

**Mathematics Teacher (Middle School)**  
Job Description

**General Description:**

The ISZL Middle School Mathematics Teacher is a qualified and experienced mathematics teacher, who is able to teach mathematics to Grade 7 & 8 students, aged 12-14 years old. The Mathematics Teacher must demonstrate deep mathematical understanding and be able to find creative and effective ways in which to support our engaged and highly-competent students. The Mathematics Teacher will demonstrate a clear understanding of working with this specific age range means, with recognition and experience of the support mechanisms students need at this important time in their lives.

**School Wide Expectations:**

1. Will adhere to and uphold the ISZL Mission Statement
2. Will adhere to and uphold the ISZL School Ethos and Culture
3. Will adhere to ISZL policies and procedures
4. Will participate in the ISZL Virtual Learning Environment & integrate technology as appropriate

**Reporting to:** Middle School Principal

**Areas of Responsibility:**

**PLANNING:** The Mathematics teacher is accountable for:

- Planning collaboratively for student learning;
- Planning based on agreed outcomes and in the context of a coherent school-wide, division appropriate and subject specific programme;
- Involving students in planning for their own learning through appropriate and regular assessment;
- Planning which builds on students' previous knowledge and experience, working towards school and grade-specific grade specific learning objectives and goals;
- Planning significant units of work within a framework of continuity and progression;
- Planning which emphasises connections between curriculum areas;
- Planning which accommodates a range of ability levels.

**TEACHING:** The Mathematics teacher is accountable for:

- High expectations and standards;
- Regularly updating pedagogical and subject knowledge
- Motivating and enthusing students;
- Using a variety of different teaching strategies and resources to cater for a variety of different learning situations and styles;
- Building on what students know;
- Where, appropriate, empowering students to feel responsible and to take action;
- Involving students actively in their own learning;
- Pursuing, where appropriate, open-ended inquiry and real-life investigations;
- Addressing the needs of students with different levels and types of ability;
- Using and developing course materials and resources to enhance delivery of the curriculum;
- Appropriate use of media and technology to support learning;

**ASSESSING:** The Mathematics teacher is accountable for:

- Taking into account that planning, teaching and assessing are interconnected processes;
- Using a range and balance of assessment strategies;
- Using a range and balance of recording and report strategies;
- Involving students, parents and colleagues in the assessment process;
- Involving students in shared reflection;
- Benchmarking the results of assessment against school, age and national standards where required;
- Evaluating the teaching programme's collaboratively, using agreed flexible system
- Enabling students to see assessment as a means of describing their learning;
- Assessing the level of students' current experience and understanding before embarking on new learning.
- Offering regular, written, formative feedback on student progress.

**COMMUNICATING:** The Mathematics teacher is accountable for:

- Regular and appropriate contact with parents to provide feedback on academic performance, social integration and general progress;
- Regular and appropriate contact with school administration to share information on progress, curriculum, the results of assessment and learning the environment;
- Displaying student work in an appropriately professional manner;
- Presenting at parent evenings.
- Leading opportunities for parents and students to experience performance throughout the year.

**PROFESSIONAL DEVELOPMENT:** The Mathematics Teacher is accountable for:

- Actively seeking professional development in any of the above points which are considered by the teacher and/or the school to require development.
- Ensuring they are up-to-date with the latest research and innovation within the mathematics field.