



Teacher of Mathematics Role Information

1 Year Fixed Term

Part Time 0.8

2022





ROLE INFORMATION FOR THE POST OF TEACHER OF MATHEMATICS

(1-Year Fixed Term 0.8)

Thank you for your interest in this post. I hope that the information about the school and the details of the post will prompt you to apply.

We are seeking to appoint an enthusiastic teacher who is able to share in the teaching of the 11-18 age and ability range with the ability to teach A-level. In this lively department, you could expect to work with colleagues who are both committed and supportive.

There are currently 9 teachers of Mathematics, many of whom are also group tutors. We see the role of tutor as central to the student's experience, so we expect to liaise with colleagues who are tutors right across the school in the normal course of our specialist teaching. In this way, the Department operates within a close-knit supportive school network.

In Key Stage 3, students are taught in mixed attainment tutor groups. As a department, we feel that our scheme of work at KS3 should consolidate, build upon and embed key knowledge and skills encountered in KS2, enabling all students to have a secure grounding in mathematics that will help with their transition into KS4. We want our students to be confident mathematicians, who show resilience when solving problems and are prepared to try things out for themselves. We also want students to know where they are in their learning, how they can improve and what they need to do to make that improvement. Most importantly, we want students to enjoy doing mathematics and to develop a curiosity in the subject, which will build students' capacity for learning and promote learning that is more independent.

In Key Stage 4, we follow the AQA course and aim to enter all students for GCSE Mathematics. At the start of Year 10 we broadly band the students into tiers so that they can follow the appropriate course of study and refine this at the start of Year 11 to give them the best preparation for the GCSE examinations. The Mathematics department routinely secures a high number of top grade passes both at GCSE and A Level, with over 70% of students achieving GCSE grades 4+ in each of the last 3 years. Post-16, we follow the AQA Maths and Further Maths courses and continue to attract large numbers with Discrete mathematics and Mechanics being our preferred application units in Further Maths.

We also have a thriving Mathematical enrichment curriculum, encouraging students to take part in the UKMT Maths Challenges, as well as the whole school half-termly Maths Challenger! We have organised school trips for all ages to Mathematical events and, in the past have held masterclasses for students throughout Key Stage 3. We also have weekly drop-in sessions for post-16 students, which are very well attended and where students enjoy working with us to solve problems. In short, we are always striving to look for opportunities to raise the profile of Mathematics within the school.

If teaching in this sort of environment appeals to you, please read the supporting information below and follow the instructions on how to apply. Should you have any questions please do not hesitate to contact the school.



APPLICATION METHOD

Role Type: 1 Year Fixed Term – until 31 August 2023, Part Time 0.8

Start Date: September 2022 until 31 August 2023

Application closing date: 9am, Monday 6 June 2022

Please read the person specification for the post and if you think that you meet the requirements and the post offers the challenge and opportunity you are seeking, we would be delighted to hear from you. Applications can be made using the “Quick Apply” link on the TES page.

You should detail your experience and reasons for applying by answering the following questions and using the questions as headings within your Supporting Statement.

- 1. Why do you want to teach at Belper School and Sixth Form Centre?**
- 2. How do you motivate students to enjoy doing maths and to raise the profile of Mathematics in your school?**
- 3. How do you ensure all students succeed in a mixed attainment classroom?**
- 4. How do you contribute to the wider curriculum in your current school?**

Please note applications which do not include the above headings with answers may not be considered for shortlisting. Shortlisted candidates will be contacted by email after the closing date.

Belper School and Sixth Form Centre is committed to safeguarding and protecting the welfare of children and young people and expects all staff to share this commitment. All successful candidates will be required to undertake pre-employment checks including a criminal record check via the DBS before they can be appointed. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

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<p>4 Personal Qualities</p> <p>a) Commitment to an ethos of high standards, personal fulfilment and academic success.</p> <p>b) A capacity to inspire through a love of teaching.</p> <p>c) Ability to remain calm under pressure.</p> <p>d) Ability to be a team player.</p> <p>e) A commitment to the safeguarding and welfare of children.</p> <p>f) A commitment to the school's equal opportunities policies.</p> <p>g) *Involved in educational developments beyond what is required.</p> <p>h) *Self confidence, personal impact and presence.</p> <p>i) *Eager to acquire further skills and career enhancement.</p>	<p>A / I / R</p>
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Code: A - Application R - Reference I - Interview

JOB DESCRIPTION FOR THE POST OF TEACHER OF MATHEMATICS

Job title: Teacher of Mathematics

Contract type: 1 Year Fixed Term – Part time 0.8

Reporting to: Responsible to Head of Mathematics / Head of Year

MAIN PURPOSE

The key responsibilities of this role are:

- Teaching.
- Joint resourcing of the Faculty
- Tutoring a group of students within a Year system and contributing to the Personal and Social Education programme.
- Carrying out assessment procedures required by the school and external bodies.
- Consulting with colleagues both formally and informally.
- Fulfilling administrative tasks efficiently and punctually.
- To promote the best possible education for **all** learners

DUTIES AND RESPONSIBILITIES

- Have a secure knowledge and understanding of her/his specialist subject(s) and a detailed knowledge of National Curriculum and other statutory requirements.
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. Set appropriate and demanding targets for learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support.
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships; act to deal with inappropriate behaviour in the context of the behaviour policy of the school.
- Assess how well learning objectives have been achieved and use this to inform future teaching. Mark and monitor students' class and homework providing constructive oral and written feedback and setting targets for students' progress.
- Pastoral care of a tutor group.
- Registration of students in accordance with legal and school requirements. Reporting regularly and occasionally as circumstances may require.
- The care and best use of pastoral areas.
- Professional commitment to the whole life of the school including involvement in decision-making procedures and active care of the environment.
- Contributing to the school and faculty development plan and to the development and well-being of the school in any way that may be required by the Head.
- Taking responsibility for their own professional development. Understanding the need to keep up-to-date with developments on pedagogy and in the subjects they teach.
- Establish effective working relationships with colleagues and associate Staff

Additional Responsibilities:

Additional responsibilities will be negotiated with the post-holder annually as part of his/her Appraisal Review, commensurate with his/her level of experience.

This role description is to be read in conjunction with the relevant section of the current edition of the School Teachers Pay and Conditions document, specifically the Framework of Professional Standards for Teachers.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.