEMENT OF RESOURCES:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Director of Learning to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

PASTORAL SYSTEM:

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Director of Learning - students to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHCE and citizenship and enterprise according to school policy
- To apply the Behaviour management systems so that effective learning can take place.

TEACHING:

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
 - To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
 - To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
 - To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
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- To undertake a designated programme of teaching.
 - To ensure a high quality learning experience for students which meets internal and external quality standards.
 - To prepare and update subject materials.
 - To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
 - To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
 - To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
 - To mark, grade and give written/verbal and diagnostic feedback as required.

OTHER SPECIFIC DUTIES:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will 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.

This job description is current at the date shown, but following consultation with you, may be changed by school leaders reflect or anticipate changes in the job which are commensurate with the salary and job title.

EQUAL OPPORTUNITIES

Take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

SAFEGUARDING

Have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

HEALTH AND SAFETY

Work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school. Ensure compliance of procedures are observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

DATA PROTECTION

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information. Be informed of the data held on you during our recruitment process as explained in the recruitment privacy notice on our website.

SAFER RECRUITMENT STATEMENT

Dunraven School is committed to the safety and protection of its students. An enhanced DBS check with a barred list check is a condition of employment for this post.

Please note: Dunraven is a non-smoking and non-vaping environment.