



HACKNEY NEW PRIMARY SCHOOL

Job Description

Class Teacher

Maths Subject Leader

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Standards and Achievement

Targets

- Setting clear and challenging targets for each pupil that build on prior attainment

Assessment

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor children's work and set targets for progress
- Assess and record children's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the child is achieving
- Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Use an appropriate range of approaches to assessment, including the importance of formative assessment.
- Use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those taught and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide children with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and contribute to the development, implementation and evaluation of the policies and practice of our school, including those designed to promote equality of opportunity.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Teaching and Learning

Planning

- Identify clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
 - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
 - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
 - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Identify and provide opportunities for learners to develop literacy, numeracy, computing and thinking and learning skills appropriate within their phase and context.
- Seek to innovate in the experiences planned for children

Subject Knowledge

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Management of Learning

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Identify children with additional needs and adapt provision accordingly
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and discipline

- Use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to children, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills
 - iv. promote creativity and a range of learning experiences
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Child Centred Learning

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children .
- Know the local arrangements concerning the safeguarding of children.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Leadership and Management

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- (b) Make use of the local arrangements concerning the safeguarding of children and young people
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them

Strategic Direction and Development of the School:

- Assist the Headteacher in formulating the school aims and objectives and policies for their implementation, relating to maths.
- As a member of the school middle leadership team, be involved in the planning, monitoring, evaluation and development of the maths curriculum through the School Development Plan.
- Support all staff in achieving the priorities and targets in maths the school sets and monitor the progress towards meeting them.
- Through Middle Management Team meetings contribute to the school's organisation and overall strategy.
- Support staff in organising and implementing an appropriate maths curriculum for the school, particularly for pupils who are at risk of underachieving or with barriers to learning such as; special educational needs, specific linguistic and cultural needs and those who are gifted and talented etc.

Pupil and Community Voice

- Actively seek and welcome feedback from parents and carers
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate their own teaching critically to improve effectiveness
- Prepare and present informative reports to parents
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- (a) Communicate effectively with learners and colleagues;
(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well being of children, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate. Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in school learning and learning in out-of-school contexts.