

JOB DESCRIPTION – Teacher of Maths

Job title	Teacher of Maths
Grade/Salary	MPS/UPS
Responsible to:	Head of Subject/Curriculum Area Leader/Subject Leader as appropriate
Responsible for:	The learning of students, their wellbeing and their annual achievement in all teaching groups and coaching groups, as per the Teacher Standards.
Effective from:	September 2026

Studley High School Aims:

Studley High School is a comprehensive school where a unique partnership exists between staff, parents, students and our wider community. We are proud of our school and the education and opportunities we offer. We promote excellence in all that we do so that everyone at Studley High school can support the school aims.

- We believe in high expectations for all members of the school community.
- We believe students should develop an enthusiasm for learning and that they should willingly seek to gain knowledge and understanding about the world around them.
- We believe students should be provided with the guidance, information and resources necessary to help them learn.
- We believe it is our duty to teach students the skills necessary for effective and efficient learning.
- We believe that students should develop a sense of pride in themselves and their school, so that they always aim to achieve the highest possible standards of work in all subjects.
- We believe that we should create an environment that fosters the personal qualities, skills and self-confidence necessary for success in their chosen career and personal life.
- We believe in developing high levels of self-esteem, self-confidence and resilience in our students.
- We believe that students should develop a sense of respect for themselves, other individuals and their environment.
- We believe in promoting high levels of wellbeing for all.
- We believe in demonstrating the Studley Values in the students' day to day experience.
- We believe students can accept responsibility for their own behaviour.
- We believe in restorative interventions that support students, reflecting on decisions they have made and helps develop effective character and learning habits.
- We believe that behaviour and conduct that goes 'above and beyond' should be acknowledged and rewarded.
- We believe every student can meet our expectations.
- We celebrate when students demonstrate evidence of our key values.

We believe that these aims are more likely to be achieved if there is togetherness/partnership between the school, the students and the parents based on mutual trust, respect and understanding.

Studley High School Values – Our Culture

Our ethos is called 'The Studley DNA' and encompasses what it means to be a part of the Studley community. The first strand of DNA is a set of values that we will strive to live by each and every day and we will aim to demonstrate these in everything we do:

**Kindness | Respect | Responsibility | Aspirational | Resilience |
Independence | Creativity**

As well as our values, we also want students to leave us with a second strand of DNA: skills...

**Teamwork | Communication | Reflective | Adaptability | Leadership |
Critical Thinking | Study skills**

Key Responsibilities and Duties:

- To carry out the professional duties as reasonably requested by the Head of School.
- Perform at a sufficient standard to meet all relevant personal professional teacher standards and make efforts to move to an excellent standard of teaching.
- To act as a role-model for students and other members of staff and represent the school in a manner consistent with its ethos and values.
- To ensure that all work with students underpins and promotes the school's ethos and values as reflected in the School's Aims & Values.
- To promote and safeguard the welfare of all students at Studley High School, Shires Multi Academy Trust.

Teaching:

- To incorporate the science of learning in teaching.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Oracy, Numeracy, and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Behaviour and Standards

- Staff should align their practice with the Behaviour Policy.

INCLUSION (SEND, PP, LAC)

- Identify and monitor students with special educational needs and disabilities, PP and LAC status, maintaining accurate records and communicating concerns to the SEND team, or Pastoral team, using the appropriate channels in a timely manner
- Implement adaptive teaching strategies and reasonable adjustments to ensure all SEND students can access the curriculum and make progress appropriate to their starting points
- Work collaboratively with the SENDCO, Learning Support Assistants, Deputy Headteacher (Inclusion) and external agencies to deliver targeted interventions and support strategies as outlined in students' individual pupil passports and/or EHCPs
- Contribute to the graduated response cycle (Assess, Plan, Do, Review) and/or PEP, by providing evidence of student progress, providing feedback as requested by the SEND team and adjusting provision based on outcomes
- Support the identification and implementation of exam access arrangements by providing evidence of normal way of working and ensuring approved arrangements are consistently applied in the classroom
- Foster an inclusive classroom environment that promotes independence, builds confidence, and celebrates the achievements of all students regardless of their starting points or barriers to learning.

Operational/strategic planning:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons
- To contribute to the whole school's planning activities.

Curriculum provision:

- To assist the Head of Department, the Assistant Headteacher Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- Make efforts to incorporate evidenced-backed teaching methods introduced through CPD, to support wider school efforts to improve learning.

Curriculum development:

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and Strategic Objectives.

Staffing

- To take part and positively engage with the school's Continual Professional Development programme by participating in arrangements for further training and professional development.
- To engage positively with coaching conversations and embrace feedback.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.

- To engage actively in the Professional Development Cycle.
- To ensure effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within school.

Quality assurance:

- To help implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information:

- To maintain appropriate records and to provide relevant accurate and up to date information for Arbor, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications & liaison:

- To communicate effectively with parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of resources:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.
- To ensure that a designated teacher area is kept in good order with high quality displays of curriculum information and students work.

Pastoral system:

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the School's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up to date student records as may be required.

- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship and enterprise according to school policy.
- To apply Behaviour Management systems so that effective learning can take place.

Other areas of responsibility

- 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 the Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Commitment to Safeguarding Children

Studley High School is committed to safeguarding and promoting the welfare of children and young people. Safeguarding is everyone's responsibility, and all staff, volunteers and adults working in or on behalf of the school are expected to share this commitment and act in the best interests of children at all times.

The postholder will be expected to:

- promote and safeguard the welfare of all children and young people who they are responsible for, or come into contact with, in line with statutory guidance, including *Keeping Children Safe in Education*, *Working Together to Safeguard Children*, the school's Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour Policy, Online Safety Policy and all relevant school procedures;
- provide a safe, respectful and supportive environment in which children can learn, feel secure, and are able to raise concerns, knowing they will be listened to, taken seriously and supported;
- remain vigilant to the signs and indicators of abuse, neglect, exploitation and harm, including online harm, child-on-child abuse, sexual violence and sexual harassment, radicalisation, mental health concerns, children missing from education, and any wider contextual safeguarding risks;
- identify concerns early, exercise professional curiosity, and take timely and appropriate action where a child may need early help, protection or additional support;
- report any safeguarding or child protection concerns promptly to the Designated Safeguarding Lead, or a Deputy Designated Safeguarding Lead, in accordance with school procedures, ensuring that concerns are recorded clearly, accurately, factually and confidentially;
- understand that concerns about the conduct of staff, supply staff, volunteers, contractors or any adult working in or on behalf of the school must be reported in line with the school's allegations and low-level concerns procedures. Concerns about staff should normally be reported to the Headteacher; concerns about the Headteacher should be reported to the Chair of Governors or Trust, as set out in school policy;
- maintain appropriate professional boundaries with students and uphold the highest standards of personal and professional conduct, including online conduct, in accordance with the Staff Code of Conduct and safer working practice expectations;
- complete all required safeguarding and child protection training, including online safety, filtering and monitoring, Prevent and any role-specific training, and take personal responsibility for keeping safeguarding knowledge up to date;

- understand and follow the school's procedures for information sharing, confidentiality, record keeping, referrals to external agencies, managing disclosures, and supporting children following a safeguarding concern;
- contribute to a culture of openness, vigilance, transparency and professional challenge, where safeguarding concerns, including low-level concerns, are shared responsibly and acted upon appropriately;
- support the school's safer recruitment culture by understanding that safeguarding checks, references, identity checks, online searches where appropriate, and ongoing vigilance form part of the school's approach to preventing unsuitable adults from working with children;
- act at all times in a way that prioritises the safety, welfare, dignity and best interests of children and young people.

School Ethos: - 'The Studley DNA'

Our ethos, known as *The Studley DNA*, defines what it means to belong to the Studley community. Just like human genetics, we believe there are inherent qualities that shape a 'Studley student'. This ethos underpins every aspect of school life and is central to our vision of developing well-rounded, responsible individuals who leave us as the very best version of themselves.

The first strand of our DNA consists of the core values we strive to embody each day:

Kindness, Respect, Responsibility, Aspiration, Resilience, Independence and Creativity.

These values are actively promoted across the curriculum and are embedded in our systems of recognition and accountability, ensuring that students consistently live and demonstrate these expectations in all aspects of school life.

Alongside these values, we are committed to nurturing a second strand of DNA: the essential skills our students need to succeed as future leaders, thinkers and collaborators.

These include:

Teamwork, Communication, Reflection, Adaptability, Leadership, Critical Thinking and strong Study Skills.

As educators, we recognise the profound responsibility we hold in shaping young people. Our aim is to foster not only academic success but also a community of principled, capable and aspirational individuals.

The Head of School plays a pivotal role in championing and embedding this ethos by:

- Leading by example, actively promoting the values and expectations of the Studley community and inspiring staff and students to do the same.
- Ensuring that all strategic priorities and corporate policies are implemented with consistency, integrity and a commitment to high standards.
- Demonstrating an unwavering commitment to safeguarding, wellbeing, and health and safety, ensuring a secure and supportive environment for all.
- Upholding the highest standards of professional conduct, including strict adherence to GDPR and confidentiality requirements.
- Fostering a culture of trust, accountability and mutual respect in line with the school's Code of Conduct.

Through strong, values-driven leadership, the Head of School will ensure that *The Studley DNA* is not only articulated but lived and experienced by every member of the school community.

Equalities

To demonstrate a clear understanding of, and full compliance with, the Trust's Equality Information and Objectives Policy, ensuring that all actions, decisions, and practices reflect a firm commitment to equality, diversity, and inclusion.

To actively promote equality of opportunity for all members of the school community, fostering an inclusive culture where differences are respected, celebrated, and valued. To ensure that all students and staff are treated fairly and with dignity, and that barriers to participation, achievement, and progression are identified and addressed effectively.

To lead by example in challenging discrimination, prejudice, and stereotyping in all forms, promoting a culture of openness, respect, and high expectations.

To ensure that equality considerations are embedded within all areas of leadership, including curriculum design, staff development, student support, and policy implementation.

To support the Trust's commitment to diversity by promoting inclusive practices and ensuring that the school environment enables every individual to thrive.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Signatures:

The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. The job description should be seen as enabling rather than restrictive and will be subject to regular review.

Special Requirements:

An enhanced Disclosure and Barring Service (DBS) check and references will be requested in the event of a successful applicant. Where applicable, a prohibition from teaching check will also be completed.

Signed
(Issued by – Head of School)

Signed
(Received by – staff member)

Name (print)

Dated

Dated

PERSON SPECIFICATION – TEACHER OF MATHEMATICS

	Essential	Desirable	Evidenced by A, I, T
Qualifications and experience			
Qualified Teacher Status (or equivalent)	✓		A
Relevant Degree	✓		A
Evidence of commitment to continuing professional development	✓		A I
Relevant experience of employment or placement in Education	✓		A
Use ICT effectively and creatively to enhance learning	✓		A I T
Experience of data entry and extraction i.e. student data	✓		A I
Involvement in and organisation of wider school activities, including extra-curricular activities	✓		A I
Knowledge of recent initiatives and issues in education		✓	I
Knowledge and skills			
Ability to teach Mathematics across the age range of KS3 & KS4	✓		A T
Knowledge of effective teaching, learning and assessment methods	✓		A I T
An understanding and ability to set realistic and challenging targets and be able to assess and review progress	✓		I T
The ability to promote good progress and outcomes for students	✓		T
Ability to communicate effectively with students, colleagues and parents/carers	✓		I A T
Demonstrable ability to problem solve and focus on identifying and acting on solutions	✓		I T
Demonstrate ability to prioritise	✓		I T
Ability to manage behaviour effectively	✓		I T
Ability to work within school-based systems and specified timelines	✓		A I T
Personal qualities			
Excellent interpersonal skills with the ability to maintain strict confidentiality	✓		I
Ability to work calmly under pressure	✓		I T
Ability to communicate clearly orally and in writing	✓		A I T
Confident, polite and friendly manner	✓		I
Good organisational and time management skills	✓		I T
Enthusiasm and commitment to teaching	✓		A I T
Ability to embrace innovation and change	✓		A I
Ability and willingness to contribute to whole school improvement programmes	✓		I
Able to follow direction and work in collaboration with the leadership team	✓		I T
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations	✓		A I T
Commitment to the highest standards of child protection and safeguarding	✓		I

A = Application

I = Interview

T = Task