# JOB DESCRIPTION

## Teacher of Maths

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| **REPORTS TO:** | Head of Faculty |
| **PAYSCALE:** | Unqualified Scale Point 1 – Leadership Scale Point 5 (£17,718 - £44,547 per annum) |
| **LOCATION** | Epping St John’s C of E School |
| **TERMS:** | You will be required to meet the general requirements of this post as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Head Teacher and Heads of School. |
| **CONTRACT:** | Permanent, Full time |

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| **PUPOSE OF THE JOB:**   * Teachers make the education of their pupils 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 interest of the students.   **LIAISON WITH:**   * The post-holder will be expected to network and liaise with the Head of Faculty, Faculty Team, Teaching / Associate Staff, School Representative, External Agencies, Students and Parents. |

**Oversight of:**

* Students’ attainment, progress and outcomes.

**Specific Responsibilities**

* To teach Maths across the 11 – 16 age range, including GCSE under the direction of the Head of Faculty.
* To participate in the development of appropriate schemes of work, taking specific responsibilities in some areas.
* To assess and report on students’ attainment and progress in KS3 and on GCSE grades and progress in KS4.
* To teach to the requirements of the National Curriculum programme.
* To be a form tutor to an assigned tutor group and to carry out related duties.
* To carry out a share of supervisory duties.
* Communicate effectively with parents with regard to students’ achievements and well-being.
* Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
* 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 a clear understanding of the needs of all students, including those with special education 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.
* To impart knowledge and develop understanding through effectives use of lesson time.
* To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
* Understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

**Main Expectations of the role**

* Being aware of students’ capabilities, their prior knowledge, and plan teaching to build on these.
* Guide students to reflect on the progress they have made and their emerging needs.
* Demonstrate a clear understanding of appropriate teaching strategies.
* Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students’ education at different stages of development.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Encourage students to take a responsible and conscientious attitude to their own work and study.
* Establish a safe and stimulating environment for students, rooted in mutual respect.
* Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
* Promote a love of learning and children’s intellectual curiosity.
* Support strategies to promote high standards of behaviour.
* Manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them.

**Additional duties:**

* To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
* To develop a calm learning atmosphere by completing lunch duties each week as required by the Executive Head or the Co-Heads of School.
* To support student progress by completing one homework club session after school each week as required by the Executive Head of Co-Heads of School.

**Other specific duties:**

* To continue personal development as agreed.
* To assist with the carrying out of risk assessments as appropriate
* To ensure that Health and Safety policies and procedures are followed
* To actively engage in the performance review process.
* To undertake any other duty as specified by the Executive Head or the Head of School not mentioned in the above
* To comply with the School’s Health and Safety Policy and undertake Risk Assessments as appropriate.
* To be aware of and work in accordance with the school’s child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Executive Head & Co-Heads of School to carry out appropriate duties within the context of the job, skills and grade.

###### **General responsibilities common to all members of staff**

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

BMAT Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

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|  | **Person Specification – Teacher of Maths** | | |
|  |  | **Essential** | **Desirable** |
| **Qualifications and documentation** | Honours Degree  Qualified Teacher Status in subject area relevant to the Faculty Enhances DBS & validated references  Eligibility to work in the UK  Evidence of further professional development relevant to the post | X  X  X  X | X |
| **Experience** | Proven record as an outstanding teacher with a proven track record of securing outstanding outcomes for students over the last three years  Experience of leading, managing and supporting activities in a classroom environment  Experience of working with children and young people | X | X  X |
| **Knowledge** | An understanding of the expectations Ofsted Framework regarding effective teaching & learning  Good knowledge of Microsoft Office  Knowledge of curriculum  Understanding of assessment issues, including the practical use of data in planning and raising standards  Understanding of safeguarding requirements  Understanding the qualities of good teaching, effective learning and how these can be applied to raise student attainment. | X | X  X  X   X  X |
| **Skills / Competencies** | Ability to relate well to children and adults  Ability to work independently and manage workload  Ability to communicate effectively to colleagues, students and parents  Ability to form and maintain appropriate relationships and demonstrate personal boundaries with children and young people  Attention to detail  Can maintain and actively promote high standards of student behaviour  Discretion, tact and diplomacy  Good numeracy/literacy/ICT skills  Work constructively as part of a team, follow instructions, understand roles and responsibilities | X  X  X  X  X  X   X  X  X |  |
| **Personal Qualities** | **Characterised as:**  A belief in the ability of children and young people to achieve and to overcome obstacles to their learning  A high level of personal integrity  Highly motivated and inspirational in the classroom  Committed to safeguarding children  Commitment to the overall success of the school  Calm under pressure and flexible in approach  Emotionally intelligent and self aware  Positive attitude to use of authority and maintaining discipline  Enjoys working in new and challenging situations  Reliable and trustworthy  Proactive, enthusiastic, optimistic and innovative  Flexible and adaptive approach to work  Professional working attitude | X  X  X  X  X  X  X  X  X  X  X  X  X |  |