



Beacon Academy Trust
A COMPELLING VISION FOR SUCCESS

Beacon Campus
Teacher of Mathematics



Closing date: 31st May 2018

Thank you for expressing an interest in becoming a Teacher of Mathematics



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Teacher of Mathematics

INS1 - UPS3

Required: September 2018

Closing date: 31st May 2018

This is an outstanding school. "Exemplary behaviour, mutual respect and a highly inclusive culture are key contributory factors' (*Ofsted 2012*)

We are seeking to appoint a dynamic and inspirational Maths teacher who is ambitious and has a real passion for their subject.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Enhanced DBS (with list checks) is required for this post.

An application form can be found at www.beaconacademytrust.co.uk

Please forward your electronic applications to beasuccess@beaconacademytrust.co.uk

Please note we will not consider your application unless it is completed on the BMAT application form.

If you have any queries regarding the job, please contact the HR Team.

Please note we reserve the right to close or extend this position, therefore we would urge candidates to submit an application as soon as possible.

JOB DESCRIPTION: TEACHER

This Job Description should be read alongside the range of professional duties of teachers as set out in the 2012 School Teachers' Pay and Conditions Document and Teachers' Standards.

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Part One - Teaching	
A teacher must set high expectations which inspire, motivate and challenge pupils	
	Establish a safe and stimulating environment for pupils, rooted in mutual respect
	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Promote good progress and outcomes by pupils	
	Be accountable for pupils' attainment, progress and outcomes
	Plan teaching to build on pupils' capabilities and prior knowledge
	Guide pupils to reflect on the progress they have made and their emerging needs
	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
	Encourage pupils to take a responsible and conscientious attitude to their own work and study.
Demonstrate good subject and curriculum knowledge	
	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
Plan and teach well-structured lessons	
	Impart knowledge and develop understanding through effective use of lesson time
	Promote a love of learning and children's intellectual curiosity
	Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
	Reflect systematically on the effectiveness of lessons and approaches to teaching

	Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
Adapt teaching to respond to the strengths and needs of all pupils	
	Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
	Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
Make accurate and productive use of assessment	
	Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
	Make use of formative and summative assessment to secure pupils' progress
	Use relevant data to monitor progress, set targets, and plan subsequent lessons
	Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
Manage behaviour effectively to ensure a good and safe learning environment	
	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
	Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
Fulfil wider professional responsibilities	
	Make a positive contribution to the wider life and ethos of the school
	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
	Deploy support staff effectively
	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
	Communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two – Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

Showing tolerance of and respect for the rights of others

Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

C. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teacher: Person Specification

This person specification is based on the Professional Teacher standards

Teachers should have met the core standards by the end of their induction period and continue to meet them throughout their teaching career

		Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
1.	Qualified Teacher Status	D	A
2.	Degree	E	A
3.	Demonstrates successful practice as a teacher in a secondary school – qualified or as a trainee	E	A/I/R
Professional attributes			
4.	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	E	A/I/R
5.	Hold positive values and attitudes and adopt high standards of behaviour in their professional role	E	A/I/R
Frameworks			
6.	Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity	E	A/I/R
Communicating and working with others			
7.	Communicate effectively with children, young people and colleagues.	E	A/I/R
8.	Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being	E	A/I/R
9.	Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people	E	A/I/R
10.	Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment	E	A/I/R

11.	Have a commitment to collaboration and co-operative working where appropriate	E	A/I/R
Personal Professional development			
12.	Evaluate their performance and be committed to improving their practice through appropriate professional development	E	A/I/R
13.	Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified	E	A/I/R
14.	Act upon advice and feedback and be open to coaching and mentoring	E	A/I/R
Team working and collaboration			
15.	Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them	E	A/I/R
16.	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	E	A/I/R
Health and well-being			
17.	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people	E	A/I/R
18.	Know the local arrangements concerning the safeguarding of children and young people	E	A/I/R
19.	Know how to identify potential child abuse or neglect and follow safeguarding procedures	E	A/I/R
20.	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support	E	A/I/R
Success and Effects			
21.	Effective time management	E	A/I/R
22.	Achieve challenging professional goals	E	A/I/R
23.	Take responsibility for their own professional development	E	A/I/R
Success and Effect			
24.	personal impact and presence	E	A/I/R
25.	adaptability to changing circumstances and new ideas	E	A/I/R
26.	energy, vigour and perseverance	E	A/I/R

27.	self-confidence	E	A/I/R
28.	enthusiasm	E	A/I/R
29.	intellectual ability	E	A/I/R
30.	reliability and integrity	E	A/I/R
31.	commitment	E	A/I/R
Commitments. Demonstrates the commitment to:			
32.	equal opportunities for all in the school community	E	A/I/R
33.	safeguarding and promoting the welfare of young people	E	A/I/R
34.	maintaining appropriate relationships and personal boundaries with children and young people	E	A/I/R
35.	a professional attitude to the use of authority and maintaining good behaviour.	E	A/I/R