



GREENWICH FREE SCHOOL

Teacher of Mathematics

Candidate information and role profile

Dear Applicant,

Thank you for taking the time to find out more about Greenwich Free School (GFS). This pack is intended to give you information about the role of Teacher of Mathematics, together with details of the school's vision and ethos, and our aspirations.

At GFS we believe in the centrality of subject disciplines to school life. We encourage cross-curricular knowledge for students, however all our subjects are taught by specialist teachers. We invest heavily in our outstanding Mathematics department which we believe is one of the strongest departments in the country; dedicating 5 hours a week to Mathematics for every student from Year 7 to Year 11, and are involved with a number of high-quality providers, such as Mathematics Mastery, PiXL, Hegarty Maths. Pupils at GFS achieved outstanding GCSE outcomes in Mathematics in 2017 – 36% grade 7-9, 71% grade 5+ (strong pass) and 85% grade 4+ (standard pass.) The Mathematics Progress 8 score was +0.73.

Our intention is not to make teachers jump through hoops or submit intricate lesson plans; we want you to be a subject expert who strives to ensure that every pupil you teach falls in love with your subject, and develops an appreciation as to how Mathematics can enable you to make sense of the world around you. The Mathematics curriculum is designed around the latest pedagogical approaches and is organised in a way where there is clear progression through the key stages. The curriculum is designed so that as a teacher you can focus on the excellent planning and execution of your lessons, as well as providing regular feedback to your students.

Alongside working in a school that values the importance of Mathematics and understands how subject disciplines work, you will also receive high-quality weekly training, and have access to world-class development opportunities, through our partnerships with a wide range of Schools and Universities. You will work with the Head of Department and alongside other members of the team who will provide you with guidance and advice. There is an offer of weekly coaching and feedback to help progress your career.

What makes us unique:

- We put high-quality teaching at the heart of what we do.
- We don't grade individual lessons or ask for lesson plans.

- We have a whole school approach to literacy, including a highly successful morning reading programme. This allows students better access to curriculum content, and enables rapid progress across subjects.
- We are developing a model of low-stakes testing to enable us to move away from written comments in books.
- We have 60mins of staff training every week and offer weekly coaching for every member of staff
- We have a very clear staff progression model, ensuring you receive the support and experiences you need in order to achieve your ambitions
- We have highly structured intervention processes ensuring no child is left behind, yet ensuring they receive a broad and balanced curriculum offer
- We do not remove students from one subject to get extra tuition in another subject - all subjects are equally valuable at GFS.
- We have relationships with some of the best schools in the country, ensuring staff can develop strong external links with expert practitioners
- We have a very strong behaviour code ensuring no lesson time is wasted.
- As we are a small school we are able to build strong relationships with all students and staff in our close knit community
- We run an enrichment model which is embedded into our school timetable, and this allows us to provide a wide range of extra-curricular experiences for our students, without losing any curriculum time.

This role represents a unique opportunity to join a relatively new school with the highest expectations for pupils and staff, and to help shape the school's continued growth as we move towards our second set of GCSE results in 2018. All initiatives are supported by the most recent educational research. The successful candidate will be an excellent practitioner, with drive and determination to become the very best professional they can.

If after reading the enclosed information you would like to apply, please complete the online application for via our recruitment site <https://www.tes.com/jobs/employer/the-greenwich-free-school-1062931> and ensure you include a supporting statement setting out why you feel you are suitable for the role in an evidence-led way that addresses the key requirements of the job.

If you have any queries please contact Victoria Hemmings on 020 8319 3692. If you would like to speak with me directly, please call on the number above. Visits to the school are welcome and please contact Victoria to arrange.

I look forward to receiving your application.

Rhys Spiers

Headteacher



Teacher of Mathematics - Job description.

Job Title: Teacher of Mathematics

Reports to: The Head of Department

Responsible for: Delivering the highest quality learning experiences to pupils in the Mathematics Department

Start date: ASAP

Salary: Main Scale (Inner London) potential performance bonus

Disclosure level: Enhanced

Roles included: Classroom teacher, Form tutor.

Job purpose:

To take a lead role in building the Greenwich Free School into a great school by believing in the centrality of subject disciplines to school life, committing to professional development and acting on feedback, and promoting a love of your subject to every pupil at GFS.

Objectives:

1. To deliver clearly sequenced lessons to pupils to enable them to develop their knowledge and understanding of Mathematics as a disciplinary subject.
2. To support the development of an exciting, engaging, challenging and accessible Mathematics curriculum for each year group that supports pupils to develop a clear understanding of the subject.
3. To take responsibility for proactive personal professional development to build own capabilities continuously.
4. To make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
5. To hold, as an effective Form Tutor, responsibility for and a 'single-view' of each pupil in the tutor group and strive to become a true mentor to every pupil.
6. To epitomise the vision and values of the Greenwich Free School and at all times adhere to the staff code of expectations.

Principal Accountabilities

A PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality, stimulating, engaging and challenging sequences of lessons enable effective learning, whilst covering an appropriate range and depth of subject knowledge and taking into account the level of challenge and support required by each individual pupil. Ensure planned sequences of lessons respond to results of assessment, reporting and monitoring.
2. Facilitate a learning environment that provides every pupil with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an excellent standard of discipline at all times and a classroom atmosphere that is conducive to work.
3. Prepare and present pupils for any internal or public examinations, as directed, in a manner that enables each pupil to achieve his or her potential.
4. Maintain high expectations of your pupils and set them challenging but achievable targets.
5. Understand your responsibilities for pupils with particular needs, including your responsibilities under the SEN Code of Practice. These will include identifying pupils with special educational needs, adapting your teaching accordingly, seeking advice from the SENCO when appropriate, and maintaining adequate records to enable you to feed into whole-school and external reporting.
6. Follow all relevant school and departmental policies in the planning and delivery of lessons.

B ASSESSMENT, REPORTING AND COMMUNICATION

1. Implement the school approach to marking and feedback to inform planning, develop learning and evaluate pupils' progress.
2. Provide developmental oral and written feedback to help pupils reflect upon and improve their work as per the school policy.
3. Make effective and regular use of the school's assessment criteria and reporting procedures to inform planning.
4. Set targets for raising pupil attainment in the context of whole school targets and work towards their achievement.
5. Maintain regular records of pupils' attainment and progress.
6. Prepare and present informative written and verbal reports on pupils' progress to parents in line with GFS policies.
7. Attend parents' evenings and Open Evenings as required.
8. Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
9. Liaise with external agencies about individual pupils as required.

C PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.
6. Support colleagues when working in your teacher learning communities.

D NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
2. Develop strong and positive relationships with pupils.
3. Implement all school policies, including the school's behaviour policy.
4. Contribute to the design and delivery of the school's enrichment curriculum in line with your timetable and the GFS enrichment policy.
5. Model the ethos and vision of the school at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Contribute to the school's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.
8. Help to develop effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at Open Days/Evenings and other events.
9. Establish and maintain effective working relationships with colleagues including support staff.
10. Be familiar with and comply with the School's Health and Safety policies
11. Be responsible for the health & safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere
12. To be accountable, along with every other member of staff, for ensuring that your actions contribute to the following:
 1. **Aspiration:** GFS will support and challenge pupils to aim high and fulfil those ambitions because we believe every pupil can succeed.
 2. **Excitement:** GFS will create an exciting school environment that will engage pupils with learning.
 3. **Challenge:** GFS will provide a stretching and challenging curriculum that will interest pupils and provide them with the skills and knowledge needed to make a valuable contribution to society.
 4. **Expertise:** GFS will provide excellent teaching that will help pupils learn in a way that helps each one of them progress.
 5. **Enrichment:** GFS will provide a rich and varied enrichment programme to help each pupil develop as a rounded, skilled individual and give him or her opportunities to develop passions.
 6. **Community:** GFS will create a community of which its pupils feel a part – that

they care about, and that cares about them.

7. **Discipline:** GFS will provide a calm, secure and stimulating environment of which pupils can be proud.
8. **Leadership:** GFS will provide opportunities for pupils to lead and work as part of a team.

13. Adhere, at all times, to the expectations of teachers at Greenwich Free School, outlined on the final page of this document.
14. Any other duties as required by the Headteacher commensurate with the post.

H FORM TUTOR RESPONSIBILITIES

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
2. Develop strong, trusted, relationships with each tutee to act as his or her mentor.
3. Deliver the Tutor Time curriculum to tutees in tutor time.
4. Implement GFS's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
5. Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
6. Monitor the safeguarding and welfare of tutees.
7. Engage tutees' teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
8. Make specialist staff (SENCO, SDO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
9. Proactively engage parents of tutees and endeavour to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
10. Model the ethos and vision of the school.
11. Keep the form register and monitor patterns of pupil attendance/ absence.

I NOTES

1. All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Deputy Headteacher.

Person Specification

Qualification criteria

- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to at least degree level. • Qualified to teach in the UK. • Qualified to work in the UK. • QTS or equivalent. 	<ul style="list-style-type: none"> • Further professional qualifications. • Experience of teaching A Level in this subject.
Experience	<ul style="list-style-type: none"> • Ability to deliver consistently outstanding lessons in this subject to pupils of all ages and abilities. • Proven record of significantly raising achievement with all groups of pupils across the age and ability range and of helping them achieve impressive examination outcomes. • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. • Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work. 	<ul style="list-style-type: none"> • Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching pupils from backgrounds of socio-economic disadvantage. • Experience of having led and managed a high-performing team, ideally, but not necessarily, in an educational context. • Successful experience of working particularly with high ability or SEN pupils.
Knowledge	<ul style="list-style-type: none"> • Thorough knowledge of the requirements of the National Curriculum in the subject. • An understanding of the ways children learn and how individual needs may be assessed and met. • Good knowledge of current educational developments and initiatives relating to the subject and their implications. • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. • Knowledge & experience of Safeguarding & Child Protection issues. 	<ul style="list-style-type: none"> • Thorough knowledge of Key Stage 4 and Key Stage 5 specifications in the subject. • Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.

Skills	<ul style="list-style-type: none"> • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Ability to plan, monitor, evaluate, review and lead by example. • Sound judgement and problem solving skills. 	<ul style="list-style-type: none"> • A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment. • Competent user of ICT.
Motivation	<ul style="list-style-type: none"> • Willing to be fully engaged in the whole life of the school including extra-curricular activities. • Willing to be a form tutor. • Committed to team work and working collaboratively with colleagues. • Clear vision of what you want to achieve with this department, which is aligned with GFS' core vision and values. • A commitment to the safeguarding and welfare of all pupils. 	<ul style="list-style-type: none"> • Experience of leading successful enrichment and extra-curricular activities which inspire and motivate learners.
Attributes	<ul style="list-style-type: none"> • A clear passion for your subject. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • Personal stamina & energy including a good record of attendance and health. • A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision. 	<ul style="list-style-type: none"> • An entrepreneurial attitude. • A sense of humour!

- **This post is subject to an enhanced DBS disclosure.**
The post holder must be committed to safeguarding the welfare of children.