**Job Description**

**Job Title: Teacher of Mathematics**

**Reporting to: Head of Department**

**Salary: United Learning PayScale (Competitive with MPS/UPS) Plus Recruitment and Retention honorarium of up to £5k for the right candidate.**

**Contract: Permanent, United Learning Contract**

**Main purpose of the post**

* To teach a broad range of Maths subjects.
* To contribute to the provision of high-quality learning and teaching within a subject area and across the Academy, ensuring maximum success for all.
* To be a role model for the Academy community and raise levels of student achievement.

**Specific duties:**

**Student Learning**

To create and secure a commitment to learning which enthuses students and motivates them to do

well through:

* Undertaking a substantial and appropriate teaching commitment
* Thorough lesson plans
* Supporting the agenda for quality, standards and student achievement
* Preparing teaching programmes for the classes being taught
* Ensuring that differentiated approaches within teaching and learning strategies support all

Students.

* Defining learning outcomes for each individual student in each class taught
* Providing regular assessment of progress for each student in each class taught
* Being a tutor to a group of students
* Taking an active part in the development and use of Schemes of Work for all students
* Taking responsibility for ensuring a positive learning environment within the classroom/

work areas.

* Implement Academy policy with reference to behaviour and discipline and thus to

maintaining an orderly and purposeful atmosphere throughout the Academy.

* Contributing to course development for the benefit of learners
* Using ICT facilities in the teaching and learning programme and also for management

Purposes.

* Contributing to the enrichment and extension programme
* Supporting events and functions as appropriate

**Professional Development and Staff Support**

* Participating in regular training and professional development
* Working alongside other staff in the classroom to develop effective practices and

Approaches.

* Supporting in-house research into the effectiveness of different classroom techniques and

approaches

* Assisting in the collaborative partnerships with other staff training
* Providing or receiving mentoring and coaching as and when appropriate
* Participating in performance management and quality assurance procedures
* Maintaining regular communication with other staff through meetings, electronic

messaging, personal contact et al.

* Supporting effective teamwork and good relationships between all staff
* Participating in reviews of progress and recommendations for improvements, thus

contributing to the Self Evaluation and Action Plan

**Community**

Under the direction of the Subject Leader:

* Reporting on the progress of each student in regular reports to parents and others
* Meeting with parents and others to discuss the progress and development of their child
* Developing effective links with the wider learning community to enhance the quality of

teaching and learning

All staff are required to safeguard and promote the welfare of children and young people and follow

school policies and the staff code of conduct. The information contained above is to help staff

understand and appreciate the work content of their post and role they are to play on the

organisation. However, it should be noted that whilst every effort has been made to outline all the

duties and responsibilities of a post, a document such as this does not permit every item to be

specified in detail.

This document is considered to provide an outline of the areas that this role involves. This document

does not preclude the post holder developing systems and structures not specifically mentioned but

related to his/her broad areas of responsibility. The roles outlined above are indicative and do not

preclude anything else which may be reasonably requested commensurate with the post held and

duties undertaken.

**Person Specification- Teacher of Maths**

|  |  |  |
| --- | --- | --- |
| **Criteria**  | **Essential** | **Preferred** |
| **ATTAINMENTS AND EXPERIENCE** |
| Qualified Teacher Status   | ✔  |   |
| Good honours degree  |   | ✔  |
| Appropriate professional updating  | ✔  |   |
| Appropriate experience of the age range  | ✔  |   |
| Understanding the challenges that exist in areas of multiple deprivation  |   | ✔  |
| Ability to share leadership of a large and complex organisation  |  |  ✔  |
| **SHAPING THE FUTURE (knowledge of or commitment and ability to:)** |
| Think strategically, by building, communicating, and implementing a shared vision of excellence, equity, and high standards for every student  |   |  ✔ |
| Communicate and model vision and values both within and beyond the school  | ✔  |   |
| Set and achieve ambitious, challenging goals and targets  | ✔  |   |
| Understand and practise educational inclusion so that all have the opportunity to be the best they can be  | ✔  |   |
| **LEADING TEACHING AND LEARNING (knowledge of or commitment and ability to:)** |
| Use appropriate models and principles of effective learning and assessment for learning  | ✔  |   |
| Ensure high standards of behaviour and attendance  | ✔  |   |
| Be strategic in ensuring inclusion, diversity, and access  |  | ✔  |
| Use performance data effectively to ascertain areas for improvement  | ✔  |   |
| Implement strategies for developing effective teachers to ensure the entitlement of all students to effective teaching and learning  | ✔  |   |
| Implement strategies for raising achievement and achieving excellence for students,  in particular disadvantaged students  | ✔  |   |
| **DEVELOPING SELF AND WORKING WITH OTHERS (knowledge of or commitment and ability to:)** |
| Develop positive interpersonal relationships.    | ✔  |   |
| Promote individual and team development and sustain a learning community that impacts on school improvement  | ✔  |   |
| Share leadership and accountability for goals and standards  | ✔  |   |
| Manage change, conflict, and empower individuals and teams  | ✔  |   |
| Collaborate and network effectively with others within and beyond the school  | ✔  |   |
| Give and receive effective feedback and act to improve personal performance  | ✔  |   |
| Give and receive effective feedback and act to improve personal performance  | ✔  |   |
| **SECURING ACCOUNTABILITY (knowledge of or commitment and ability to:)** |
| Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance  | ✔  |   |
| Apply principles and practice of quality assurance systems, including school review, self-evaluation, and performance management.  | ✔  |   |
| Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional, and cultural development of all students  | ✔  |   |
| Hold other relevant staff members to account for student learning outcomes  | ✔  |   |
| Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance  | ✔  |   |
| Apply principles and practice of quality assurance systems, including school review, self-evaluation, and performance management.  | ✔  |   |
| **MANAGING THE ORGANISATION**  |
| Apply principles and strategies of school improvement  | ✔  |   |
| Plan and manage projects for implementing change  | ✔  |   |
| Apply good practice in performance management  | ✔  |   |
| Manage equitably staff and resources  | ✔  |   |
| Think creatively to anticipate and solve problems  | ✔  |   |
| Manage the school efficiently and effectively on a day-to-day basis  | ✔  |   |
| **SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION**  |
| In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: * Motivation to work with children and young people.
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
* Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline
 | ✔  |   |