



Job Description and Person Specification
Teacher of Mathematics
MPS, full time, permanent
Start Date: September 2018

Job Description

The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers.

The School is committed to Transforming Rotherham Learning, our Learning Community Partnerships and to implementing collaborative learning through our Learning Zone Structure. All staff are required to work in support of these commitments and emerging priorities to achieve the best outcomes possible for Rotherham children.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy (and investigative) strategies alongside their specialism/s.

1. Planning, Development and Co-ordination

- i to set challenging teaching and learning objectives which are relevant to all pupils' in their classes using the 6 part lesson approach adopted by the school;
- ii to use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning;
- iii to select and prepare resources, and plan for their safe and effective organisation, taking into account pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate;
- iv to contribute to teaching teams, meetings and events;
- v to plan for the deployment of any support staff who are contributing to pupils' learning;
- vi to plan opportunities for pupils to learn in out of school contexts (including development of resources for the school resource banks);
- vii to produce long and short term planning in accordance with school policy and procedures and within required deadlines;
- viii to implement and review subject development plans in conjunction with the Senior Leadership Team and/or line manager;
- ix to develop and audit schemes of work and other documentation related to the use of technology within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met;
- x to develop strategies for the use of technology to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning;
- xi to lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice, including coaching;
- xii to manage the resources available for INVESTIGATE and make recommendations in order to maintain and develop curriculum provision;
- xiii to maintain a Professional Development portfolio.

2. Monitoring and Assessment

- i to make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives;
- ii to use monitoring and assessment information to improve planning and teaching;
- iii to monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils' as they learn;
- iv to involve pupils' in reflecting on, evaluating and improving their own performance and progress;
- v to assess pupils' progress accurately against appropriate standards;
- vi to identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties;
- vii to identify the levels of attainment for pupils' learning, where their first language is not English and identify learning activities to provide cognitive challenge as well as language support;
- viii to record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning;
- ix to report on pupils' attainment to parents, carers, other professionals and pupils under the agreed reporting system, including attendance and participation in Tutor Review days and parents evenings.

3. Teaching and Class Management

- i to have high expectations of pupils and build successful relationships centred on teaching and learning;
- ii to establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident;
- iii to teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in their age range using the 6 part lesson approach adopted by the school;
- iv to teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work;
- v to promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning;
- vi to differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress;
- vii to organise and manage teaching and learning time effectively;
- viii to organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate;
- ix to set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence;
- x to use ICT effectively in delivery of teaching and learning;
- xi to take responsibility for teaching a class or classes over a sustained and substantial period of time;
- xii Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

- xiii to provide homework and other out of class work which consolidates and extends work carried out in the class and encourages pupils to learn independently;
- xiv to work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning;
- xv to recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures;
- xvi to be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- xvii to attend and participate in regular meetings;
- xvii to participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

4. Tutorship

- i. To ensure that the quality of personal interactions is supportive and designed to promote personal self esteem.
- ii. To contribute to the school system of recording achievement and reporting to parents through negotiating with pupils appropriate goals and reviewing their progress.
- iii. To take responsibility for the oversight of the welfare and progress of a specific group of pupils as negotiated with the school's management
- iv. To positively monitor the progress of a group of pupils and form the primary communications link with pupils' families.

5. Specific duties relating to this post

To be determined in relation to criteria stated in the advertised post, these will include duties and assembly.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team and the line management structure.

This Job Description will be kept under review and may be amended via consultation with the individual, governing body and/or Senior Leadership Team as required. Trade Union representation will be welcomed in any such discussions.



Person Specification
Post: Teacher of Mathematics

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment	Shortlisting Criteria
1	Qualifications and Experience				
1.1	Qualified Teacher Status / Newly Qualified Teacher Status	✓		AF/CQ	✓
1.2	Degree in relevant subject at 2:1 or above	✓		AF/CQ	✓
1.3	Evidence of a success as a teacher or evidence of successful experience as a pupil during teaching practice, within the secondary age range	✓		AF/R/I	✓
1.4	A commitment to future training and development	✓		AF	✓
1.5	Self motivated, enthusiastic and able to work on own initiative	✓		AF, I, R	✓
2	Teaching and Learning				
2.1	Interest in practical/creative teaching	✓		I, R	
2.2	Knowledge of educational developments		✓	I	
2.3	Ability to organise and supervise the work of pupils so as to ensure that they make good progress	✓		AF, I, R	
2.4	Outstanding classroom management	✓		AF, I, R	✓
2.5	Experience of using IT in the classroom	✓		AF, I	✓
2.6	Ability to use SIMs		✓	AF, I	
2.7	Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s.	✓		AF, I	✓
3	Personal Qualities				
3.1	Conscientious, honest and reliable	✓		I, R	
3.2	Able to make carefully considered decisions	✓		I, R	
3.3	Ability to work on own initiative	✓		R	
3.4	Ability to communicate with a range of adults and pupils	✓		I, R	
3.5	A commitment to self improvement	✓		AF, I	
3.6	Capacity to motivate, inspire and challenge young people	✓		I, R	
3.7	Ability to establish and maintain good relationships with a range of adults and pupils	✓		I, R	
3.8	Inclusive	✓		AF, I, R	
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general	✓		I	

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment	Shortlisting Criteria
3.10	Ability to identify risks within personal objectives		✓	I/AF	
3.11	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	✓		I	
4	Personal Circumstances				
4.1	A criminal records check at the enhanced level	✓		C	
4.2	Exempt from the Rehabilitation of Offenders Act, 1974 (All spent convictions to be declared)	✓		AF	
5	Physical Requirements				
5.1	Candidates should be able to meet and carry out the requirements of the post.	✓		I, R	
5.2	A good attendance record in current and previous employment	✓		I, R	

Key to abbreviations:

AF Application Form

R References

I Interview

CQ Certificate of Qualification

OT Occupational Testing (This method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed)

C Criminal Records Check (now known as DBS checks)

This specification has been prepared in accordance with the requirements of the Council's Equal Opportunities in Employment Policy.

We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.