The Holy Trinity
Church of England Secondary School

Post Title: Teacher of Maths M1-M6

Purpose of the role: To teach all Key Stages across the curriculum or as required by current Timetable
Grade: Main Scale 1-6
Responsible to: Team Leader**:**
Conditions of Service: Reference should be made to: the School Teachers' Pay and Conditions Policy, including the specific provisions referred to in this job description: to the National Professional Standards for Qualified Teacher Status published by the DfE and the HTS Career Descriptors publishes in the vacancies section on the school's website

This generic job description is not intended to be comprehensive. It will be reviewed annually but may need to be modified in the interim following negotiation.

Responsibilities and accountabilities

- To extend the leadership of the Head teacher
- To meet the core professional teacher standards.
- To teach all Key Stages across the curriculum or as required by current Timetable
- To act as a Form Tutor
- To carry out regular duties as per the rota.

OUTCOMES

Attainment

Know and be well informed of assessment requirements and arrangements for the subject area taught including those relating to public examinations and qualifications.

Know how to use local and national statistical information to evaluate the effectiveness of teaching and learning.

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.

Quality of students learning and progress

Ensure that the quality of student's learning and progress is at least satisfactory as demonstrated through lesson observations, work sampling, student focus groups.

Demonstrate that students acquire knowledge, develop understanding and learn and practise skills well and therefore they seek to produce their best work and show an interest and enthusiasm for the learning of the subject.

Know how to use and adapt a range of teaching, learning and behaviour learning strategies, in order to personalise learning to provide opportunities for all learner to achieve their potential.

Have teaching skills which lead to learners achieving relative to their prior attainment making their progress, as satisfactory as or better than, similar learners nationally.

Student Behaviour
Have high expectations of students including a commitment to ensuring that they can achieve their full potential.

Establish a fair, respectful, trusting, supportive and constructive relationship with students.

Demonstrate that student behaviour makes and strong contribution to good learning in lessons by students showing that they respond to school and teacher expectations, and they behave in a considerate way towards one and other.

Commit to safeguarding and the promotion of welfare and equal opportunities amongst all students and colleagues.

Where necessary to resolve conflict between students and staff and empower students to use appropriate strategies to settle differences.

PROVISION
Quality of Teaching and Assessment

To ensure that teaching promotes good learning, progress and enjoyment for all students by:

- Having high expectations of all students and ensuring that effective support is given to accelerate the progress of any student who is falling behind their peers.

- Having a developed knowledge and understanding of the subject, including how learning progresses within it.

- Demonstrating a range of teaching styles and activities which sustain students' concentration, motivation and application

- Using time, resources, technology and other adults to contribute to the quality of learning.

- Having a sound subject knowledge which is used to inspire students and build their understanding.

- Planning lessons which are linked to current assessment of students' prior learning, and are differentiated in order to consolidate, build upon and extend learning for all students.

- Using effective questioning techniques which gauge students' understanding and reshape explanations and tasks where this is needed

- Assessing students' progress accurately, both orally and through marking and to allow students to make good progress.

Working individually and with colleagues to ensure that schemes of work and lesson planning is well organised, imaginative and builds in opportunities for learning and a broad range of experiences which contribute well to students' development and well-being.

Contributing to cross-curricular provision including literacy, numeracy and ICT.

Contributing to curriculum enrichment opportunities.

Being prepared, in consultation with your Line Manager, to adjust curricular provision to meet the needs of students effectively.

Leadership and Management

Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework in which they work.

Promote effective and productive working relationships within the school community

Contribute to Department and whole School Self Evaluation by providing regular feedback on successes, areas for development or concerns.

Have a commitment to collaboration and cooperative working.

Demonstrate a commitment to Holy Trinity's ethos, values and strategic intentions

Contribute to the production, implementation, monitoring and evaluation of the subject development plan in line with the school priorities.

Provide regular feedback to line management in a way which allows for effective communication and dissemination, promotes good practice and, if necessary, addresses under performance.

Take responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.

Participate in professional development opportunities.

Support quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency and quality in teaching and learning.

Key Skills

Ambition and commitment to improvement

A good role model for pastoral care, classroom practice and behaviour management.

Good time management, flexibility and adaptability

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The Holy Trinity Church Of England Secondary School is committed to safeguarding and promoting the welfare of children and young people and we cooperate with other agencies and initiatives at local and national level. We expect all staff and volunteers to share this commitment. Any successful job applicant will be required to undertake a Disclosure & Barring service check (formerly known as Criminal Records Bureau check) at an enhanced level, in line with all schools across West Sussex.

The Holy Trinity
Church of England Secondary School

Post Title: Teacher of Maths UPR

Purpose of the role: *To teach all Key Stages across the curriculum or as required by current Timetable*
Grade: UPR **Responsible to:** Team Leader**:**
Conditions of Service: Reference should be made to: the School Teachers' Pay and Conditions Policy, including the specific provisions referred to in this job description: to the National Professional Standards for Qualified Teacher Status published by the DfE and the HTS Career Descriptors publishes in the vacancies section on the school's website

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Responsibilities and accountabilities UPR 1/2/3

- To extend the leadership of the Head teacher
- To meet the National professional teacher standards.
- To demonstrate and promote consistently good or better teaching and learning
- To make a sustained and substantial contribution to and impact on Student outcomes, teaching and learning and school improvement
- To teach all Key Stages across the curriculum or as required by current Timetable
- To act as a Form Tutor
- To carry out regular duties as per the rota.

OUTCOMES

Attainment & Standards UPR 1/2/3

Have extensive knowledge and well informed understanding of assessment requirements and arrangements for the subject areas taught including those relating to public examinations and qualifications.

Know how to use both local and national statistical information to evaluate the effectiveness of teaching and learning.

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.

Have up to date knowledge and understanding of the different types of qualification and specification and their suitability for meeting learner's needs, including those in vulnerable groups.

Quality of students learning and progress UPR1/2/3

Ensure that the quality of pupil's learning and progress is at least good as demonstrated through lesson observations, work sampling, student focus groups.

Demonstrate that pupils acquire knowledge, develop understanding and learn and practise skills well and therefore they seek to produce their best work and show an interest and enthusiasm for the learning of the subject.

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour learning strategies, in order to personalise learning to provide opportunities for all learner to achieve their potential.

Have teaching skills which lead to learners achieving well relative to their prior attainment making their progress, as good as or better than, similar learner nationally.

Student Behaviour UPR1/2/3

Have high expectations of pupils including a commitment to ensuring that they can achieve their full potential.

Establish a fair, respectful, trusting, supportive and constructive relationship with pupils.

Demonstrate that pupil behaviour makes and strong contribution to good learning in lessons by pupils showing that they respond to school and teacher expectations, and they behave in a considerate way towards one and other.

Commit to safeguarding and the promotion of welfare and equal opportunities amongst all pupils and colleagues.

Where necessary to resolve conflict between pupils and staff and empower pupils to use appropriate strategies to settle differences.

PROVISION

Quality of Teaching and Assessment UPR1/2/3

Ensure that teaching promotes good learning, progress and enjoyment for all pupils by:

- Having high expectations of all pupils and ensuring that effective support is given to accelerate the progress of any pupil who is falling behind their peers.

Having a developed knowledge and understanding of the subject, including how learning progresses within it.

- demonstrating a range of teaching styles and activities which sustain pupils' concentration, motivation and application

- Using time, resources, technology and other adults appropriately to contribute to the quality of learning.

- Having a sound subject knowledge which is used to inspire pupils and build their understanding.

- Planning lessons which are linked to current assessment of pupils' prior learning, and are differentiated in order to consolidate, build upon and extend learning for all pupils.

- Using effective questioning techniques which gauge pupils' understanding and reshape explanations and tasks where this is needed

- Assessing pupils' progress accurately, both orally and through marking and to allow pupils to make good progress.

Working individually and with colleagues to ensure that schemes of work and lesson planning is well organised, imaginative and builds in opportunities for learning and a broad range of experiences which contribute well to pupils' development and well-being.

Being prepared, in consultation with your Line Manager, to adjust curricular provision to meet the needs of students effectively.

Contribute to cross-curricular provision including literacy, numeracy and ICT.

Contribute to curriculum enrichment opportunities.

Leadership and Management UPR1/2/3

Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework in which they work.

Make a significant contribution, where appropriate, to implementing workplace policies and practices and to promote a collective responsibility for their implementation.

Promote effective and productive working relationships within the school community

Contribute to Department and whole School Self Evaluation by providing regular feedback on successes, areas for development or concerns.

Commit and promote collaboration and cooperative working.

To contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practise, and providing advice and feedback.

Lead on or contribute significantly to improvement projects and initiatives at departmental or whole school level (UPS2)

Lead on improvement projects and initiatives at departmental, whole school, or community level (UPS3)

Demonstrate a commitment to promoting and developing Holy Trinity's vision, ethos and strategic intentions

To contribute to the production, implementation, monitoring and evaluation of subject development plan in line with the school priorities

To provide regular feedback to line management in a way which allows for effective communication and dissemination, promotes good practice and, if necessary, addresses under-performance.

To take responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.

To participate in professional development opportunities.

To support quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.

Key Skills

Ambition and commitment to improvement

A good role model for pastoral care, classroom practice and behaviour management.

Good time management, flexibility and adaptability

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