



Glyn School

Teacher of Maths

Glyn School's Maths Faculty

About the Faculty

The Mathematics Faculty consists of teachers who are passionate about the subject and wish to pass this on to our students. Our aim is to develop fluent mathematicians and creative problem solvers through high quality teaching that equips students with both the knowledge and skills necessary to tackle any problem they are faced with. We want them to enjoy the challenges the subject can pose and develop the resilience to tackle these. As a team we are dedicated to planning and teaching lessons that are informed by the best teaching practices, linked to the Glyn Learning and Teaching 7 Principles, so that our students get the very best deal in every lesson. Teachers in the Mathematics Faculty will receive high quality professional development and feedback as we all seek to improve our teaching collaboratively.

As a result of inspirational mathematics teaching at KS3 and KS4, Glyn School has a large number of students who choose to study the subject further at A Level, including strong cohorts of Further Mathematicians as well. A Level Mathematics is often one of the most popular subjects at Glyn School and we seek to prepare students well for the demands of the subject throughout their education here, while also equipping them to continue their studies in higher education.

Curriculum and Facilities

The department has carefully designed a bespoke curriculum for the students here at Glyn School that enables them to develop and deepen their mathematical understanding. The Glyn Mathematics Learning Journey is displayed in each classroom and every student has their own copy so that they can see where each lesson fits into the wider picture. Teachers carefully assess prior knowledge and build on this to maximise the impact of their teaching and ensure that all students are sufficiently challenged to learn. All classrooms have mini whiteboards and visualisers to support teachers in their teaching.

At KS3, students cover many of the fundamental concepts that are built on in later years. We seek to teach for depth and breadth of understanding, using a mastery approach that ensures that all students think hard and learn not just how but why things work the way they do. In year 9 we seek to encourage a love of learning in the subject through an enriching curriculum. Here students have the opportunity to explore outside of the usual curriculum, including units on 'Maths and Money' where we spend time looking at real life applications of mathematical concepts that students will need to use in adulthood such as taxation, rent and mortgages and inflation. As students' progress through KS4 they are exposed to increasingly complex topics where teachers build on students' current knowledge and support them to make links between concepts in order to aid their problem solving. For those students who study mathematics at A Level, teachers combine their excellent subject knowledge with research informed pedagogical practice to develop outstanding mathematicians, demonstrated by the excellent results they achieve at the end of the course.

Teachers utilise Google Classroom to communicate with students, providing them with knowledge organisers and other suitable resources. Students use Sparx Maths as well as online textbooks at A Level to support their independent study as we seek to develop conscientious, proactive students.

Job Title	Teacher of Maths	Job Reference	GS-Nov24
Location	Glyn School	Travel Required	No
Core purpose			
<ul style="list-style-type: none"> The primary responsibility of a subject teacher is to ensure that all students receive an exceptional level of education, and progress to their maximum potential. The objectives are to secure consistently high standards of learning, continual student development and ensure each student has a positive attitude towards not only their personal education but the school as a whole. 			
Key accountabilities			
Main duties			
<ul style="list-style-type: none"> Teach students in years 7 – 13. To deliver lessons which enrich and engage all students taught. Teach other subjects as required. Plan lessons carefully, having regard to the schemes of work and faculty practice. Cover for absent colleagues within the ‘rarely cover’ parameters within which we work. Work as a full member of the designated faculty team, working with others to promote good practice in the faculty, to create teaching resources and to develop consistent approaches. Assess student work to monitor and evaluate progress, set targets and advise lesson preparation. To drive attainment and progress for all students taught, setting targets, tracking progress and intervening where appropriate. 			
Planning and classroom management			
<ul style="list-style-type: none"> Teach allocated students by planning your teaching to achieve progression of learning. Identifying clear teaching objectives and specifying how they will be taught and assessed. Setting tasks which challenge students and ensure high levels of interest. Setting appropriate and demanding expectations. Setting clear targets, building on prior attainment. Identifying SEN or very able students. Provide clear structures for lessons maintaining pace, motivation and challenge. Make effective use of assessment and ensure coverage of programmes of study. Ensure effective teaching and best use of available time. Monitor and intervene to ensure sound learning and behaviour management. Use effective questioning, listen carefully to students and give attention to errors and misconceptions. Ensure students acquire and consolidate knowledge, skills and understanding appropriately. Evaluate own teaching critically to improve effectiveness. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary. 			
Monitoring, assessment, reporting and recording			
<ul style="list-style-type: none"> Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching. To meet and discuss as required, students’ performance progress and attainment with parents and or carers. Mark and monitor students’ work and set targets for progress. Assess and record students’ progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which each student is achieving. 			
Other professional requirements			
<ul style="list-style-type: none"> Have a working knowledge of teachers’ professional duties and legal liabilities. To be aware of national developments in education and curriculum area. To abide by the teacher professional standards and carry out duties as required by STPCD. Operate at all times within the stated policies and practices of Glyn and GLF Schools. 			

- Establish effective working relationships and act as an exemplar role model.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the 'corporate life' of Glyn through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take responsibility for your own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents, governors and external professionals.
- Take on any additional responsibilities which might from time to time be determined.
- Participating in INSET in order to keep abreast of development.

Main responsibilities as a Form Tutor

- Being aware of the strengths and needs of each student.
- Undertaking regular tutor reviews to monitor and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance.
- Promoting high standards of student behaviour and attitudes to work.
- Communicating effectively with staff and parents.
- Completing administrative tasks as required.
- Attending tutor meetings.

Accountable to

- Head of Faculty and Head of Year for tutor duties.
- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

Safeguarding

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Position: Teacher of Maths		
Personal Specification	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Good honours degree in a mathematics subject		✓
Evidence of commitment to continuing professional development	✓	
Evidence of further study		✓
Experience		
Teaching of subject to students at KS3 and KS4	✓	
Experience of teaching post-16		✓
Experienced at teaching A Level Maths and Further Maths		✓
Developing and maintaining good relationships with colleagues and students	✓	
Involvement in extra-curricular activities	✓	
Commitment to raising the achievement of all students of all abilities	✓	
Experience of preparing students for GCSE	✓	
Experience of preparing students for A-level exams		✓
Using ICT to support learning and teaching	✓	
Supporting improvements in teaching and learning	✓	
Using data to inform planning and future developments	✓	
Monitoring, evaluation and review to support improvements/improved outcomes	✓	
A successful track record of improving performance outcomes	✓	
Personal attributes		
Values aligned with the school's mission statement and GLF Schools core values	✓	
Positive, enthusiastic outlook, embracing risk and innovation	✓	
Self-motivated and well organised	✓	
Encourages ideas, initiative and innovation in others	✓	
Highly motivated showing resilience, stamina and reliability under pressure	✓	

Inspires respects and confidence	✓	
Reflective and keen to develop yourself and others	✓	
Ability to communicate effectively	✓	
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