Post Description - Teacher

Post Title:	Teacher	Post Holder	
Learning Faculty:	Maths	Reporting to:	Head of Maths and AHT
Liaising with:	SLT; Maths Department; Learner Support Team	Line Managing:	Not applicable
Post Type:	Permanent	Salary/Grade:	MPS

Safer Recruitment Statement
We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (DBS).

Every member of staff is required to:

- Work towards and promote the vision and the current aims outlined in the Framework for Improving Standards
- Support and contribute to the achievement of the Every Child Matters outcomes
- Support and contribute to the learning organisations responsibility for safeguarding students
- Undertake professional development activities to enhance personal development and post performance
- To maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff

All teaching staff are required to:

A. In fulfilling your general responsibilities you should:

1. **Ethos and Culture.** Contribute positively towards upholding and promoting the ethos and culture of the learning organisation.
2. **Policy and Practice.** Implement relevant policies, procedures and improvement plans.
3. **Self Evaluation and Improvement Planning.** Fully participate, as requested, in the processes of self evaluation and improvement planning.
4. **Professional Standards.** Work consistently at and beyond the professional standards set out for the level at which you are employed with STPCD i.e. Core, Post Threshold, Excellent or Advanced.

B. In fulfilling your Curriculum, Teaching, Learning and Achievement duties and responsibilities you should:

1. **Climate for learning** Ensure that policies in relation to effective learning, student rewards and managing behaviour are implemented to ensure to secure a well ordered and disciplined teaching and learning environment within your learning space(s).
2. **Provision** Provide overall direction for student learning for your teaching groups ensuring that provision is made for students of all abilities, that they are effectively taught and that learning, progress and achievement are evident. Work with other staff in contributing to the total learning of students including extension and enrichment activities.
3. **Curriculum Planning and Development** Follow the principles of the learning organisation's curriculum planning and development framework in preparing, delivering and developing with others (staff and partners) aspects of the curriculum.
4. **Standards** Set and maintain high standards, expectations and aspirations for students ensuring that they are treated with dignity and respect, that they receive appropriate care, guidance, support and recognition.
5. **Planning of Teaching and Learning** Ensure the preparation, planning and delivery of the agreed learning programmes and learning schemes utilising flexible approaches to learning including the application of E learning.
6. **Effective Teaching and Learning** Ensure that teaching and learning meets the needs of learners impacting positively upon student attainment and achievement; that it fulfils as appropriate the demands and requirements of the National Curriculum, the published learning organisation's curriculum models, teacher guides and student guides, external examination specifications and associated policies.
7. **Student performance** Ensure that appropriate challenging attainment targets are set for all your students and monitor their performance in terms of attainment, achievement (both quantifiable value added measures and broader qualitative achievements) and progress.
8. **Monitoring** Using agreed evaluation procedures monitor and self evaluate the quality of your planning,

teaching and learning; and monitor levels of attainment and achievement against individual student targets, whole school targets and nationally recognised benchmarks.

9. **Assessment** Ensure that marking, assessment, recording and reporting practices are both effective and compliant with the learning organisation's policies.

C. In fulfilling your Form Tutor and support duties and responsibilities you should:

1. **Care, Guidance and Support** Provide high quality care, guidance and support for a group of students, fully implementing the learning organisation's philosophy and policy concerning the role of Learning Group Tutor.

2. **Partnership** Actively promote the partnership between the home and the learning organisation through regular contact/meetings with parents/carers and students.

D. In respect of the Learning Environment you should:

1. **Display** Ensure within your learning spaces and adjacent spaces the effective display of student work, artefacts and commercial materials to create a visually stimulating and informative learning environment – liaise with the display coordinator to ensure displays are regularly updated.

2. **Fabric and Furniture** Monitor the use of your learning spaces, adjacent spaces and stairwells to ensure that they are safe, attractive, clean, tidy and well maintained. (Any matters relating to cleanliness, vandalism or graffiti should be reported promptly so that they can be dealt with before matters deteriorate further).

E. In respect of the involvement and participation of partners from Business, Industry, Education and the wider Community you should:

1. **External Partners** Engage people from business, industry, education, parents and the wider community as fully as possible in student learning and the life of the learning organisation.

2. **Impact** Monitor the impact and quality of the contributions from the partners (identified at 1 immediately above) on student learning and their understanding of the wider world.

F. In respect of reviewing and developing your performance you should:

1. **Performance** Actively participate in the Performance Management and Professional Development process. This will include an annual performance review against the framework of your role plus any specific objectives previously agreed. Where appropriate the review may lead to a re-designation of responsibilities in the interests of students, staff and the efficient operation of the learning organisation.

2. **Development** Work collaboratively with the Senior Leadership Team in ensuring that all staff engaged in delivering areas of learning are fully trained and equipped for the purpose.

G. Accountability

1. In the first instance you are accountable to your Line Manager for the above role and for any additional specified responsibilities.

2. Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

General points:

- The learning organisation will endeavour to make any necessary reasonable adjustments to the post and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.
- This post description is current at the date shown below, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the post which are commensurate with the salary and post title.
- This post description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it shall be construed.
- The above responsibilities are subject to the general duties and responsibilities contained in the STPCD.

Postholder:		**Date:**	
Headteacher:		**Date:**	
Last updated:		**16th March, 2018 LF**	

Post Description - Teacher

Information Specific to Department

Joining the Mathematics faculty at Lostock College provides an exciting challenge with a wide range of opportunities to inspire and engage young people in their education. The department increased its three levels of progress this year and now seeks to build on this success by rapidly raising results for all students.

The team you will join is vibrant, exciting and innovative and we are committed to creating a highly stimulating learning environment where students want to learn. We are looking for an inspiring and highly motivated teacher with an outstanding commitment to both mathematics and education; who demonstrates high standards of delivery in a consistent manner and has the drive to raise progress and attainment.

Key Stage 3

In Years 7 and 8, we try to give our students the broadest possible mathematical education to ensure they are in the best possible position for the start of their GCSE courses. In line with the changes to the curriculum at KS3, we aim to develop students thinking and learning skills and their abilities to work in groups. There will also be opportunities to complete investigative project-work.

In the new curriculum, the focus for students is the acquisition of skills; mathematical fluency, mathematical reasoning and problem solving. Targets are no longer described within a levelling system. By the end of key stage 3, students "are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study". Students progression is now decided by not only the understanding of concepts but the ability to solve 'rich' and 'sophisticated' problems.

Key Stage 4

All students will be entered for the Pearson Edexcel examination in Mathematics. There are two levels of entry:

· Higher tier – which leads to grades of   4—9 where 9 is the highest grade
· Foundation tier – which lead to grades 1—5

Students are entered for the examination which suits their own ability level.

The course can be studied over a period of either two or three years, dependent on student needs. During this time, they will study all areas of Mathematics. The areas covered are: Number, Algebra, Ratio, proportion and rate of change, Geometry and measure, Statistics and probability. Each strand incorporates basic skills, detailed understanding and application to real life situations. By the end of the course, all students will have developed their numeracy skills, as well as skills in the application of logic and problem solving.