Teacher of Mathematics

Job Purpose

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| The primary responsibilities of this post are to plan a programme of study for students in Years 7-13 that meets the learning aims of the school. Support the development of a vibrant maths programme for students aged 7-11.Deliver the programme to all students across the age range in order that students may make outstanding progress in their learning journey.Ensure the Self Directed Learning philosophy of the school is presented in an age appropriate manner to all studentsRegularly assess progress in order to support and challenge the learning journeyLead a Vertical Mentor Group consisting of students aged 7-13 or 14-18 |

Safe Guarding

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| The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.This post is subject to enhanced DBS Disclosure and were appropriate overseas checksThe successful candidate will share the whole school commitment for safeguarding and promoting the welfare of children. |

Accountabilities and Principal Contacts

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| Receive direction from and be accountable to the Headteacher, via the Heads of Lower and Upper Schools, for the education experience, progress and achievement of the students across the age rangeMain contacts are with students, LSAs, teachers and parents |

Job Description

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| Planning* Plan learning activities to support, stretch and challenge students of all abilities
* Provide opportunities for students to develop the skills of a Self-Directed Learner
* Plan within teams and across phase to ensure high quality outcomes for all students
* Ensure all plans cover the programmes of studies for the appropriate examinations within the subject

Teaching* Teach a range of courses at an age appropriate level up to and including GCSE and A Level
* Provide this teaching through varied strategies, including coaching and use of learning technologies.
* Demonstrate a strong classroom ethos including management of learning and behaviour
* Guide and develop the work of Learning Support Staff
* Ensure that learning is supporting the development of SDL skills

Assessment* Assess monitor and track the learning of students in the areas of attributes, skills and knowledge.
* Use Gap Analysis to identify small steps to greater student progress
* Use coaching as the method of student / teacher dialogue
* Reporting to parents

Mentor* To lead a vertical mentor group
* To develop learning relationships with students through regular 1:1 sessions
* To take and hold an overview of children’s learning and monitor their progress across the curriculum.
* To coach each mentee through the curriculum
* To build strong learning relationships with the students in the mentor group
* To be the first line of support for students in the group
* To help deliver the active PSHEE programme in the school
* To lead activities in the enrichment programme
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Continued Professional Development

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| * To take responsibility for your professional development
* To provide professional development opportunities for others
* To develop coaching skills
* To develop the pedagogy and skills required to deliver SDL
* To provide evidence of impact of professional development on student learning and progress
* We encourage innovative practice and to learn from taking risks

As an education group we are committed to Continued Professional Development and therefore we are able to offer 15 days per year of professional development opportunities, through school and our Teacher Academy. |

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| Role Requirements | Essential | Desirable |
| Qualified Teacher Status |  |  |
| Subject Specific Qualification |  |  |
| Experience of teaching across the secondary age range |  |  |
| Experience of programmes of study and or experience of teaching students at KS2 |  |  |
| Evidence of delivering good outcomes for students |  |  |
| Experience of teaching another subject |  |  |
| Good ICT skills |  |  |
| Evidence of suitability to work with children |  |  |
| Evidence of developing good student learning relationships |  |  |
| Demonstrable Knowledge of Safeguarding |  |  |