**Job description and Person Specification for Class Teacher and Maths Lead**

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Furzedown Primary School Job Description

### Class Teacher and Maths Lead

MPS Salary +TLR 2.1

**Responsible to:** the Headteacher

Line managed by Deputy Head / Senior Leaders

**Responsible for**: The teaching, learning and outcomes in own class and the teaching, learning and outcomes in Maths across the school

**Main purpose**

* To carry out the duties of a schoolteacher as set out in 2019 School Teachers’ Pay and Conditions Document.
* To understand and meet the Teacher Standards.
* To undertake any other practical duties reasonably assigned by the Headteacher.
* To promote the vision, aims and values of the school and contribute to the implementation of the School Development Plan.

**Teaching**

* Set high expectations which inspire, motivate and challenge pupils.
* Establish a safe and stimulating environment for pupils, in any year group as determined by the Headteacher.
* Set goals which stretch and challenge pupils of all backgrounds, abilities and dispositions.
* Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
* To engage in current research to inform your practice in the classroom.

**Promote good progress and outcomes by pupils**

* Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.
* Guide pupils to reflect on the progress they have made and their emerging needs.
* Demonstrate knowledge and understanding of how pupils learn and how these impact on teaching.
* Encourage pupils to take a responsible and conscientious attitude to their own work and study.
* Be accountable for pupils’ attainment, progress and outcomes.

**Demonstrate good subject and curriculum knowledge**

* Have a secure knowledge of the relevant curriculum areas, foster and maintain pupils’ interest in the subject.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.
* If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
* If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**Plan and teach well-structured lessons**

* To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the pupils.
* Impart knowledge and develop understanding through effective use of lesson time.
* Promote a love of learning and pupils’ intellectual curiosity.
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
* Reflect systematically on the effectiveness of lessons and approaches to teaching.
* Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt teaching to respond to the strengths and needs of all pupils**

* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.
* Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils’ education at different stages of development.
* Have a clear understanding of the needs of all pupils.

**Make accurate and productive use of assessment**

* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
* Make use of formative and summative assessment to secure pupils’ progress.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons.
* Give pupils regular feedback, both orally and through accurate written marking, and ensure pupils to respond to the feedback.

**Manage behaviour effectively to ensure a good and safe learning environment**

* Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
* Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**Fulfil wider professional responsibilities**

* Make a positive contribution to the wider life and ethos of the school.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Deploy support staff effectively.
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
* Communicate effectively with parents regarding pupils’ achievements and well-being.

**PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

* Treating pupils with dignity, building relationships rooted in mutual respect, and always observing boundaries appropriate to a teacher’s professional position.
* Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions.
* Showing tolerance of and respect for the rights of others.
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

In addition to the above the subject leader aspect of the role will take lead responsibility for providing leadership and management of Maths across the school to secure:

* High-quality teaching
* Effective use of resources
* Improved standards of learning and achievement for all

**Duties and responsibilities**

#### Strategic direction

* Develop and implement policies for Maths in line with our school’s commitment to high-quality teaching and learning
* Promote the subject, its importance, and the value that it brings across the school
* Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
* Use this understanding to feed into the school development plan and produce an action plan for the subject
* Promote pupils’ spiritual, moral, social, cultural, physical and mental development alongside British values in the

teaching of the subject

* Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the

school’s values, visions and aims

* Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
* Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
* Liaise with the Local Authority within subject groups on subject-related events, projects and activities

#### Leading the curriculum

* + Develop and review regularly the vision, aims and purpose for the subject area
  + Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
  + Ensure the planned curriculum is effectively and consistently implemented across the school
  + Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the

curriculum has a positive impact on pupils’ learning

* + Have an overarching responsibility for pupils’ achievement and standards in the subject area

**To work with the headteacher and senior leadership team- *Lead and manage staff*:**

* To attend regular Leadership Meetings to discuss leadership and management matters affecting the whole school
* Hold team meetings on the subject at least termly to continually develop practice and keep staff informed of any developments or changes
* Provide support to staff regarding teaching and learning, resources, and planning in the subject area
* Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
* Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
* Coach and model team teaching
* Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
* To participate in the teacher performance management process
* To evaluate the school’s performance, identifying areas for improvement and celebrating success
* To contribute to the School Development Plan & to support & monitor progress towards the key issues
* To attend regular Leadership Meetings to discuss leadership and management matters affecting the whole school
* To review and implement policies.
* To maintain resources that support the areas of the curriculum as set out in the point above.

#### To work with all members of the school community:

* + To maintain and promote the ethos of this community school.
  + To promote the positive benefits of living in a culturally and ethnically diverse society and ensure this is represented and promoted across the curriculum

#### Efficient and effective deployment of resources

* Provide support with textbooks, library books and online resources in the subject area
* Work with a range of subject leaders and coordinators to ensure that there are links between the subject topics
* Provide support with classroom and shared space displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
* Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
* Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience
* Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home where necessary.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must understand, and always act within, the statutory framework which set out their professional duties and responsibilities.

Job descriptions are not exclusive or exhaustive and the nature of the position entails that the post holder may be required to carry out additional duties as reasonably required. This job description will be reviewed annually as part of appraisal, or more frequently if necessary. It may be amended at any time after consultation with the Headteacher and post holder.

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**Furzedown Primary School**

**Class Based Maths Lead**

**Main PayScale + TLR 2.1**

**Permanent- Required September 2023**

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| **Class Teacher Person Specification** | **Method of Assessment** |
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| **Qualifications** | |
| Qualified Teacher Status | E, A |
| Proven outstanding classroom practitioner. | E, A,I |
| Significant, recent and relevant evidence of continued and progressive professional development | D, A, I |
| **Experience** | |
| Teaching experience in EYFS,KS1 or KS2 | E, A,I |
| Experience of initiating and leading new developments across the school | D, A, I |
| Evidence of outstanding teaching/classroom practice and its impact on pupil progress | E, A, I |
| Evidence of developing, implementing and evaluating strategies for raising standards and improving pupil progress in primary schools | E, A, I |
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| Evidence of managing people and resources and of leading professional development that has impacted on teaching and learning | D, A, I |
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| Evidence of working successfully in partnership with parents and the wider community | D, A, I |
| Successful experience of subject leadership | A, I |
| **Knowledge** | |
| The inspection framework for schools | D, A, I |
| Current education issues and developments and including National Curriculum, recent curriculum re-design initiatives and assessment | E, A, I |
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| Implications of equal opportunities and inclusion issues | E, A, I |
| Strategies for improving the quality of teaching and learning and accelerating pupil progress | E, A, I |
| Strategies for school improvement and raising standards of achievement in school | E, A, I |
| Understanding of appropriate strategies for managing pupils' behaviour | E, A, I |
| **Skills and Abilities** | |
| A highly motivated, energetic and enthusiastic teacher who is approachable and promotes positive relationships | E, A, I |
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| Is a creative teacher who motivates and inspires children to do their very best | E, A, I |
| Able to relate well to children and share their interests and enthusiasms | E, A, I |
| Highly organised with excellent time-management skills | E, A, I |
| Excellent communication skills | E, A, I |
| Ability to effectively manage pupil discipline and be committed to a high level of pastoral care | E, A, I |
| Highly proficient in the use of IT | D, A, I |
| Good knowledge of the National Curriculum, particularly the Maths curriculum | E |
| Ability to set an example to others; to build and lead a team; to inspire, motivate and support pupils and staff | E,A,I |
| **Other** | |
| A passion or keen interest in maths | E,A |
| Ability to build effective working relationships with staff and other stakeholders | A,I |
| High level of organisational and time management skill | E,A,I |
| Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils | E, A, I |
| Commitment to the development and maintenance of positive partnerships between the school, parents and the community | E, A, I |
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| Recent participation in professional development activities and willingness to undertake other training | E, A, I |
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| **Method of Assessment: Essential (E), Desirable (D), Application (A), Interview (I)** |  |