

**Job Description**

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| **Job Title** | Teacher of Mathematics |
| **Reports to** | Subject Leader |
| **Line Management of** | TBC |
| **Salary / Grade** | MPR/UPS + SEN |
| **Date Last Evaluated** | January 2024 |
| **Core Purpose** | * To plan, resource and deliver highly effective and inspiring lessons. * To participate in a designated tutor team, leading highly effective tutor periods. * To ensure that students make exceptional progress in their learning. * To work with colleagues to design engaging and challenging schemes of work and lessons. * To establish and maintain standards in all aspect of their work and support others in the school to do so. * To contribute to the effective working of the school and the Trust (including implementing all policies fully). * To conduct themselves with professionalism and integrity at all times, acting with the best interests of the students in the Trust at all times. * To ensure they are prepared for Ofsted inspections and any other benchmarking or assessment visits |

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| **Key Responsibilities** |
| **Teaching and Learning**   * Following the school’s Principles of effective teaching framework. * Planning and preparing highly effective lessons (including incorporating cross-curricular elements such as literacy, numeracy and PSMSC) under the guidance of the Subject Lead, DHT/ AHT and in line with school schemes of work and assessment. * Motivating and inspiring students so that they enjoy their learning, can manage their own learning effectively and want to aim as high as possible. * Directing and supervising support staff assigned to lessons. * Participating in preparing students for internal and external assessment/examinations. * Enriching the curriculum with trips and visits to enhance the learning experience of all students. * Keeping up to date with developments relating to the subjects taught, examinations and good practice generally. * Ensuring all classroom, assessment and feedback routines are upheld in all lessons.   **Assessment**   * Using a detailed understanding of students starting points, barriers to learning and needs to ensure they are supported and challenged effectively so that they achieve the highest possible academic outcomes. * Ensuring all students are guided to set themselves realistically aspirational targets which are then used to inform planning and assessment as the course progresses. * Using regular, formative assessment to monitor student progress and make the necessary changes and/or implement the necessary interventions to ensure the highest levels of student progress. * Implementing and adhering to the school’s principles of effective teaching framework, and Assessment Policy. * Establishing plans and processes for individuals and groups of students, with measurable results, and evaluate those results to ensure improvements in student progress. * Providing verbal and written assessments/feedback, reports and references relating to individuals and groups of students. * Maintaining regular and productive communication with students and parents regarding progress, what students need to do to improve, how parents can help their child sanctions and rewards.   **Behaviour Management and Student Wellbeing**   * Implementing and adhering to the school’s policies (e.g.: Behaviour, Safeguarding & Child Protection, GDPR, Anti-bullying, Health & Safety and Acceptable Use) ensuring the health and well-being of students is maintained at all times. * Creating a positive, nurturing and open learning environment, where students are safe and feel safe to show curiosity and enthusiasm for the subject being taught. * Taking responsibility for the behaviour and attendance of students in lessons, implementing appropriate sanctions and rewards and recording them appropriately so that students can be independent and thrive both in and out of lessons. * Undertaking allocated duties and ensure a presence which promotes the safety and wellbeing of students and staff. * Ensuring all concerns of a safeguarding nature are reported and recorded as per our Safeguarding Policy and within a timely manner. * Ensuring all concerns of a health and safety nature are reported and recorded as per our Health and Safety Policy and within a timely manner.   **Pastoral and Inclusion**   * Acting as a form tutor and, with direction from the relevant Phase Leader, plan and deliver highly effective tutor and Personal, Social, Moral and Spiritual Sessions. * Taking responsibility for the behaviour and attendance of students in their tutor group, implementing appropriate sanctions and rewards and recording them appropriately. * Reviewing tutees reports and/or Individual Learning Plans at least half termly, recording outcomes of these conversations and any agreed actions as required. * Providing information and reports as necessary to inform discussions about SEND, involvement of other agencies, alternative provision and other similar reasons. |
| **General Responsibilities** |
| * Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. * Be part of the appraisal system, taking full responsibility for their own objectives and professional development. * Create and maintain positive and supportive relationships with staff, parents, business, community, and other stakeholders. * Be aware of the school’s duty of care in relation to staff, students, and visitors, and to comply with all health and safety policies at all times. * To engage with appropriate training opportunities to promote professional effectiveness in this role. * Participate in the ongoing development, implementation, and monitoring of the Trust and School Development Plans. * To treat all information acquired through employment, both formally and informally, in strict confidence. * To be aware of the School’s responsibilities under the General Data Protection Regulations (GDPR) for the security, accuracy, and relevance of personal data held on such systems and ensure that all processes comply with this. * Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead. * Be aware of and comply with the Codes of Conduct, regulations and policies of the Trust and the school, and its commitment to equal opportunities. |
| **Trust Responsibilities** |
| In addition to the specific responsibilities of this post, every member of staff at the school will commit to:   * Providing a courteous and efficient service at all times. * Using their influence with other staff and students to promote high standards of behaviour and order within the school. * Working to maintain the school at the forefront of educational practice. * Fostering and sustaining a culture of leadership and creativity within all aspects of the school’s operation. * Promote the safeguarding of all learners. |

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with headteacher/ school approval.**

**Note: Every job description in the organisation will be subject to a review either:**

* **On an annual basis at the time of the annual appraisal meeting, or**
* **As a result of a change in strategic direction, or**
* **As a result of team/operational requirements.**

**It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.**

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| **Attribute** | **Essential or**  **Desirable** | **Assessment** |
| **Qualifications** | | |
| Recognised teaching qualification and Qualified Teacher Status (QTS) - Where overseas trained, appropriate NARIC certificates must be provided and any qualifications must be at least equivalent to UK | **E** | **A** |
| Degree in relevant subject(s) | **E** | **A** |
| Further degree (e.g. Masters) | **D** | **A** |
| **Knowledge and Understanding** | | |
| The subject(s) to be taught, at a level and breadth sufficient to challenge the most able students and achieve high outcomes throughout all key stages. | **E** | **A/I/L/R** |
| The National Curriculum and National Literacy and Numeracy Strategies for the appropriate Key Stage(s). | **E** | **I/L/R** |
| Effective teaching and learning styles, including the theory and practice to implement effectively for the individual needs of all children. | **E** | **A/I/L** |
| Effective monitoring, assessment, recording and reporting of student progress across key stages. | **E** | **A/I/R** |
| The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. | **E** | **A/I** |
| Effective strategies for working with students with Special Educational Needs, specifically those with SEMH needs. | **D** | **A/I** |
| **Skills and Abilities** | | |
| Promote a positive and inclusive school identity for all students. | **E** | **A/I** |
| Establish a purposeful learning environment where all pupils feel secure and confident. | **E** | **A/I/L** |
| Set high expectations for all students and demonstrate a commitment to raising educational achievement. | **E** | **A/I/L** |
| Plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records. | **E** | **A/I** |
| Inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale. | **E** | **A/I/L** |
| Effectively deliver a range of inclusive teaching and learning strategies to maximise progress and achievement and offer equality of access to the curriculum for all students. | **E** | **A/I/L/R** |
| Use ICT effectively as an integral part of teaching and learning. | **E** | **A/I/L/R** |
| Organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, staff and other internal and external stakeholders. | **E** | **A/I/L/R** |

**Person Specification**

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| Build effective relationships with colleagues and to be an active team member within the school. | **E** | **A/I/R** |
| Establish and develop good relationships with students, parents and external organisations. | **E** | **A/I/R** |
| Manage difficult situations and deal with sensitive issues tactfully and diplomatically. | **E** | **A/I** |
| Adapt to change and the introduction of new working practices. | **E** | **A/I/R** |
| Develop strategies for creating links with the community and external organisations. | **D** | **A/I** |
| **Experience** | | |
| Delivering student-centred learning in chosen subject(s) at Key Stage 3 or 4 | **E** | **A/I** |
| Experience of utilising trauma informed practices within your practice | **D** | **A/I/L** |
| Planning, designing and delivering schemes of work to national exam board/course specifications. | **E** | **A/I/L** |
| **Personal Commitment** | | |
| Demonstrate and adhere to the school’s Core Values. | **E** | **A/I** |
| Commitment to equality and diversity in the workplace. | **E** | **A** |
| Adhere to GDPR guidelines and the school’s internal procedures. | **E** | **A** |
| Adhere to the School’s Safeguarding and Child Protection policy and procedures. | **E** | **A/I** |
| Adhere to the schools Health and Safety policy and procedures. | **E** | **A** |

**Assessment methods**

A – Application I – Interview T – Task/Activity L – Lesson Observation R – References