Job Description

This Job Description should be read alongside the range of professional duties of teachers as set out in the current School Teachers' Pay and Conditions Document and Teacher Standards.

Job Title:	**Teacher of Mathematics**
Grade:	**MPS**
Line Manager:	**Head of Department**
Supervisory Responsibility:	**None**
Home School:	**TGSB**

Main purpose of Post

- To achieve outstanding progress and outcomes for students taught
- To contribute to the ethos, priorities and wider co-curricular life of the school
- To fulfil a Pastoral role as a Form tutor or Academic coach as required

Outcomes

Achievement

- Achievement of all students taught is effectively monitored and ensures areas of development are identified and addressed resulting in exceptional progress and outcomes for all groups

Teaching and learning

- Strong subject knowledge and high expectations challenge, motivate and inspire students

Behaviour for learning

- The learning environment is positive, safe and enables learning resulting in excellent attitudes to learning

Whole School

- Outstanding SIAMS. OfSTED judgments

Specific responsibilities and tasks

Achievement

Achievement of all students taught is effectively monitored and ensures areas of development are identified and addressed resulting in exceptional progress and outcomes for all groups

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and 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 knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedforward, both orally and through accurate marking, and encourage students to respond to the feedforward in line with the Assessment, Feedforward and Reporting Policy

Teaching and learning

Strong subject knowledge and high expectations challenge, motivate and inspire students

- Demonstrate good subject and curriculum knowledge
- Have a secure knowledge of the relevant subject (s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

Plan and teach well- structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set home learning and plan other out of class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational 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

Behaviour for learning

The learning environment is positive, safe and enables learning resulting in excellent attitudes to learning

- Manage behaviour effectively to ensure a good and safe learning environment
- 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 Code of Conduct
- Have high expectations of behaviour, 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 students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Whole School
Outstanding SIAMS and OfSTED judgments

- Tutees are supported in their personal as well as academic development
- Make a positive contribution to the development, wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively

- Take responsibility for improving teaching through appropriate professional development, responding to advice and feed forward from colleagues
- Communicate effectively with parents/carers with regard to students' achievements and well-being
- Ensure school systems, protocol and etiquette are followed

Other requirements of the role

- Staff may be required to teach at either The Green School for Boys or The Green School for Girls in response to time-table requirements in order to maximise student progress
- Staff may be required to teach outside of their subject specialism to fulfil timetable requirements
- All teaching staff are expected to make a contribution to the wider life of the school: enrichment activities, clubs, educational visits, support activities, assemblies,
- All teaching staff may be required to deliver PSHCE
- All teaching staff may be required to fulfil a role as a Pastoral and Academic Tutor/coach

ADDITIONAL INFORMATION

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all time observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Teachers must have proper and professional regards for the ethos, policies and practices of the school in which teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Safeguarding
The Green School Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to adhere to the statutory guidance "Keeping Children Safe in Education" September 2019.

Staff are expected to adhere to the Trust's Child Protection Policy and to undertake regular training. This post is exempt from the Rehabilitation of Offenders Act 1974. A DBS enhanced disclosure that is satisfactory to us will be a condition of employment
For more information visit https://www.gov.uk/crb-criminal-records-bureau-check

Confidentiality
Employees of The Green School Trust may see, hear or have access to, information on matters of a confidential nature relating to the work of The Green School Trust or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection
Employees of The Green School Trust will have access to data and personal information that must be processed in accordance with the terms and conditions of the GDPR May 2018

Equal Opportunities
The Trust is committed to achieving equality of opportunity and expect all employees to implement and promote the Trust's Equality Policy in their own work.

Health and Safety
Staff are required to comply with the school's Health and Safety policy at all times.

Please note
This job description is designed to outline the main duties and responsibility associated with the post but is not intended to be an exhaustive list of all duties performed. It may be subject to modification or amendment at any time after consultation between the post-holder and the Executive Headteacher of The Green School Trust. These responsibilities are subject to the general duties and responsibilities contained within the statement of contract.

Job description reviewed February 2020

Next review Summer	2021