

**Candidate Pack**

**Teacher of Mathematics**

UTC Leeds

**Contact – Hayley Stewart**

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**Job Description**

**Job Title: Teacher of Mathematics**

**Accountable to: Subject Leader of Mathematics**

**Working Hours: part time 0.6**

**Salary: MPS/UPS**

**Job Purpose**

As a Teacher of Mathematics you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment across all key stages and acutely aware of the strategies required to achieve the highest standards within their subject area.

**Duties and Responsibilities**

The Teacher of Mathematics, working with other members of the UTC Leeds teaching team, will be responsible for the delivery of the following key priorities:

**1. Teaching and learning**

* Deliver outstanding learning experiences, which engage and excite our students.
* Plan and teach well-structured lessons that engage students to learn for themselves.
* Bring the curriculum to life through practical application relevant to the world of work.
* Adapt teaching to meet the needs of groups and individual students.
* Have clear and high expectations of student attitudes; use the Workplace Skills to ensure that students are clear about how they should behave.
* Give students regular feedback and clear targets in order to help them improve.
* Encourage them to reflect on their progress and support them to become successful independent learners.
* Reflect on student learning and own teaching practice to improve future effectiveness.
* Work with colleagues to evaluate teaching, giving and receiving feedback to help improvement.
* Gather feedback from students and respond positively to suggestions for improvement.
* Develop an inclusive and supportive approach so that all young people feel welcome and supported in their learning.
* Set work for classes for planned absence and, where possible, for unplanned absence.

**2. Raising aspiration, achievement and attainment**

* Be accountable for students’ progress and attainment in all classes taught.
* Have high expectations of students in achieving their academic targets, irrespective of background.
* Work with the Subject Leader to use assessment data to set challenging targets for students and to accurately track their progress, with a focus on groups and gaps.
* Use accurate assessment methods to understand and track the progress of every student and design appropriate strategies to support their learning.
* Address the needs and aspirations of each student through personalised learning.

**3. Curriculum expertise**

* Maintain subject expertise across KS4 and KS5 qualifications including Mathematics A Level and Further Mathematics.
* Develop subject expertise, especially in areas with lack of experience or with new qualifications.
* Implement a curriculum in specified subject areas, which meets the needs of all students, is consistent with the UTC’s Vision and Values and fulfils statutory requirements.
* Ensure that opportunities are taken to develop the curriculum to reflect the specialist ethos of the UTC and which prepares young people for their range of future possibilities.
* Ensure that students understand how the curriculum is relevant to the world of work and develops their Workplace Skills.
* Support student development of literacy and numeracy skills throughout their experience.
* Have an attitude of flexibility to teach other subjects with appropriate support and CPD.
* Contribute to a flourishing enrichment programme, which provides a broad and stimulating experience for all students.

**4. Developing the organisation**

* Promote the UTC’s values across staff and students and with business partners.
* Contribute significantly to student recruitment, through attending events in the UTC and elsewhere and promoting the UTC.
* Treat students as young adults, show them respect and earn theirs.
* Promote the Workplace Skills through discussion with students and by demonstrating them in professional approach.
* Contribute to the CPD of other staff using own expertise and seek opportunities to develop personal knowledge and skills.
* Be efficient with resources and mindful of waste to ensure value for money.
* Ensure effective use of all technological and pedagogical resources.
* Work in partnership with parents/carers ensuring that they have full information about the progress of their children and contribute to their learning.

**5. Additional duties**

* Act with integrity and ensure a high standard of care and safeguarding for all our students.
* Comply with health and safety rules and legislation, ensuring the safety of students and staff at all times.
* Provide a highly visible presence to students and colleagues through the day.
* Attend open evenings, parental events, progress review meetings and other dedicated activities, as required.
* Act in compliance with data protection legislation in respecting the privacy of personal information.
* Comply with the principles of the Freedom of Information Act 2000 in relation to the management of UTC records and information.
* Undertake additional duties as may be reasonably directed by the Principal or line manager where they meet the priorities of the UTC.

**Person Specification**

**Evidence from A = Application E = Exercise/Activity I = Interview R = Reference**

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| Category | Essential | Desirable |
| Qualifications | * Honours degree in a teaching subject or equivalent (A) * QTS or QLTS(A) * STEM subject specialism (A) | * Further study or action research on leadership across a school (A) |
| Experience | * Extensive teaching experience in delivering subject(s) relevant to the UTC curriculum (A,I,R) * Track record of high quality teaching leading to outstanding learning (A,I,R) * Able to demonstrate impact of teaching through student progress and attainment (A,I,R) | * Successful experience of innovative partnership working with employers (A,I,R) * Experience of working outside education (A,I,R) |
| Knowledge and Understanding | * Good or outstanding classroom teacher with detailed understanding of pedagogy (A, E, I, R) * Effective assessment for learning strategies (A, I, R) * An understanding of how children learn with evidence to show how this can be effectively translated into classroom practice and have an impact upon the levels of student achievement. (A, E, I, R) * Experience of curriculum developments which personalise learning for students and so maximise achievement (A, I, R) * Experience of how ICT and technology more widely can be used to improve teaching and learning (A, E, I, R) * Understanding of national curriculum change and the impact on your subject (A,I,R) * Ability to design and implement successful schemes of work (A,I,R) * Ability to set robust targets, analyse performance and report accurately (A,I,R) | * In-depth knowledge of subject curriculum at Level 2 and Level 3 (A,I,R) |
| Other skills and abilities | * The ability to relate subject to the world of work (A,I,R) * Excellent interpersonal skills and builds positive relationships with students, staff, parents and industry partners (A,I,R) * Ability to organise, prioritise and meet deadlines (A,I,R) * Communicate well orally and in writing (A,I,R) * Possess the energy and drive to motivate students and inspire learning (A,I,R) * Able to work as part of a wider team with a flexible approach to the role (A,I,R) * Able to respond calmly to challenging situations and demonstrate stamina and resilience (A,I,R) * Willingness to take on responsibilities beyond previous experience (eg new subject areas) with suitable support (A,I,R) * Absolute commitment to the UTC ethos and attitude towards students as young adults (A,I,R) |  |
| Personal qualities | * Honesty, integrity, ability to build trust (A, I, R) * Resilience (A, I, R) * Energy, enthusiasm and the ability to keep things in perspective (A, I, R) * A sense of humour (A, I, R) |  |



**Safeguarding Children and Vulnerable Adults**

### **UTC Leeds has a statutory and moral duty to ensure that the schools functions with a view to safeguarding and promoting the welfare of children and young people studying at the school. The post holder will be required to commit to the school child protection policy and promote a safe environment for children and young people learning within the school.   All posts are subject to enhanced Disclosure and Barring Service check. However, having a criminal record will not necessarily bar you from working with us this will depend on the nature of the position and the circumstances and background of your offences.**

**This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff, visitors and volunteers to share this commitment**

**Equality and Diversity**

All employees of UTC Leeds are required to promote equality and diversity in all aspects of the job.  Specifically, the jobholder will be required to support the School to meet the General Equality Duty under the Equality Act 2010 to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
* Advance equality of opportunity between people who share a protected characteristic and those who do not.
* Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are;  Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy/Maternity Leave, Race, Religion or Belief, Sex, Sexual Orientation.

**Health and Safety**

It is the responsibility of all employees to co-operate with the school management in meeting the objectives of providing a healthy and safe place of work. Therefore, all staffmust carry out their work with reasonable care for the health and safety of themselves and other people. Accidents or near misses must be reported and safe working procedures must always be followed.

1. Duties will inevitably develop and change as the work of the school changes to meet the needs of our service. Employees should therefore expect periodic variations to job descriptions, UTC Leeds reserves this right. This job description will be supplemented on a regular basis by individual objectives derived from school strategies.
2. Where an applicant or existing employee is, or becomes, disabled (as defined by the DDA) and informs the College fully of their requirements, reasonable adjustments will be made to the job description wherever possible.