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| **Post title** | Mathematics Teacher |
| **Line manager/s:** | Head of Mathematics |
| **Supervisory responsibility:** | The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |

# Main purpose of the job:

* Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
* Be responsible and accountable for achieving the highest possible standards in work and conduct
* Be able to teach Mathematics from upper Key Stage 2 to Key Stage 4.
* Support in writing subject schemes of work that meet school and syllabus requirements, including long, medium and short-term plans and ensuring that they provide effective guidance to support good teaching and learning, and pupil progress.
* Treat pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher’s professional position.
* Work proactively and effectively in collaboration and partnership with learners, parents/carers, proprietors, other staff and external agencies in the best interests of pupils
* Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document (2020) and Teacher Standards*
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school

# Duties and responsibilities

Teachers should also have due regard to the Teacher Standards. Teachers’ performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

## Teaching

* Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
* Be accountable for the attainment, progress and outcomes of pupils’ you teach
* Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiation appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
* Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
* If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g., systematic synthetic phonics
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment
* Make accurate and productive use of assessment to secure pupils’ progress
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
* To develop the classroom environment and your methods of teaching in line with the current thinking and practice including through liaison with the school team and external agencies.
* Participate in arrangements for examinations and assessments

## Behaviour and Safety

* Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
* Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
* Have high expectations of behaviour, promoting self-control and independence of all learners
* Carry out playground and other duties
* Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## Team working and collaboration

* Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
* Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
* Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
* Cover for absent colleagues

## Fulfil wider professional responsibilities

* Work collaboratively with others to develop effective professional relationships
* Deploy support staff effectively as appropriate
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate
* Communicate and co-operate with relevant external bodies
* Make a positive contribution to the wider life and ethos of the school

### Administration

* Register the attendance of and supervise learners, before, during or after school sessions as appropriate
* Participate in and carry out any administrative and organisational tasks

#### Professional development

* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
* Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
* Proactively participate with arrangements made in accordance with the [Appraisal Regulations](https://www.gov.uk/government/publications/teachers-standards-appraisal-regulations-and-pay-reform)

**Other**

* To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
* Perform any reasonable duties and extracurricular activities as required in an independent boarding school and as requested by the headteacher

#### Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Mathematics teacher - Person Specification

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| **Education and Qualifications** | **Criteria** | **Assessment** |
| Qualified teacher status | **E** | **A** |
| Relevant University Degree | **E** | **A** |
| Evidence of CPD | **D** | **A** |

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| **Experience** | **Criteria** | **Assessment** |
| Evidence of track record of excellent teaching in one or more subjects | **E** | **A, I** |
| Evidence of CPD in both pastoral and teaching areas | **E** | **A, I** |
| Evidence of being able to adapt and adjust to continually changing environments | **E** | **A, I** |
| Evidence of research into education and/or using research to inform your teaching | **D** | **A, I** |
| Experience of teaching the Pearson International GCSE Qualification (4MA1) | **D** | **A, I** |
| Experience of meeting the needs of a range of learners, including SEN and EAL pupils | **D** | **A, I** |
| Experience of working in a boarding school and carrying out boarding duties | **D** | **A, I** |

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| **Knowledge and Understanding** | **Criteria** | **Assessment** |
| Knowledge of recent educational development and legislative changes | **D** | **A, I** |
| Understanding of data, baseline and analysis of progress | **D** | **A, I** |
| Understanding of a creative curriculum to promote engagement | **E** | **A, I** |

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| **Skills** | **Criteria** | **Assessment** |
| Have evidence of, or the potential to be a good or outstanding teacher | **E** | **A, I** |
| Have high expectations and standards for self and children | **E** | **A, I** |
| Have clear understanding of how assessment for learning and questioning can improve learning | **D** | **I** |
| Be up to date and enthusiastic about innovative pedagogical practice | **D** | **I** |
| Ability to work with other adults | **E** | **A, I** |
| Be a reflective practitioner, seeing next step solutions and not problems | **E** | **A, I** |
| Possess excellent IT skills | **E** | **A, I** |
| Demonstrate strong literary communication skills | **E** | **A, I** |
| Possess effective personal organization and time management skills | **E** | **A, I** |

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| **Personal Qualities** | **Criteria** | **Assessment** |
| Positive, motivated and enthusiastic approach towards work | **E** | **I** |
| Good team player | **E** | **I** |
| Personal commitment to promoting inclusion, diversity and access | **E** | **I** |
| Empathy with the needs of children | **E** | **I** |
| Enthusiastic about continuing professional development | **E** | **I** |
| Flexible and adaptable | **E** | **I** |
| Self-motivated, productive, diligent and thorough. | **E** | **I** |
| The ability to set up and complete projects, with excellent organisation skills. | **E** | **I** |
| Ability to work on own initiative | **E** | **I** |
| Possess a sense of humour | **E** | **I** |
| Thrive under pressure | **E** | **I** |
| Willingness to carry out boarding duties | **D** | **I** |

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| **Criteria Key** | | **Assessment Key** | |
| **E** | Essential | **A** | Application Form |
| **D** | Desirable | **I** | Interview |