



POST: Teacher of Maths

REPORTS TO: Faculty Leader for Maths

SCALE: TMS/UPS with TLR3 – responsibility will be negotiable

KEY PURPOSE

To provide high quality teaching and learning, to enable the effective use of resources and high standards of achievement for students, within an environment in which students feel safe, rewarded and challenged.

RESPONSIBILITIES

The duties and particular expectations of this post are detailed below and are in addition to those specified in the latest School Teachers' Pay and Conditions Document. All reflect the National Teachers' Standards introduced on 1 September 2012.

Responsibilities

Working with the Faculty Leader:

- To set high expectations and provide leadership in the classroom
- To ensure that high quality teaching and learning takes place in all classes as allocated by senior staff/the leadership team
- To support and participate in curriculum and faculty development
- To maintain high standards of work and behaviour
- To efficiently and effectively deploy quality resources for learning
- To assist with the assessment, recording and reporting of progress
- To provide equality of opportunity

Key Tasks

Working with the Faculty Leader:

1. Ethos/Vision
 - To support the vision and ethos of the school
 - To promote high expectations of students throughout the faculty
 - Promote a positive climate for learning and maintain effective arrangements for managing student behaviour within the faculty.
 - To lead by example to help motivate, inspire and enthuse students in their studies
 - To encourage students to recognise their role within school and within the wider community

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Chief Executive
Mrs M Marr

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- To set a good example in terms of dress, punctuality, attendance and expectations outlined in the National Teachers' Standards.
 - To uphold the school's policies, procedures and practices.
2. Planning
- To prioritise, plan and organise the development of the subject through objective/target setting.
 - To maintain up-to-date policies on learning and teaching within the faculty, to complement school and faculty policies.
 - To maintain a consistent approach to lesson planning across the faculty in line with faculty, and to monitor lesson plans.
3. Curriculum
- To monitor arrangements for grouping students within the subject, and to ensure that grouping criteria help to raise attainment.
 - To ensure that teaching pays due regard to promoting equality of opportunity.
 - To share in the development of, and follow, course outlines, syllabuses and schemes for learning as agreed by the Faculty Leader/Leadership Team.
4. Learning and Teaching
- To ensure that students' special educational needs are recognised and met.
 - To promote and develop different learning styles for students.
 - To ensure effective deployment of Teaching assistants/support staff/technicians within the faculty.
 - To maintain an environment within the faculty which promotes high quality learning.
 - To promote consistent improvement in examination results.
 - To ensure good record keeping with respect to teaching and learning within the faculty.
 - To ensure home learning is set in line with the school policy.
5. Assessment/Recording and Reporting
- To make effective use of comparative data together with prior attainment data, to provide relevant information to the Faculty Leader to establish benchmarks and set targets for students and the faculty.
 - To ensure the effective use of performance data to promote achievement and ensure at least expected progress
 - To ensure the school's marking and assessment policy is adhered to.
 - To ensure that the school's recording and reporting procedures are implemented effectively.
6. Staff Development
- To participate in and support the Performance Management Policy/Staff Development policy
 - To participate in INSET activities
 - Be a group tutor/mentor
 - To attend relevant scheduled meetings and briefings as appropriate

7. Management of Resources
 - To effectively and efficiently utilise all resources available
 - To support the faculty to effect change and to maximise potential.
 - To participate in the smooth running of the faculty/faculty and to assist in maintaining an effective team.
 - To be involved in extra-curricular activities
 - To undertake other duties as reasonably required by the Headteacher
8. Equality of Opportunity
 - To ensure that everyone within the team and within each classroom is valued as an individual.

Person Specification (Teacher of Maths)

We would like to appoint a person who:	Attributes	Measurement	Essential / Desirable
Educational	<ul style="list-style-type: none"> Degree in a Maths Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent. Recent and relevant experience of teaching Maths at secondary level up to 16, Recent and relevant experience of teaching to post-16 students.¹ 	A A A A A	E D E E D
Knowledge	<ul style="list-style-type: none"> Understands how to ensure effective student learning through challenging, high quality and exciting teaching. Understands the potential of student voice and parental engagement. Is a competent user of ICT and understands its role in enhancing learning and teaching. Understands the positive role of Performance Management within their own professional development. Understands the components which comprise outstanding teaching and learning. Understands assessment and attainment information can be used to improve practice and raise standards. 	A, I A, I, R A, I A, I A, I A, I, R	E E E E E E
Experience	<ul style="list-style-type: none"> Is an outstanding classroom practitioner. Is a 'typically' good classroom practitioner. Works effectively with Teaching Assistant/support staff/technicians within the faculty/department. 	I, R I, R I, R	D E E
Skills & Abilities	<ul style="list-style-type: none"> Values the contribution that students can make to their own learning. Likes and seeks to understand young people. Shares our belief that Every Child Does Matter. Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom. Experience of promoting positive behaviour conducive to learning, focused on raising standards A desire to get the best from all students, regardless of ability. A record of achieving student progress for all students, including underachieving students. 	A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R	E E E E E E E E

	<ul style="list-style-type: none"> Ability to plan and teach effectively using a variety of strategies. Contributes positively in their role as a group tutor to the pastoral care of students. Is able to assess students' work effectively and within whole school and department guidelines. Is able to set and assess purposeful home learning which extends/reinforces students' learning. Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school. Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times Is able to lead, in a variety of contexts, by example. Is committed to team work at all levels. Can contribute creatively and knowledgeably to develop/evaluate schemes for learning. Understands the importance of meeting deadlines and supporting others (colleagues) to do so. Carries out all professional duties within whole school and department guidelines. Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Foxford. 	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Qualities	<ul style="list-style-type: none"> Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture. Strives constantly to better themselves as a professional. Is able to demonstrate commitment to Trust values. 	<p>I, R</p> <p>I, R</p> <p>A, I</p>	<p>E</p> <p>E</p> <p>E</p>
Safeguarding	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> Motivation to work with children and young people; Ability to form and maintain appropriate relationships and personal boundaries with children and young people; Emotional resilience in working with challenging behaviours; and Attitudes to use of authority and maintaining discipline. 	<p>I, R</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
Special Requirements	<p>Good attendance records in line with school's Promoting Health at Work Policy</p> <p>This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	<p>I, R</p>	<p>E</p>



References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.

Safeguarding

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm. All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm. When an individual accepts a role that involves working with children and young people they need to understand acknowledge that the responsibilities and trust are inherent to that role. There will be a requirement that staff observe their obligations in accordance with the Trust's safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions, cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed to the headteacher by the post holder. Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction caution or reprimand, may be managed in accordance with the Trust's disciplinary procedure.

Health and Safety

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the post holder's role or circumstances. Which must be observed.

Confidentiality and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy.

Equality and Diversity

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers



are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

Training

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs. The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder's line manager and the Trust HR team.