**BRONTE GIRLS’ ACADEMY**

*Transforming Lives, Transforming Communities*

**JOB DESCRIPTION**

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| --- | --- |
| **Job Title:** | **Maths Teacher**  |
| **Base:** | **Bronte Girls’ Academy** |
| **Reports to:** | **Director of Learning** | **Grade:** | **MPS 1 – MPS 6**  |
| **Staff Responsibility for:** | **N/A** | **Salary:** | **£23.720**  |
| **Term:** | **Full Time** **Permanent** |
| **Additional:** | **As assigned.**  |

**JOB PURPOSE**

To contribute to the development of a school that is transforming the educational standards and character

development of our young people with an emphasis on creating a culture that inspires personal growth,

development and performance driven outcomes.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

# Strategic direction and development of the school

## To provide inspiring and purposeful leadership for the pupils within a caring and secure learning environment.

## To work in partnership with the Principal, Senior Leadership Team, Local Governing Body, Trust (FET), Staff, pupils and parents in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.

## To work within the overall aims and objectives of the school.

## Promote and deliver the priorities and policies of the school by contributing to school improvement and development planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the school’s ethos within and beyond the school.

## Liaise as required as range of educational partners, internal and external, to underpin the raising of pupil attainment .

## Support the school’s home and community liaison work through the appropriate participation in events.

## Developing self and others.

# Learning and teaching

## Create and maintain an environment and code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement.

## Develop, use and apply their subject expertise to secure appropriate and consistent progress for all pupils across the range of background and ability.

## Develop and apply a range of effective learning and teaching strategies to raise the achievement of pupils, maintaining an up to date knowledge of good practice in learning and teaching techniques.

## Deliver after-school support and pre-exam intervention sessions as and when required to ensure the highest levels of achievement and attainment.

## Deliver subject enrichment activities for learners to consolidate and promote learning in the subject.

## Observe and be observed by colleagues and utilise feedback effectively.

## Participate in pedagogic discussion and development, in order to share effective practice with colleagues.

## Use performance data to inform planning and teaching, including the evaluation of pupils’ progress and setting the appropriate targets for improvement.

## To effective use of links with the community including business and industry, to extend the curriculum and enhance learning and teaching.

## Create and maintain an effective partnership with parents to support and improve pupil and community achievement and personal development.

## To ensure subject policies, schemes of work and lesson planning are regularly reviewed in light of best practice.

# Relationships with others

## Participate in the performance management cycle and INSETs.

## To participate in the induction of new staff into the school community.

## To maintain good working relationships with colleagues, pupils, parents/carers, governors, the community and Local Authority and ensure all communications is consistent with the school’s ethos.

# Accountability

## Make best use of all resources to support the attainment of pupils.

## To ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in support their child’s learning.

## To carry out any such duties as may be reasonably required by the Principal.

*This appointment is with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the contract of employment.*

**PERSON SPECIFICATION**

|  |  |  | **Assessed by:** |
| --- | --- | --- | --- |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App****Form** | **Interview/Task** |
| **QUALIFICATIONS** |
|  | A degree qualification | **E** | 🗸 | 🗸 |
|  | Qualified Teacher Status qualification | **E** | 🗸 | 🗸 |
|  | Evidence of continuous professional development | **E** | 🗸 |  |
| **EXPERIENCE** |
|  | Track record of delivering ‘outstanding’ teaching | **E** | 🗸 | 🗸 |
|  | Successful delivery of sustained outstanding attainment and achievement | **E** | 🗸 | 🗸 |
|  | Innovation & creativity to engage, enthuse & progress learners | **E** | 🗸 | 🗸 |
|  | Partnership and team working | **E** | 🗸 | 🗸 |
|  | A practical delivery of active citizenship / volunteering and charity | **E** | 🗸 | 🗸 |
| **ABILITIES, SKILLS AND KNOWLEDGE** |
|  | Ability to teach to GCSE in relevant subject area | **E** | 🗸 | 🗸 |
|  | Ability to deliver effective and outstanding learning and teaching in the classroom | **E** | 🗸 | 🗸 |
|  | Ability to deliver the highest standards of classroom and behaviour management | **E** | 🗸 | 🗸 |
|  | Knowledge of curricula, specifications and assessment criteria in main subject area | **E** | 🗸 | 🗸 |
|  | Ability to prioritise conflicting demands | **E** | 🗸 | 🗸 |
|  | Ability to set clearly articulated targets, to track progress and adopt strategies towards achieving them | **E** | 🗸 | 🗸 |
|  | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor pupil progress effectively | **E** | 🗸 | 🗸 |
|  | Ability to communicate effectively, articulately and sensitively with a range of groups and individuals | **E** | 🗸 | 🗸 |
|  | Ability to provide pastoral support to young people in a form group setting | **E** | 🗸 | 🗸 |
| **PERSONAL QUALITIES** |
|  | Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners | **E** | 🗸 | 🗸 |
|  | Highly organised, literate and articulate | **E** | 🗸 | 🗸 |
|  | A strong belief in the value of education in developing citizens | **E** | 🗸 | 🗸 |
|  | Highest levels of professional and personal integrity | **E** | 🗸 | 🗸 |
|  | A strong commitment to inclusion and overcoming barriers to learning and achievement | **E** | 🗸 | 🗸 |
|  | Personal resilience, persistence and perseverance | **E** | 🗸 | 🗸 |
|  | A passionate belief in the Trust’s vision of ‘transforming lives, transforming communities’ | **E** | 🗸 | 🗸 |
|  | Personal resilience, persistence and perseverance | **E** | 🗸 | 🗸 |
|  | Commitment to the pursuit of continuous professional development by oneself and others | **E** | 🗸 | 🗸 |
|  | Sympathetic to and supportive of the ethos, vision, values and mission of Feversham Education Trust (FET) | **E** | 🗸 | 🗸 |