**Teachers of Mathematics**

**TLR 2 responsibility available for suitable candidate.**

**Positions to suit NQT and responsibility seekers**

Exciting opportunities have arisen to join the Maths department of Neston high school a heavily oversubscribed comprehensive school in Cheshire with an excellent reputation. We are seeking to appoint well motivated and inspiring individuals to join an already enthusiastic and committed team.

The positions would suit those new to teaching as well as those with wider experience as there is an opportunity for further responsibilities for the right candidate. The TLR post would be centred around further development of SOWs, monitoring and assessment procedures in place as well as assisting in enhancing the teaching and learning of the department. We therefore are seeking to appoint an outstanding classroom practitioner who can demonstrate a record of success. Hence the TLR2 salary offered will be negotiable upon background and experience.

Successful candidates would be teaching in a state of the art new building opened in September 2017, have the opportunity to teach up to and including A-level and work within a large secondary school where opportunities to further advance your career are therefore highly likely.

**The successful candidate will be able to demonstrate:**

* Outstanding classroom practitioner
* Strong Mathematical ability
* The ability to raise student achievement and enhance student potential
* The ability to support new initiatives
* The ability to work as part of a team
* Enthusiasm and commitment
* Willingness to develop skills
* Flexibility & camaraderie.

**Key Aspects of the Role**

* To deliver a series of structured and well planned lessons to designated classes.
* To monitor progress within classes in order to raise achievement.
* Following schemes of work and delivering engaging, challenging lessons.

To obtain an application pack please contact Mrs D Edwards at Neston High School on: [edwardsd@nestonhigh.com](mailto:edwardsd@nestonhigh.com) or on 0151 336 3902.

**Closing date for applications: Friday 19th March 2018**

**Interviews will be held: Monday 26th March 2018**

**NESTON HIGH SCHOOL - JOB DESCRIPTION**

**TEACHER OF MATHEMATICS**

**Job Title:** Teacher of Mathematics

**Responsible to:** Head of Mathematics

**OVERALL RESPONSIBILITY**

* To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
* To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
* To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
* Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the *Every Child Matters* agenda and Area Child Protection Procedures.

**SECTION 1 - GENERAL TEACHING DUTIES**

**Teaching and Learning**

1. Manage pupil learning through effective teaching in accordance with the Department’s schemes of work and policies.

2. Ensure continuity, progression and cohesiveness in all teaching.

3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.

4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.

5. Work with EAL/SEND staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.

6. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.

7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.

8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.

9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.

10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.

11. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

**Monitoring, Assessment, Recording, Reporting, and Accountability**

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.

2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.

3. Assess pupils’ work systematically and use the results to inform future planning, teaching and curricular development.

4. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.

5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.

6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

**Subject Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.

2. Keep up-to-date with research and developments in pedagogy in the subject area.

3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.

4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

**Professional Standards and Development**

1. Be a role model to pupils through personal presentation and professional conduct.

2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.

3. Cover for absent colleagues as is reasonable, fair and equitable.

4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School’s policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.

5. Establish effective working relationships with professional colleagues and associate staff.

6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.

7. Maintain a working knowledge and understanding of teachers’ professional duties as set out in the current School Teachers’ Pay and Conditions document, and teachers’ legal liabilities and responsibilities relating to all current legislation, including ‘Every Child Matters’ to implement the Children Act 2004, and the role of the education service in protecting children.

8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils’ education and welfare.

9. Be aware of the role of the Governing Body of the School and support it in performing its duties.

10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.

11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:

* have SEND;
* are gifted and talented;
* are not yet fluent in English.

**Health and Safety**

1. Undergo Basic First Aid training and update courses.

2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

4. Have an understanding of visits’ procedures and the relevant actions to take when planning out of school activities.

**Continuing Professional Development**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.

2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.

4. Implement the use of new technologies that enhance teaching and learning.

5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.

6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.

7. Use ‘gained time’ by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.

8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.

9. Contribute to the professional development of colleagues, especially NQTs and ITTs.

10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

**N.B**: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

**SECTION 2 - ADDITIONAL DUTIES FOR THIS POST**

Any further tasks will be negotiated and agreed at the time of appointment and at annual review though follow the outline on page 1.

These additional tasks are seen as an important part of the School's professional development programme:

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties.

**Personnel Specification – Teacher of Mathematics**

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| --- | --- | --- | --- |
| **Attributes** | **Essential** | **Desirable** | **How Identified** |
| **Qualifications** | Relevant degree  QTS in Maths | Maths Degree | Application Form  Interview |
| **Experience** | Ability to teach Mathematics in Key Stages 3 & 4.  Use of ICT in teaching of Mathematics. | Ability to teach Maths at Key Stage 5. | Application Form  References  Interview |
| **Specialist Knowledge** | Knowledge of current developments in Mathematics. |  | Application Form  References  Interview |
| **Skills** | Good pupil management skills.  Familiarity with ICT in learning.  Outstanding classroom practitioner. |  | Application Form  References  Interview |
| **Attitude** | Commitment to excellence and the achievement of all students.  Commitment to team work.  Enthusiasm, energy and commitment. | Good sense of humour. | Application Form  References  Interview |

**Mathematics Department Aims.**

The department aims to create successful Mathematicians. We want students to enjoy their learning of Mathematics and embrace the range of skills it can develop.

We are developing pathways most appropriate to the needs of our students to support, stretch and challenge them mathematically and developing their problem solving skills for life in the real world. We will do this through an enhanced and flexible curriculum model that allows students the opportunity to study above and beyond their required GCSE courses to add further skills to their portfolio.

We believe Maths plays a critical part across the Whole School Curriculum and as such will work hard to promote its use to other subjects (as either Maths or basic Numeracy).

Maths lessons will be engaging and challenging, educating students not to be able to do, but to be able to think and communicate mathematically to their individual levels of potential.

**About the Department.**

The Mathematics Faculty comprises a team of seventeen teachers, (4 of which are part time) and one teaching assistant dedicated to the maths department. There are twelve teaching rooms in the department.

At present, all students in Years 7 - 10 have eight hours of Mathematics each fortnight on a two week timetable and are taught in two parallel ability bands. Students in the lowest ability groups in year 7, 8 and 9 also have 2 numeracy lessons per fortnight with a view to enhance their key skills and confidence in the manipulation of number. Regular summative assessments are used to review progress and setting arrangements as necessary. The SOW being followed is a 5-year program of study leading towards GCSE examination in year 11.

Lessons will contain the opportunity to solve more open-ended questions in line with the increased focus on application of knowledge and problem solving style of questions in GCSE examinations. At KS4, students are taught in one of six ability sets and work towards the OCR GCSE Mathematics examination. Students are entered for the linear course depending on their individual needs.

At KS5 in Year 13 we have over 20 students who follow the Edexcel A-Level, taking modules in Core Mathematics, Mechanics, Decision & Statistics. There are 30 students following the new AS-Level year 12 course with a view to them completing the full A-Level next year. KS5 students have 6 lessons of pure and 5 lessons of applied per fortnight currently with an aim to increase this to 6 and 6 next year. A-level Further Maths has also been available for study at Neston too and is a course we look to reintroduce.