St John Fisher

Catholic High School Teacher of Mathematics

A Performing Arts College

**Application Pack**

St. John Fisher

# Catholic High School



**Job Description/Person Specification**

Teacher of Mathematics

February 2018

St. John Fisher Teacher of Mathematics

Catholic High School Job Description

A Performing Arts College

The post holder should:

* make the Mission Statement central to the discussions and work of the department
* work to explicitly enhance and develop the Catholic ethos of the school.
* make the key action points of the School Development Plan – Catholic Ethos for Learning central to all leadership work in the school.
* contribute to the general ethos of the school by setting high personal standards in the supervision of learners and in their relationships with fellow staff members
* ensure that each child, regardless of ability, is considered to be of equal worth, is given equality of opportunity and receives an appropriate English education.
* Fulfil the role of class teacher and form tutor as the Code of Conduct for staff and Professional Teacher Standards.

Subject responsibilities include:

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| **1 Achievement of pupils**  The subject teachers ensures that:   * taking account of their starting points, the proportion of pupils making and exceeding expected progress is high. * pupils make rapid and sustained progress across the subject and learn exceptionally well. * pupils’ literacy is developed and opportunities for wider reading across the subject are promoted. * pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. Opportunities are provided to ensure that they are exceptionally well prepared for the next stage in their education, training or employment. * all pupils acquire knowledge quickly and develop their understanding rapidly in the curriculum area. * the learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs (including able and talented) and for those for whom the disadvantaged funding provides support, show that they achieve exceptionally well. * standards of attainment of all groups of pupils are at least in line with national averages with many pupils attaining above this. Particular focus is on closing the gap rapidly as shown as trends in a range of indicators. |
| **2 The Quality of Teaching**  The subject teacher ensures that:   * teaching in all key stages is outstanding and never less than consistently good. * they have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well. * they systematically and effectively check pupils’ understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. * the teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the subject. * they and other adults generate high levels of engagement and commitment to learning. * consistently high quality marking and constructive feedback ensures that pupils make rapid gains. * they use well-judged and often inspirational teaching strategies, including setting appropriate personal study that, together with sharply focused and timely support and intervention, match and differentiate accurately for individual needs. Consequently, pupils learn exceptionally well. |
| **3 Behaviour towards Learning and Safety**  The subject teacher ensures that:   * a positive learning environment is created and therefore pupils’ attitudes to learning are consistently positive and low levels of disruption are rate. * pupils’ pride in their work is shown by their excellent conduct, manners and punctuality. * pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all forms is rare and dealt with highly effectively. * skilled and highly consistent behaviour management makes a strong contribution to an exceptionally positive climate for learning. Where there are challenges in behaviour, they proactively seek support in securing excellent strategies for improvements in behaviour over time for individuals or groups with particular behaviour needs. * all groups of pupils feel safe at school, in the department and classrooms at all times. Pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety. |
| **4 Leadership and Management**  The subject teachers ensure that:   * the pursuit of excellence is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time. * all department/school policies are followed, which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy. * they focus relentlessly on improving teaching and learning and provide focused professional development. This is underpinned by highly robust appraisal which encourages, challenges and supports teachers’ improvement. As a result, teaching is outstanding, or at least consistently good and improving. * the department’s curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils’ behaviour and safety, and contributes very well to pupils’ academic achievement and their spiritual, moral, social and cultural development. * they use highly successful strategies for engaging with parents for the benefit of pupils, including those who find working with the school difficult. * they adhere to the school’s Code of Professional Standards and arrangements for safeguarding pupils are met**.** * they model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. |

TEACHER OF MATHEMATICS

PERSON SPECIFICATION

MAIN PROFESSIONAL SCALE

|  |  |  |  |
| --- | --- | --- | --- |
|  | Selection Criteria | Essential | Desirable |
| 1. | *Qualifications* |  |  |
| 1.1 | Qualified Teacher Status |  |  |
| 1.2 | Recognised Degree or Equivalent in Mathematics. |  |  |
| 1.3 | The ability to teach across the age range. |  |  |
| 1.4 | Commitment to continued personal and professional development |  |  |
| 2. |  |  |  |
| *Professional Development* |  |  |
| 2.1 | A willingness to undertake relevant in-service training in: |  |  |
| 2.2 | Curriculum development |  |  |
| 2.3 | Pastoral/personal and social education |  |  |
| 3. |  |  |  |
| *Knowledge and Skills* |  |  |
| 3.1 | Ability to teach consistently good lessons. |  |  |
| 3.2 | Ability to establish successful relationships at all levels |  |  |
| 3.3 | Ability to match children’s needs in the context of the designated curriculum area |  |  |
| 3.4 | Understanding and awareness of current educational developments |  |  |
| 3.5 | Ability to evaluate personal standards of teaching and learning in the school |  |  |
| 3.6 | Ability to deploy effectively and efficiently classroom resources |  |  |
| 3.7 | A working knowledge of ICT in Information and Management Systems for tracking and monitoring pupil progress |  |  |
| 4. | *Personal and Professional Qualities* |  |  |
| 4.1 | Excellent classroom skills |  |  |
| 4.2 | A high degree of organisational ability |  |  |
| 4.3 | Leadership – to be able to lead and manage |  |  |
| 4.4 | High levels of motivation and commitment |  |  |
| 4.5 | To have concern for individual needs and possess a real empathy with pupils |  |  |
| 4.6 | Ability to think analytically and flexibly |  |  |
| 4.7 | Ability to communicate effectively and appropriately |  |  |
| 4.8 | Ability to set targets with which to measure progress |  |  |
| 4.9 | Ability to work effectively in a team. |  |  |
| 5. |  |  |  |
| *Commitment* |  |
| 5.1 | To be fully supportive of the Catholic Ethos of the school |  |  |
| 5.2 | To raising standards and attainment |  |  |
| 5.3 | To the happiness, well-being and self-esteem and progress of children |  |  |
| 5.4 | To equal opportunities |  |  |
| 5.5 | To the principles of inclusion in mainstream schools |  |  |
| 5.6 | To the role of parents as educators |  |  |
| 5.7 | To the development of the school as part of the community |  |  |
| 5.8 | To participate in the full life of the school |  |  |