

**The Post: Maths Teacher**

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| **Salary** | Main Pay Scale |
| **Contract type and term** | Full-time, permanent |
| **Start date** | 1September 2018 |

We seek to appoint a well-qualified, enthusiastic and energetic Teacher of Maths to join our hardworking and successful department at Manor CE Academy. The ideal candidate will be focused on high quality teaching in Maths at key Stage 3 and 4, and have a passion for working with young people. This post would be suitable for newly qualified or more experienced teachers. The successful candidate will be:

* able to inspire and motivate learners and students
* able to work collaboratively with the department and wider school staff
* committed to raising standards of learning for all
* focused on improving teaching and learning
* a creative and innovative thinker
* a team player with excellent interpersonal and communication skills
* committed to improving levels of participation and performance in extra-curricular activities
* keen to engage in their own continuous professional development
* Manor CE Academy is committed to safeguarding and the process of safer recruitment. As a result, this post is subject to an enhanced Disclosure and Barring Service check. Candidates who return their application electronically will be expected to sign the declaration if they are shortlisted. All shortlisted candidates will be expected to prove their identity and bring a copy of their current DBS certificate. The successful candidate will be expected to show original copies of qualifications and further proof of their identity.

**The Maths Department**

We are a committed, innovative and highly successful team of eight specialist mathematicians, supported by a number of other teaching staff. Our summer 2017 progress 8 score of +0.47, combined with 85% of our students attaining a Grade 4 or above, makes us the highest-performing Maths department in the city of York as well as placing us in the top 15% of schools nationally. The department occupies five full sized classrooms plus a seminar room for smaller groups, all equipped with PCs and projectors.  We share a workroom, which becomes a place for the team to congregate during breaks, fostering an extremely supportive, constructive and friendly atmosphere.  Several of the Maths team have other roles within the school including an Assistant Principle, a Head of Year and two Teaching and Learning group leaders. The extra skills and expertise that these colleagues bring to the department help the whole team to develop and grow as excellent Maths teachers.

In Key Stage 3, all students follow a varied Mathematics curriculum covering a wide of Number, Algebra, Geometry, Ratio and Data topics.  The GCSE curriculum starts in Year 9 and follows five distinct pathways based on mathematical ability, each leading to the final Edexcel 9-1 GCSE exams. The most-able students also study the AQA Further Maths course alongside their normal GCSE. As a team we are looking to continually deepen our students’ understanding of the subject and to improve our delivery of the course through sharing best practice and continued professional development. All members of the team have the opportunity to develop their own practice through attending outside training courses, undertaking in-house training and through discussion and collaboration with one another. We encourage this collaboration with an open-door policy and with our use of peer-walkthroughs so that every member of the team has the chance to observe each other in action. Our curriculum is continually developing and improving. It is carefully structured and well-resourced, yet allows staff freedom to follow their passions, preferences and professional instincts in the classroom. Learning is at the heart of everything we do and we believe that high-quality maths teaching is the key to achieving the best outcomes for our students.

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| **Application Process**  **Closing Date: Wednesday 18th April 2018**  **Interview Date: interviews will take place during the week beginning 23rd April 2018**  The application form can be downloaded from the website [www.manorceacademy.org](http://www.manorceacademy.org) Please complete this and return it to the school.  Email applications are welcome. Please return electronic applications to [s.metcalfe@manorceacademy.org](mailto:s.metcalfe@manorceacademy.org) or by post.  For an informal discussion, please contact  Mr Andy Stubbs, [a.stubbs@manorceacademy.org](mailto:a.stubbs@manorceacademy.org).  Telephone: 01904 798722 |

**Teaching Responsibilities and Job Description**



**The Teachers’ Standards apply to:**

1. trainees working towards QTS;
2. all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
3. teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

[**https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/301107/Teachers\_\_Standards.pdf**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf)

The generic teachers’ job description applies to all teachers regardless of the stage of their career. As a teacher’s career progresses they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work. Teachers’ Standards. This job description has the Standards at its core. See the appendix for the Person Specification.

**PART ONE: TEACHING**

1. Set high expectations which inspire, motivate and challenge learners and students
2. Promote good progress and outcomes by learners and students
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all learners and students
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

**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.

• Teachers uphoId public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. treating learners and students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
2. having regard for the need to safeguard learners and students’ well-being, in accordance with statutory provisions
3. showing tolerance of and respect for the rights of others
4. 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
5. ensuring that personal beliefs are not expressed in ways which exploit learners and students’ vulnerability or might lead them to break the law.

• 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.

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

**Main Teaching Duties**

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| 1. **Set high expectations which inspire, motivate and challenge learners and students** |
| • **establish a safe and stimulating environment for pupils, rooted in mutual respect**   |  | | --- | | 1. **Promote good progress and outcomes by learners and students** | | • **be accountable for pupils’ attainment, progress and outcomes**  **• be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these**  **• 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** | | 1. **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**  **• 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.** | |

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| 1. **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).** |

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| 1. **Adapt teaching to respond to the strengths and needs of all learners and students** |
| **• 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.** |

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| 1. **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** |

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| 1. **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.** |

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| 1. **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** |

**Notes**

1. Other duties will be required as and when necessary to the post from time to time. The job description is current at the date shown but, in conjunction, with the post-holder, may be revised by the Principal to reflect and anticipate changes in the job that are commensurate with the grade and job title. Such variations that are made to the duties and responsibilities will not change the general character of the post. These will be as specified in the School Teachers’ Pay and Conditions Document.
2. Advise the School of any disability you may have or develop so that the School can endeavour to make any necessary reasonable adjustments to the job and the working environment.
3. The post holder must carry out their duties with full regard to equal opportunities and act in compliance with data protection law in respectingthe privacy of personal information held by the School.

**Subject Teacher Person Specification**

I: Interview, R: Reference, A: Application Form

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| **Characteristics** | **Essential** | **Desirable** | **Evidence** |
| Qualifications | Qualified Teacher or NQT  Graduate with relevant degree | Evidence of continuous professional development  Willingness to undertake further professional development | A  I |
| Experience and Knowledge | High level of specialist subject knowledge  Successful teaching experience | Ability to teach more than one subject  Knowledge of core standards for teachers and how they apply in practice  Willingness to contribute to the wider life of the school | A, I  R, I  I, R  A, I |
| Vision and Values | Commitment to comprehensive, inclusive, community education in a CofE Academy.  Commitment to safeguarding and protecting children and young people  Passion for own subject specialism/excellence |  | A, I  I  R, I |
| Skills | Ability to motivate learners of all abilities to learn and to make good progress  Good oral & written communication skills  Ability to listen & respond to young people establishing excellent relationships with them  Ability to analyse data effectively and use data to set clear, challenging targets  Ability to use ICT for planning, teaching, organisation and assessment purposes  Ability to plan consistently, creatively and effectively to support excellent progress  Very good classroom management  Ability to reflect upon own practice & respect the contribution of others  Ability to work effectively as part of a team | Ability to use e-technologies effectively | R, I  A, I  A, I  I, R  R  R, A  I  I, R  R, A |
| Other | Good sense of humour and positive attitude  Excellent role model to learners & students  Good health and attendance record  Ability to organise learning resources and accommodation efficiently | Knowledge of the 2017 onwards GCSE Maths examination requirements. | I  R, I  R  R |

***Please note the assessment process will include an assessment of the candidate’s suitability to work with children and young people.***