



Job Description



Location: Tupton Hall School, Station New Road, Old Tupton, Chesterfield S42 6LG

Title of Post: Teacher of Mathematics (Maternity Cover)

Salary: Main Pay Spine – ECTs Welcome

Responsible to: Head of Faculty and Head of House

Post objective: To teach in the Mathematics Faculty and to contribute to the development of appropriate teaching programmes, resources and assessment methods within the Faculty.

Introduction

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teacher's duties set out in that document, as the Headteacher may reasonably direct.

The Post holder will normally act as a Vertical Form Tutor and carry out associated responsibilities (including Life Skills and Well-being).

Key Accountabilities

The post-holder will be immediately accountable to their Faculty for teaching duties in the relevant subject team/s and the House Team leader for tutoring duties.

- To be responsible for planning and delivering effective lessons for assigned classes that engage and enthuse students and enable all to make good or better progress.
- To play an active role in the curriculum team and contribute to the development and improvement of Mathematics provision in the school.
- To monitor student progress as a classroom teacher and tutor and take action to ensure that no child gets left behind.
- To take responsibility for your own professional development so that it contributes to improving standards and provision at Tupton Hall School.
- To act as a tutor to a group of students and be responsible for developing excellent approaches to study, a supportive group ethos that is focused on learning and harmonious relationships within this group.
- To contribute to developing the house group as a supportive community.

Main Tasks

The general responsibilities allocated to the post holder are indicated within this job description. Each year, key tasks associated with these responsibilities and related to the Faculty Development Plan, are agreed with each member of staff and published as part of the Development Plan.

- To plan lessons and sequences of lessons that meet the requirements of the national and departmental programmes of study and which are interesting and engaging for students, thus promoting positive attitudes towards the subject and a strong desire to learn and progress.
- To ensure that all lessons take account of the prior learning of the students and the skills they already have and to use this information to ensure that work is sufficiently differentiated to provide suitable challenges for all students in the class so that all are able to make progress.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To have high expectations of students and build successful relationships centered on teaching and learning.
- To employ effective behaviour management skills so that there is a positive climate for learning established in the classroom and students feel safe, secure and confident because behaviour for learning is managed well.
- To plan for the effective deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts including visits and educational trips to support and extend the curriculum and the setting of personal study tasks according to the published timetable.
- To assess students' progress regularly and accurately through a range of activities including orally in lessons and by marking books and assessment tasks.
- To keep accurate records of these assessments and use them to inform future planning and to give students clear guidance on the next steps for improvement.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To work collaboratively with other staff to ensure that all learning needs are met and support is put in place, where necessary, for those who have differing levels of ability or behavioural and social needs or for whom English is an additional language.
- To report on students' progress and attainment to parents, carers, other professionals and students as appropriate.
- To use ICT effectively in delivery of teaching and learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- To attend and participate in regular meetings.
- To participate fully in the school's performance management process.
- To participate in training, continuous professional development and other learning activities as required
- We expect all those appointed to the Faculty to be enthusiastic about Mathematics teaching and show a deep commitment to the students in their care. It is important that all the Faculty members work as a team, be flexible in their approach and be willing and able to develop their skills. The Faculty aims to improve and develop its work, and to provide a purposeful and stimulating environment in which all students feel valued and encouraged to broaden their horizons.
- The ethos of the faculty is very much centred around being a team, working collaboratively, celebrating good practice, and continual reflection to ensure that we provide our best for our students, to create a positive and constructive learning climate. Teachers are encouraged to use a broad range of activities in their lessons to motivate the students and make Mathematics learning an enriching experience.

Notes

1. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performances of duties and responsibilities, the post holder must use Directed Time in accordance with the School's published Time Budget Policy and have regard to the appropriate clauses of the Teacher's Conditions of Employment Document.
2. This job description is not necessarily a comprehensive definition of the post. It may be revised on an annual basis and will only be subject to modification or amendment after consultation and agreement with the holder of the post.
3. The school's grievance procedure will apply in relation to any dispute arising in connection with the job description and any amendments.

See over

Tuption Hall School is a large 11-18 comprehensive school with 1650 students on roll. It is ideally placed, benefitting from expansive grounds in the village of Tupton. Being just south of Chesterfield provides easy access to major motorway routes, the cities of Derby, Sheffield and Manchester and the idyllic Peak District and Sherwood Forest. Students and staff benefit from a modern and superbly equipped building maintained through a PFI contract. The school's legacy of specialist status in Sport and ICT has ensured that learning environments are ICT equipped and sporting facilities are unrivalled county wide.

This is an exciting time to join the school. We are delighted to have just been judged by Ofsted as a 'Good' school in December 2022. We now plan to consolidate this judgement and plan, in partnership with the Redhill Academy Trust, steps to deliver outstanding provision for our students and staff into the future.

Tuption Hall has a large catchment area, which includes the parishes of Clay Cross, Grassmoor, North Wingfield, Pilsley, Tupton, Wingerworth, Stretton and Ashover. The intake can be described as truly "comprehensive" in both background and ability. The school enjoys a strong reputation in the area, and although there are ten primary schools designated within our cluster, in recent years the school has welcomed students into Year 7 from over 15 primary schools.

The school expects students to work hard, get involved in school life, behave well, and demonstrate a sense of care for others. Students are mainly taught in all ability groups in Year 7 and 8 although there is some setting in English and Mathematics. Wider approaches to ability grouping becomes more common in Years 9 -11. Students who make slower than expected progress are given support in the classroom with some students being withdrawn from lessons to receive further support and help.

Students are organised at pastoral times vertically, where students are placed into small 'all years' tutor groups. The school House system has been revitalised and now involves inter-house competitions across all areas of the curriculum. A Personal and Social Development Programme is delivered both in lessons and in 'Challenge time' to support the holistic development of every student at the school. There is an excellent variety of enrichment activities on offer for all students, including sporting activities, music, drama, off site visits, foreign tours, as well as many clubs.

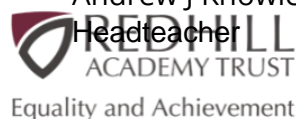
Currently the school's academic faculty areas are English, Mathematics, Science, Modern Foreign Languages, Humanities, Expressive Arts, Technology, Physical Education and Social Sciences. Each area has a Faculty Leader who is responsible for the leadership and management of that area.

Students join our very successful Sixth Form from Tupton Hall and other nearby 11-16 schools. We offer an extensive range of traditional and contemporary 'A' Level courses together with leadership development programmes such as the HSLA and CSLA qualifications. Many students progress to university with others accessing higher level apprenticeships or work place opportunities.

The best way to experience the tangible 'buzz' at our school is to visit. Please do not hesitate to contact us.

Andrew J Knowles

Headteacher
REDHILL
ACADEMY TRUST



Tuption Hall School
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	Essential	Desirable
Qualifications	QTS Degree level qualification in Mathematics	Good Honours Degree
Teaching	Able to teach full range of ability 11-16 /18 (if possible) Able to support teaching in other areas within the Faculty Able to create an excellent climate for learning within teaching area Able to use a range of strategies to promote learning Able to manage and encourage good behaviour Able to develop positive and meaningful relationships with students Able to make appropriate use of ICT for learning Understanding of how to use data to inform planning and improve pupils' performance Understanding of a range of assessment for learning approaches, including grades where appropriate Able to communicate with pupils, parents and carers about pupil's progress	Able to develop best practice through wide range of imaginative approaches Participation/development of extra-curricular activities Engaged with developments in teaching and learning strategies to raise achievement

Personal Qualities	Enthusiasm Team-working skills Reliability and Integrity Personal Organisation Flexibility Engagement in own continuous professional development	Strategic Planning Motivational skills
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