**Tile Cross Academy**

**Teacher of Maths**

**Candidate Pack**

**Our School**

Tile Cross Academy is a small and caring 11-16 mixed comprehensive school that was created on 1st May 2017 and is part of Washwood Heath Multi Academy Trust and are proud winners of **‘School of the Year’ 2020**.  We have high expectations for our students in which they develop through the use of our **Character Programme**. We aim to provide a high quality education in an atmosphere of mutual respect where each individual is valued as an important member of our school community.  With the wide range of backgrounds and cultures represented in our school population we celebrate diversity and difference, whilst recognising that we are all equal in a **Rights Respecting** ethos.  We strive to develop and nurture the values, skills and attributes which create good citizens and lifelong learners, so that every student can discover, develop and achieve their full potential and be successful in whatever path they choose.   Our broad and balanced curriculum prepares our students to meet the challenges of a rapidly changing society, ready and willing to grasp the opportunities available to them and positive about their futures.

**Our Maths Faculty**

We at Tile Cross pride ourselves in providing the best opportunities to enable all students to be well equipped with the necessary mathematics skill, knowledge and experience so they can apply themselves in the real world.  Our mathematics department ensures a robust academic provision to ensure all students have an opportunity to make the correct choices when leaving school.  This includes having the required qualification to begin college at A-Level, or start an apprenticeship and begin work related learning or begin their career in any form of industry.



**Our current vision is simple; our mathematics department will provide all students with a high standard of learning through high quality subject expertise.  We ensure all students are progressing irrespective of their starting points in a safe and caring environment.**

Our department currently consists of 6 full time qualified teachers and one part time qualified academic coach.  Between us all we teach, support and guide students to take every opportunity to make their mathematical studies a success.

The Key Stage 3 programme of study is organised into distinct units which allow students to build on Key Stage 2 and develop connections across mathematical ideas to develop fluency, in mathematical reasoning and competence in solving increasingly sophisticated problems through mathematical mastery. Students also build skills to apply their mathematical knowledge in science, geography, computing and other subjects. The programme is taught through nine lessons over a two week timetable which enables us to cover the curriculum in its entire depth and breadth.

At [Key Stage 4](http://tilecross.academy/ks4-mathematics/) students undertake a programme which builds on learning from Key Stage 3 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Students also apply their mathematical knowledge wherever relevant in other subjects and in financial contexts. At Tile Cross we currently follow the Edexcel GCSE syllabus and all students are entered in a GCSE exam to accredit their study. We also support the less able students to gain accreditation in an Edexcel Entry qualification.  To date 100% students have passed their Entry level qualification.

Teachers in the mathematics department work in a team and are ambitious for their students.  They seek every opportunity to motivate students and challenge underperformance.  Students at Tile Cross are introduced to STEM (Science, Technology, Engineering and Mathematics) activities in their lessons and during different points in their school life to appreciate and apply mathematics to the real world.  Students in Years 7 and 8 are involved in the United Kingdom Mathematical Challenges.  We have also entered students in the Junior Mathematical Olympiad and have seen success against local and national schools.

**We hope you are excited about the Teacher of Maths role at Tile Cross and we look forward to receiving your application.**

**Job Description – Maths Teacher**

**Responsible to:** Head of Maths

**Responsible for:** Improving attainment of KS3 & KS4 pupils within the Maths Faculty

**Post 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.

**Accountabilities:**

Teachers at The Tile Cross Academy will make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers will act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**1 SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS**

* establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS**

* be accountable for attainment, progress, and outcomes of the pupils
* plan teaching to build on pupils’ capabilities and prior knowledge
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 PLAN AND TEACH WELL STRUCTURED LESSONS**

* impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS**

* impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**6 MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7 MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT**

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly
* manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 FULFIL WIDER PROFESSIONAL RESPONSIBILITIES**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being.

**PART TWO: 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.

Whilst 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 line 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. This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

**Person Specification – Teacher**

|  |  |
| --- | --- |
|  |  |

*Key: A.F. = Application Form; I = Interview;*

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **ESSENTIAL** | **M.O.A** | **Criteria Met** |
| **EXPERIENCE**  *(Relevant work and other experience)* | Experience of working in a school  Ability to teach KS3 and examination courses at KS4 | AF/I  AF/I |  |
| **SKILLS AND ABILITIES**  *(e.g. Written communication skills, dealing with the public)* | Excellent teacher performance in the classroom and ability to utilise an effective range of teaching and learning styles  Ability to create a learning environment that values all students equally and enables all to achieve  To provide opportunities for students to develop awareness of cross-curricular themes and key skills  Ability to work under pressure and meet competing deadlines  Knowledge of the curriculum and current issues in education  Ability to work in a pastoral team as a form tutor  Good understanding and competence in ICT  Good organisational skills  Excellent communication skills – written and verbal  Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing students’ behaviour constructively  Work effectively as part of a team, developing positive relationships with colleagues, students, parents and other agencies as appropriate  Willingness to be involved in the extra-curricular programme within the faculty  Committed to raising standards in the school  High level of self-motivation and energy and enthusiasm for the education of young people | AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I |  |
| **TRAINING** | Willingness to undertake appropriate training  Willingness to deliver appropriate training within the school training plan | AF/I  AF/I |  |
| **EDUCATION/** **QUALIFICATIONS** NB Full regard must be paid to overseas qualifications | Qualified teacher status  Degree or equivalent  Subject specialism that has been applied for | AF/I  AF/I  A/F/I |  |
| **OTHER** | Ability to respond flexibly and adapt to changing and challenging circumstances  Ability to persuade, negotiate and influence others  Ability to maintain strict confidentiality of information received and processed as part of the job role  Ability to set and maintain high standards within the maths team  Ability to project a professional image for the school  Ability to have a flexible approach to work to meet the needs of the school | AF/I  AF/I  AF/I  AF/I  AF/I  AF/I |  |
| **CONTRA INDICATION** | Criminal convictions involving offences against children | AF/I |  |