

JOB DESCRIPTION

Job Title: Teacher of Maths

Grade: MPS/UPS

Reporting to: Head of Department/Director of Maths

Location: Crofton Academy (Castleford Academy Trust)

Key Outcomes/Activities:

To support the academy ethos and values of Care, Aspire, Succeed through developing and ensuring high standards of performance and outcomes across the academy, creating a culture of continuous improvement and success, and a high standard of education and progress for all. To support the department to develop and improve in order to achieve high standards across all aspects of academy life.

Job Purpose

- Deliver consistently outstanding teaching to facilitate and encourage a learning experience that enables all students to make progress and achieve high standards.
- To monitor, track and review student progress reporting to the Head of Department/Faculty.
- To be a key contributor in moving the department forward.
- To contribute ideas and initiatives that support the department's ongoing improvement at both Key Stage 3 and Key Stage 4, in line with the academy's priorities.
- Carry out the professional duties of a qualified teacher in line with the Academy's expectations and the teacher's professional standards at all times.

Subject Programme

Accountable for ensuring that the majority of pupils within your classes make progress in line with expectations. Maintain balance; meeting departmental aims and National requirements and providing continuity and progression for pupils.

Curriculum

- Provide appropriate curriculums, schemes of work, homework programmes and activities all of which are properly differentiated, stimulating and stretching for each pupil; co-ordinate and monitor delivery to each year group.
- Where appropriate, assist in allocating students to teaching sets, maintain a pattern of student assessment in line with Academy & department policy, including written and practical tasks and internal examinations; monitor quality and presentation of homework, progress and performance in relation to ability; promote department strategies to encourage excellence.

- Assist in the production of schemes of work which relate directly to the programmes of study and specifications. These schemes of work must contain information on the knowledge, understanding, skill, attitudes and experiences required of the students; how students will develop or acquire the knowledge etc. and how acquisition will be assessed.
- Ensure complete familiarity with the range of examination specifications in the subject and select the most appropriate for the abilities of our students.
- Follow departmental strategies and procedures (using national and Academy guidelines) for teaching and learning for students with special educational needs.
- Follow department guidance which identifies and supports the subject cohort of more able students by developing teaching strategies to meet their needs, sharing good practice, tracking student progress and setting specific departmental targets for the group.
- Ensure the department supports the Academy's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection, and Every Child Matters.
- Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members other staff and students.

Teaching and Learning

- To ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time.
- To use teaching methods which keep students engaged, including a variety of teaching and learning styles, stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- To ensure clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught, using appropriate differentiation skills.
- To implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum for students and to support the Maths department as appropriate.
- To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the academy context.
- To set appropriate and demanding expectations and targets for students' learning and motivation, building on prior attainment.
- To remain up-to-date with regards the SEN register seeking specialist advice to ensure appropriate differentiation and personalised support for students with special or additional needs.
- To remain up-to-date with specialised subject knowledge to be able to cope confidently with student's subject related questions.
- To consistently apply the behaviour management systems so that effective learning can take place.

CPD

Continuing Professional Development – Personal

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the Academy Curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the Academy Improvement Plan taking full advantage of any relevant training and development available.
- Develop skills and knowledge for mentoring and coaching colleagues.
- Maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
- To keep up-dated in subject knowledge and new developments in Maths.
- Keep up to date with methodologies in Maths teaching to ensure teaching approaches engage those students requiring scientific literacy for issues they will encounter through their working lives.
- Be aware of CPD offered through subject specific organisations.

Values

- Promote the work and image of the department to visitors, potential students and students and parents.
- Set an example to staff by upholding the expectations and standards and principles of good classroom practice; encourage the sharing of good practice.
- Set an example to staff by actively participating in in-house training programmes to enable personal, professional and Academy development.
- Establish and foster effective working relationships with other departments where appropriate.
- Promote the department in a positive light at appropriate Academy functions including Parents' Evenings, Open Evening, and Presentation Evenings etc.
- Set yourself challenging yet realistic targets that contribute to academy improvement and your own professional development.
- Undertake professional duties that may be reasonably assigned to them by the Headteacher/Head of Department (e.g. cover etc).
- Act in all things as a positive role-model to other staff and students.
- Play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

Health and Safety

- Undergo Basic First Aid training and update courses, where necessary.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Have a thorough working knowledge and understanding of Health and Safety and ensure subject specific training for the department is up to date in line with statutory guidance.

Safeguarding and Data Protection

- To work and process personal and sensitive information in accordance with the Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- To ensure that you are kept updated with the requirements of Keeping Children Safe in Education and be committed to and have responsibility for promoting and safeguarding the welfare of children and young people.
- To be responsible for the care and guidance for students within your mentoring form and also to ensure your classroom is a safe environment for students to learn.

Monitoring, Evaluation and Data Analysis

- To maintain an accurate record of students' progress, homework and assessments.
- To assess how well learning objectives have been achieved and use this assessment for future planning and teaching.
- To mark and monitor students' class and homework within a reasonable time frame, providing constructive oral and written feedback, setting targets for students' progress to ensure that students know their current level/grade of achievement and know what they have to do to raise their level of achievement.

Attendance and Behaviour

- To set high expectations for students' behaviour and attendance, establishing and maintaining a good standard of discipline through well-focused teaching, through positive and productive relationships and through consistent use of the academy's behaviour policy to ensure all students are treated fairly.
- To set work for students absent from academy for health or disciplinary reasons.
- To seek and provide advice as required from colleagues regarding support or intervention when behaviour or attendance concerns arise.
- To record student attendance in a timely manner.
- To play a pivotal role in rewarding student achievement and positive behaviour.

Relationship with Parents/Carers, Colleagues and the Wider Community

- To liaise with the Head of Department/Year Group Manager should written correspondence to parents be required.
- To maintain positive relationships with parents and carers, calling parents/carers as deemed necessary regarding student progress or if there are health and welfare concerns.
- To attend Parents' Evenings to keep parents informed of progress.
- To prepare accurate reports to parents/carers regularly.
- To establish effective working relationships with colleagues and other professionals.

General Academy Responsibilities

- Contribute to and uphold the vision and ethos of Crofton Academy.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Promote team work within the team, working in partnership to ensure effective working relations.
- Treat all users of the Academy with courtesy and consideration.
- Be aware and comply with all Academy Policies at all times.
- Undertake such other tasks as may from time to time be required within the overall purpose of the post.

Additional Roles that you may have:

ITT/NQT Mentoring

Assist with the training and development of NQT's and student teachers when required.

- Have regular meetings with students /NQT's
- Assess the student teacher /NQT portfolio of evidence and ensure it meets assessment requirements.
- Attend NQT/Student teacher – assessment training if required.
- Report to Professional Tutor - in house- if any concerns

Form Tutor

- Maintain an accurate record of attendance for each student in the tutor group if allocated a form or covering on an ad-hoc basis other form groups.
- Be responsible for the day to day pastoral care of each student in the tutor group:
 - to build relationships based on mutual trust, confidence;
 - to be aware of any students with special needs;
 - to build good working relationships with parents;
 - to offer advice on all aspects of the child's behaviour or work;
 - to monitor the health and welfare of each member of the tutor group;
 - to monitor the performance of each child and set goals via action plans developed from the review procedure.
- Attend meetings organised by the HOY and/or other members of staff, as appropriate.
- Maintain accurate records on the students' progress in all subject areas and to store and to have available all information related to the students in your form group.
- Provide information to maintain the accuracy of the Academy database.
- Ensure that the personal file of the student contains copies of all documents relevant to the student.
- Write or to be involved in writing such references as may from time to time be required.
- Monitor the personal appearance, standard of uniform, progress and behaviour of members of the Form Tutor Group.
- Check Student Planners regularly (at least weekly) and to take the appropriate action in the case of incompleteness.
- Check circulated information closely to ensure that the students are kept well informed.
- Attend assemblies as appropriate and take registers.
- Attend Parents Evenings relating to members of their tutor group as appropriate.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

REQUIREMENTS FOR THE POST		
	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> ▪ Degree in a relevant subject. ▪ QTS/PGCE as a Teacher within a Maths Specialism. ▪ Qualified Teacher status. ▪ Full Child Protection Training. 	<ul style="list-style-type: none"> ▪ First Aid Training.
Experience	<ul style="list-style-type: none"> ▪ A record of consistently teaching lessons that are 'good or better'. ▪ Ability to motivate and inspire pupils. ▪ Proven success of consistent and effective teaching and learning in Maths within a secondary setting. 	<ul style="list-style-type: none"> ▪ Proven success of effective teaching and learning in a second subject.
Knowledge and Statutory Requirements	<ul style="list-style-type: none"> ▪ Knowledge of effective teaching and learning strategies to support students. ▪ Up to date knowledge of Maths curriculum. ▪ Knowledge and commitment to safeguarding and promoting the general health, safety and welfare of young people. ▪ Ability to create innovative resources and new learning opportunities. ▪ Ability to evaluate and improve the teaching practice of self and others. ▪ ICT skills appropriate for teaching and learning ▪ Consistently good/outstanding classroom management. 	
Personal Qualities:	<ul style="list-style-type: none"> ▪ Passionate about subject area. ▪ Leads by example with high professional standards. ▪ Evidence of excellent organisational, communication and time management skills with the ability to prioritise own workload. ▪ Flexibility. ▪ Innovative approach to teaching and learning. ▪ An effective communicator and motivator of pupils. ▪ Passionate about inclusive practice and equality of opportunity. ▪ Ability to use data effectively to track student progress. 	<ul style="list-style-type: none"> ▪ Willingness to take part in extracurricular activities

Responsibilities for Resources:

Line Management Responsibilities: The job involves no direct line management responsibilities.

Financial Responsibilities: The job involves no direct responsibility for financial resources.

Physical Resources: The job involves some direct responsibility for physical resources.

Responsibility for Policy Development: The jobholder has no direct responsibility for policy development. However, all staff are expected to be involved in policy consultation.

Responsibility for Student Outcomes: The jobholder will support students on a daily basis, with encouragement to reach their full potential in Maths and across the range of subjects taught at the Academy.

Working Conditions: The jobholder will work within the Maths department on a daily basis.

Main Contacts: Headteacher, Deputy Headteacher, Director, Head of Department, Students, Teachers, and other Schools/Academies within the local area.

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed: January 2025

Signature of Postholder:

Date:

This is a description of the job as it exists at present; All Academy Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.