Job Description

Post: **Teacher of Mathematics**

Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of student as a teacher / Form Tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Reporting to: **Head of Department**

Responsible for: The provision of a full learning experience and support for students.

Liaising with: Senior Leadership Team, teaching/support staff, LEA representatives, external agencies and parents.

Working Time: 195 days per year. Full Time.

Disclosure Level: Enhanced

MAIN (CORE) DUTIES

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, and relevant Senior Staff, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

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 the school's mission and strategic objectives.

Staffing

Staff Development:

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.

Recruitment/ Deployment of Staff

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

Quality Assurance:

- To help to 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 MIS, 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:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Marketing and Liaison:

- To take part in marketing and liaison activities such as Open Evenings, 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 co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

Pastoral System:

- To be a Form tutor to an assigned group of students.
- To promote the general progress and well-being 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 then 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 the Behaviour Management systems so that effective learning can take place.

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, 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/oral and diagnostic feedback as required.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively to school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as may be required.

Child Protection

To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the postholder's role within the school.

To also be fully aware of the principles of safeguarding as they apply to children and young adults in relation to the postholder's role.

To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

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

SELECTION CRITERIA

MAIN SCALE TEACHER

QUALIFICATIONS

- Qualified Teacher Status
- Degree or equivalent in the relevant subject
- Appropriate and relevant qualifications at Key Stage 4 (Level 2) and 5 (Level 3)
- Recent, relevant in-service training in current educational practice

EXPERIENCE

- Successful teaching experience in secondary education, including teaching practice for NQTs
- Continuity of experience where relevant

SKILLS AND ABILITIES

- High level of written and oral communication skills
- Evidence of having influenced the quality of teaching and learning in present school (if applicable)
- Ability to plan, monitor, evaluate and review pupils progress
- Ability to promote positive behaviour strategies and constructive handling of problems
- An awareness, understanding of and commitment to equal opportunities
- Ability to promote and integrate the effective use of ICT within the school
- Ability to share good practice with other staff
- Proven performance /coaching ability in chosen sporting activity [where appropriate]

All applicants must hold qualified teacher status. It is important to be sure that full and accurate details of all other qualifications (with their UK equivalence if appropriate) are included on the application form as decisions on long-listing will be influenced by the quality of the applicant's qualifications in relation to the field of applicants.

Applicants should also aim to demonstrate how they meet the skills and abilities criteria as part of their personal statement.

Our standard loading factor is 22/26. Where a teacher's timetable comprises less than 22 periods (or the agreed number for TLR post-holders), they will be required to cover other classes'