**Job description Teacher of Maths 3i/c of Department**

|  |  |
| --- | --- |
| Responsible to: | Curriculum Team leader |
| Responsible for: | Staff (teachers and support staff) within the Maths team |
| **Core Responsibility** | An expert in subject matters, to work closely with the Curriculum Team Leader (CTL) and colleagues to develop and implement the team priorities to develop “Outstanding learners for Outstanding Futures”. |
| **Pupil Performance Standards**  | To be accountable for the performance of teaching groups in Maths so that all groups of students achieve appropriate levels of progress. 1. Input accurate data, analyse electronic performance data and implement a range of tailored intervention strategies.
2. To coordinate reports on performance in the subject area for internal and external use.
3. To develop standards of teaching to promote good and outstanding progress for all learners.
4. To monitor student welfare and implement the behaviour for learning processes, supporting the development of the House system across the Subject Area.
5. To celebrate success through website entries, displays, newsletters, and contribution to assemblies.
 |
| **Strategic Leadership, Consistency and Communication** | Implement team priorities and whole school systems, policies and procedures, and ensure these are maintained consistently in all aspects of the curriculum area.1. To assist the CTL in the implementation of a shared, corporate vision.
2. To be a positive role model with high standards, promoting teamwork and motivating staff.
3. To operate accountable and developmental routine line management.
4. To undertake Performance Management Review(s).
5. Support the CTL in maintaining high standards of practice across the team, to develop consistency in the use of school systems, policies and procedures.
6. To be involved in the implementation of quality assurance systems, with up-to-date self-evaluation records.
7. Oversee procedures for staff attendance as required.
8. To implement Safeguarding and Health and Safety policies and practices.
 |
| **Outstanding teaching and learning against the national standards** | Being a role model as a teacher, demonstrating excellence in all the national standards, to implement a range of strategies and developmental activities to monitor and improve the standard of teaching and learning.1. To develop and promote strategies for teachers in the Team to use to develop and evaluate their performance against the national standards.
2. Demonstrate a thorough understanding of assessment, levels of progress and use targets, levels/grades in line with internal and external criteria.
3. Keep up to date with developments in pedagogy related to the subject area.
 |
| **A broad, balanced, relevant, exciting, challenging and differentiated curriculum for the 21st century**  | Coordinate the development, planning and delivery of the curriculum in the specified area, using appropriate short, medium and long term planning, and regular monitoring and evaluation.1. Oversee the development of Schemes of work for the specified Curriculum Area, with appropriate pedagogy and best practice, incorporating cross curricular strands
2. To have responsibility for the day-to-day management of courses within the curriculum area, including the organisation and communication of rotas, schedules and changes as appropriate to colleagues (including non-specialist teachers) and SLT, and the setting of work for absent staff.
3. Develop the provision for careers guidance (IAG) in the curriculum area.

***Across the team, a colleague will take on responsibility for each of whole school literacy, curriculum, numeracy, SEND, G&T, SMSC.*** |
| **Effective resource management** | Assist with the management of teaching and support staff, financial and physical resources within the curriculum area.* To develop the learning environment linked to the subject area.
* To assist the Curriculum Team Leader in the effective management of the available resources of space, staff, money and equipment.
 |
| **Focus area and professional development** | Develop expertise and lead the Team in an aspect of Team or whole school improvement. |

Other responsibilities

* Undertake the professional duties of a teacher, as set out in the current School Teacher’s Pay and Conditions Document (STPCD).
* Deputise for the Curriculum Team leader in their absence.
* Actively contribute to day-to-day running of the Team e.g. attending meetings, induction and mentoring of colleagues (including trainee teachers), setting of work for absent colleagues, and promotional events as required.
* To play a full part in the life of the school community, to support its distinctive Christian mission and ethos and to encourage and ensure staff and students to follow this example.
* To participate in the interview process for teaching posts and in the school’s ITT, NQT and other staff development programmes as required.
* Other duties as reasonably requested by the headteacher.

Personal Responsibilities

* Work to a high professional standard and observe confidentiality as appropriate.
* Comply and assist with the development of policies and procedures and report all concerns to an appropriate person.
* Set an example to students in all aspects including professional dress, presentation.
* Be prepared to work flexibly, both in and out of the pupils’ school day.
* Participate in training and development appropriate to this post, and participate in the school’s Appraisal and CPD programmes.
* Promote the overall work and ethos of the school.

NOTES

1. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it should be so construed. In allocating time to the performance of duties and responsibilities the post holder must use Directed Time in accordance with school policy and have regard to the relevant clauses in the Teacher’s Conditions of Employment document for the current year. The job descriptions are subject to annual review.
2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed form time to time and it may be subject to modification or amendment after consultation with the holder of the post.

**Person Specification**

Post: Teacher of Maths3 i/c of DepartmentApplication deadline: 19th July 2017

In your application, please demonstrate how you meet these criteria.

|  |  |  |  |
| --- | --- | --- | --- |
| Attributes | Essential | Desirable | How Identified |
| Qualifications | 1. Degree, teaching qualification in the specified subject area.
2. Recent record of appropriate in-service training
 | * Higher level degree, further educational qualifications
 | A |
| Work Related Experience and Associated Skills | 1. Successful classroom experience across the 11 – 16 range, demonstrating excellent student progress against targets at all levels.
2. Commitment to the role of the Form tutor.
3. Experience of being a team player, of taking a lead role in a team, with good people skills and evidence of the impact of these on raising staff performance.
4. Experience of the performance management and pay progression process.
5. Experience of leading developments in teaching and learning, with demonstrable impact, demonstrating strategic planning and task completion.
6. Experience in the use of ICT and data to monitor and raise achievement.
7. Promotion of school ethos, including participation and or coordination of extra-curricular and whole school activities.
 | * Successful classroom experience across the 11 – 18 range, demonstrating excellent student progress against targets at all levels.
* Contribution to or leading whole school improvement work, including INSET, with demonstrable impact.
* Collaboration with feeder schools, partner schools and partners.
* Evidence of good progress against targets of any taught groups who have recently completed external qualifications e.g. GCSE and A Level.
 | A/L/LO/I/R |
| Personal Skills/Specialist Knowledge | **Learning & Teaching:**1. Demonstrate good and outstanding classroom practice against the national standards in both formal and informal observations.

**Leading People:**1. Being a strong team player, with the skills to motivate and inspire staff to be involved in change and school improvement.
2. An understanding of how Christian values translate into outstanding education, and examples of how personal values have impacted on development.
3. Understanding the balance of whole school and subject based priorities.
4. Having the confidence to lead other team members in school improvement.
5. Understanding “outstanding performance” and have ideas and creativity to move from “good” to “outstanding”.
6. Ability to line-manage staff giving meaningful feedback to them, in order for them to improve.

**Decision making:**1. To think decisively and plan strategically, promoting an appropriate, corporate balance of whole school and subject based priorities.
2. Have good judgment in decision making, knowing when to delegate and consult senior staff, maintaining confidentiality.
3. Be creative in anticipating and solving problems, addressing team and whole school priorities.
4. To use comparative data to make judgments and make decisions.

**Communication:**1. Obvious passions for Mathematics.
2. Confident and competent in the use of ICT, literacy and numeracy to enhance learning, monitor progress and communicate, and in the use of complex performance data and intervention strategies.
3. Effective communication skills with students, parents and adults, negotiation, consultation and conflict resolution.
4. Effective communication with staff in other school teams such as pastoral, special needs and associate staff teams.

**Self-Management:**1. Self-critical, awareness of own strengths and development targets, and professional development requirements.
2. Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably.

**Learning Relationships:**1. Have the ability to set and maintain high standards, and respond to feedback.
2. Excellent subject knowledge, planning and delivery, classroom management and assessment practice.
3. Understand the principles of outstanding learning, independent learning and intervention.
4. Be a role model, promoting the school’s values.
5. Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people.
 | * Demonstrate outstanding classroom practice against the national standards in both formal and informal

 observations. | L/LO/I/R |
| Personal Qualities | 1. Professional, enterprising, personal impact.
2. Outgoing, warm personality, approachable, inclusive.
3. Positive, adaptable.
4. Energetic and enthusiastic.
5. Self-motivated, self-confident, reliable.
6. Calm under pressure, emotionally intelligent.
7. Sensitivity, fairness, tact and discretion.
8. Commitment, generosity of spirit.
 |  | I/R/L |
| A = Application L = Letter I = Interview LO = Lesson Observation R = Reference P = Presentation |

**Crompton House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**An enhanced DBS check is required for all successful applicants.**