
# Teacher of Mathematics (KS3 and Transition)

# Teaching and Learning Responsibility TLR 2b

*‘You have to see yourselves as apostolic leaders and not merely as professionals.’*

Marie Madeleine D’Houet (1781 – 1858)

*‘Excellent leaders at every level within FCJ schools put their students first. They have an unwavering commitment to enabling the achievement of personal and academic excellence and create an environment in which opportunities for developing, sharing and celebrating God-given talents are nurtured. Leaders have faith in their staff and pupils. They foster working relationships based on mutual trust, respect and justice.’*

FCJ Education: Our Vision and Values (2013)

This post is focused on teaching and learning; it requires the exercise of the post-holder’s professional skills and judgement; it requires the post-holder to lead, manage and develop your subject(s) throughout the School; it has an impact on the educational progress of all pupils studying in this subject area and involves leading, developing and enhancing the teaching practice of other staff.

This post includes line management responsibility for a small number of people.

The TLR value of the post is TLR 2b: current value **£4021**

The post-holder is responsible to the *Head of Faculty*

**Within the context of the FCJ Vision Statement and the School’s Mission Statement and its aims and objectives, the post includes the following responsibilities:**

1. To exemplify and promote the six FCJ values of excellence, companionship, dignity, justice, hope and gentleness, to demonstrate the Teacher Standards and where appropriate the Standards for Staff on the Upper Pay Spine.
2. To oversee the general academic, spiritual, personal and social development of pupils and Sixth Form students learning in the subjects within the Faculty of Mathematics and to ensure that they receive the support necessary to cope with the demands of the course. This work should be undertaken within the framework of our *FCJ Education: Our Vision and Values* booklet and using the House system with the qualities that the Houses represent.
3. To assist the Head of Faculty by:
* working with subject teachers to design schemes of work with suitable lesson plans and teaching resources which are evaluated on a regular basis
* ensuring that all staff have a timeline for the delivery of topics and monitoring the pace of delivery to ensure that all pupils access the designated curriculum
* ensuring that the materials provided allow differentiation to take place thereby ensuring access to learning for all pupils, including those who have special educational needs or disabilities, and that there is a mechanism for teachers to highlight pupils/students who experience difficulties
* checking that homework tasks are set that they reinforce learning and are available to parents on SIMS Learning Gateway SLG
* ensuring that high quality teaching and learning resources are on the VLE
* scrutinising pupils’ books and other work to ensure that assessment, marking and feedback are of a high standard and consistent across each year group
* ensuring that the assessment spreadsheets have been completed on time by all colleagues
* ensuring that tracking data and annual reports are completed on time by colleagues and of a high quality
* that appropriate intervention is identified and implemented
1. To promote pupil progress by:
* ensuring that robust assessment tasks are set by subject teachers and undertaken by pupils at the agreed time, including end of year examinations, and that the feedback given by teachers has been acted upon by KS3 pupils
* ensuring that subject teachers use assessment data to improve pupil/student performance
* gathering data on KS3 pupils who are causing concern, including any who are identified as having a specific learning difficulties and sharing this information with the Head of Year and Head of Faculty
* ensuring that teachers monitor the progress of all pupil groups, including those pupils identified as having *Exceptional Aptitude* to ensure that outstanding progress is being made and that any pupils falling behind have a programme of intervention prepared and shared with parents
* using SISRA to track the performance of KS3 pupils and requiring teachers to do likewise
* identifying pupils who are capable of exceeding their baselines at GCSE and initiating a programme to maximise their achievement
* to visit Primary Schools, where appropriate and oversee transition KS2 to KS3
1. To promote positive and responsible behaviour by:
* ensuring that pupils and staff understand and follow the school’s *Behaviour for Learning Policy*
* making sure that teachers know how to respond to low level disruption or any type of negative behaviour likely to impact negatively on their progress or that of other pupils
* monitoring the use of the House Points in order to promote a positive atmosphere in which good behaviour and effort are acknowledged
* ensuring that all staff are aware of the health and safety procedures, including fire evacuation routines
1. To generate an interest and enthusiasm for the subject and encouraging subject(s) staff to do likewiseby:
* co-ordinating extra-curricular activities
* promoting competitions
* promoting visits from outside agencies and visits to suitable locations
* promoting special weeks or days when aspects of the subject are highlighted for the whole school
* contributing to enriching the learning environment by providing suitable displays
1. To lead colleagues and support their professional development by:
* devising systems that enable all colleagues to participate in planning and policy making so that each colleague feels valued and included
* ensuring that they contribute to the Suubject Self Evaluation and the Annual Action Plan
* encouraging colleagues to use the Appraisal Policy to improve their practice and thereby make progress up the pay scales
* ensuring that the sharing of good practice is on the agenda for each meeting and that colleagues are encouraged to observe each other
* generating an interest in pedagogy so that a variety of teaching and learning styles can be explored
1. Any other duties as reasonably directed by the Headteacher.

**Other Duties**

1. Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.
2. Staff are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.
3. The school will endeavour to make the necessary adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
4. All staff at Upton Hall School, teaching and support, have a crucial role to play in setting standards. Through a professional, caring and sensitive approach based on mutual respect, we achieve a great deal. In particular, we expect all staff to be committed to our FCJ ethos as we encourage our pupils to use their talents and gifts in the service of others.

**This job description is current at the date shown but, in consultation with the post holder, may be changed by the Headteacher, to reflect or anticipate changes in the job commensurate with the salary and job title.**

**September 2017**