



Teacher of Mathematics



“A great school
at the heart of
the Tarleton
community”



Dear Applicant,

Thank you for your interest in the Teacher of Mathematics vacancy at Tarleton Academy.

We are a thriving rural school, part of the Endeavour Learning Trust family of schools, at the heart of the village of Tarleton. We continually strive to be a 'great school at the heart of the Tarleton community' and have ambition to be the number one secondary school choice for all students in the locality. At our school you will find a caring, supportive and inclusive community; one that is dedicated to celebrating the potential and uniqueness of everyone. To support this commitment, there is a strong curriculum, inspirational and challenging teaching and learning and outstanding pastoral care.

We pride ourselves on the strength of our relationships with our students, staff and wider community. Our overriding priority is to get to know each of our students as individuals in order for them to excel in all aspects of school life. We have a distinct 'family' feel, with the wellbeing of our staff and students at the forefront of our decision making - our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and right across the Trust.

We have recently moved into a brand new state-of-the-art carbon neutral school building which offers staff and students an unrivalled school experience with modern design and state of the art technology in all classrooms. This development will continue with the landscaping of our outdoor spaces, the completion of a new MUGA and the proposed 3G AstroTurf pitch. We would highly recommend you come and visit us prior to application in order to appreciate our fantastic new facility.

We hope the enclosed information about the role will encourage you to apply,

Yours faithfully,

Mr S Day
Headteacher

Advert - Teacher of Mathematics

Do you have a genuine passion for education? Why not join a forward thinking Academy and a Trust with a truly collaborative focus on providing inclusive learning experiences, ensuring schools where everyone, staff and students, can be happy and thrive.

Post Title:	Teacher of Mathematics
Contract:	Full time, Maternity Cover
Salary:	MPR - UPR (Post is suitable for ECTs)
Start Date:	19 th February 2024

We are now looking for a dynamic, enthusiastic and creative Teacher of Mathematics to join our successful, supportive and mutually ambitious team.

We are looking for someone with the ability to contribute to the provision of the best opportunities for attainment and progress for all learners in Mathematics, who is able to inspire and develop engaging classroom practice and to be aspirational for themselves and others. A passion for developing learning with creative ideas, and an ability to build positive relationships and embed an enjoyment of your subject into lessons is essential.

As a teacher in the Faculty, you will work with a committed team of specialist Mathematics teachers and will be involved in reviewing and developing schemes of work and resources, addressing gaps with students who are struggling and ensuring overall progression for the students in the classes you teach.

For our staff, we are firmly committed to ensuring this is a job that can be enjoyed, where everyone can flourish, because we pay close attention to work/home balance. Across the Trust, we continue to develop strategies that take a common-sense approach to those aspects of the role that could become an unnecessary burden on workload - these include a proactive behaviour for learning approach which empowers teachers to focus on teaching, including centralised detentions and smart assessment, feedback & marking processes which minimise time spent on onerous tasks.

In our schools we have a focus on individual excellence, we enjoy good standards of behaviour and we have a pragmatic emphasis on the balance between challenge and support, high expectation and nurture. This is common for students and staff, teaching and non-teaching, so that our schools develop a family ethos, where everyone wants the best for everyone else.

To apply for this vacancy please follow the link to TES and complete an online application

Applications must be submitted by 9am on Friday 1st December 2023

Interviews will be held on Thursday 7th December 2023

If you have any further questions please contact our Recruitment Manager, Mollie by email at m.fairhurst@endeavourlearning.org

As part of the interview process candidates will be required to teach a lesson. Further details will be provided for the successful applicants following the application process.

Due to the high volume of applications received by Endeavour Learning Trust we are unable to provide individual feedback on applications.

This post is subject to an enhanced DBS check

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

MATHEMATICS FACULTY PROFILE

At Tarleton Academy we believe in high aspirations, creative solutions and clear boundaries and the genuine enjoyment that comes from the joy of learning and the pride of achievement and success. The enthusiasm for Maths from our students is a testament to the hard work and determination of a forward thinking and dynamic Maths faculty that is ambitious in its pursuit of excellence.

The strategic leadership of Maths sits with the Trust Executive Director of Maths who leads on the Maths strategy across the Multi Academy Trust. The Head of Maths leads the day to day Leadership and Management of the faculty. The Assistant Head of Maths supports the Head of Maths, and takes an operational lead on attainment, progress and intervention. The Lead Practitioner drives the teaching and learning strategies within the department, supporting the Head of Maths in identifying pedagogical needs and the implementation within the department as well as contributing to the whole school teaching and learning team. The Maths teachers have a brief of ensuring that the Maths Faculty delivers creative and inspiring lessons and will work with the Head and Assistant Head of Maths in ensuring that the strategic aims of the Maths Faculty and the Academy are fulfilled.

We are a creative and enthusiastic Faculty who are keen to recruit a team-orientated colleague who is inspirational, ambitious, and wants the best for every student.

THE CURRENT FACULTY STRUCTURE:

The Faculty consists of

- Executive Director of Maths (SLE) whose teaching is based at Tarleton Academy
- Head of Maths
- Assistant Head of Maths
- Lead Practitioner of Maths
- 3 further specialist Mathematics teachers.

Scheme of Work and Resources

- We currently follow a 3 year mixed attainment KS3 programme of study which closely follows the National Curriculum. In year 10 and 11 we follow the OCR curriculum.
- Years 7- 8 have 3 hours of Maths per week, Year 9 have 7 hours per fortnight and Years 10 & 11 have 9 hours per fortnight.

Job Description – Teacher of Mathematics

Part 1

You are required to carry out the duties of a schoolteacher as set out in the Schoolteachers' Pay and Conditions Document

Part 2

Job Title - Classroom Teacher

Purpose:

1. To plan, develop and deliver high quality lessons and schemes of work, using a variety of approaches, to continually enhance teaching and learning and to maximise individual progress for students
2. To maintain and build upon the relevant standards achieved in the award for QTS (Secondary) as set out by the Secretary of State
3. To support the Head of Faculty (HoF) in providing effective leadership and management and to contribute to building and maintaining an effective teaching team which continually strives to enhance the quality of teaching and learning
4. To contribute as appropriate to a personalised learning agenda to meet the needs of individual students
5. To contribute to the school's delivery of engaging and effective teaching and learning strategies
6. To consistently apply the school's Behaviour and Rewards Policy

Reporting to: Head of Faculty and/or appropriate other within Appraisal structure

Disclosure level: Enhanced

Section 1 – General Teaching Duties

Teaching and Learning

1. Manage student learning through effective teaching in accordance with the Faculty/Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches, including differentiation to ensure stretch and challenge for all students and to meet curricular objectives and to ensure equal opportunity for all students.
4. Set assessments and homework regularly in accordance with the School policies and guidelines, to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with SEND staff and pastoral support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Work effectively as a member of the Faculty team to improve the quality of teaching and learning.
7. Set high expectations for all students, particularly Pupil Premium students, to deepen their knowledge and understanding, to raise aspirations and to maximise their individual achievement.
8. To plan and execute appropriate intervention strategies within the classroom to address potential underachievement and log as appropriate
9. Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
10. Inspire creativity, independence and critical thinking
11. Contribute towards social cohesion

Curricular/Faculty Development

1. To contribute to the development of comprehensive schemes of work which include a range of teaching and learning methods and activities providing a rich experience for all students, and incorporating a variety of assessment methods at key points to enable accurate judgements to be made on student progress within the Assessment for Learning Agenda.
2. To fully engage with Faculty and whole school initiatives for collaborative planning and moderation.
3. To share in the development of Faculty classroom and intervention strategies for students' literacy, numeracy and spiritual, moral, social and cultural development.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
2. Contribute towards the implementation of 'Pupil Passports' as detailed in the current Code of Practice and school policies particularly the planning and recording of appropriate actions and outcomes related to set targets and suggested strategies.
3. Assess students' work systematically and use the results to inform future planning, teaching, moderation and curricular development and to refine accurate predictions of student outcomes.
4. Keep up to date with data on student progress and use it effectively in planning and preparation.
5. Be familiar with statutory assessment and reporting procedures, prepare and present informative, helpful and accurate reports as required.

6. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum requirements and assessment requirements and specifications for examination courses.
2. Keep up-to-date with research and developments in subject/pedagogy.

Professional Standards and Development

1. Be a role model to students through appropriate personal presentation and professional conduct as in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and the school policy and procedures.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time and be a presence around school and between lessons, ensuring high standards are maintained.
3. Cover for absent colleagues in line with agreed school policies.
4. Be familiar with and supportive of all the School's policies and procedures including Safeguarding and Health.
5. Establish effective working relationships with professional colleagues.
6. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
7. Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare as directed by the School.
8. Be aware of the role of the Trust Board and Local Academy Council of the Academy and support them in performing their duties.
9. Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.
10. Consider the needs of all students within lessons (and implement specialist advice) especially those who:
 - have SEND
 - are disadvantaged (including PP, FSM, CLA, Forces Children and EAL)
 - are Able, Gifted and Talented
 - are mobile students

Liaison/communication

1. Meet regularly and work with the HoF (and line manager if different) for professional support and to develop effective Faculty management
2. Liaise with other subject teachers in order to utilise effective practice from across the curriculum

Health and Safety

1. Be aware of Basic First Aid procedures.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare and fire procedures.
4. Work to the school's policies.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School or Faculty Improvement Plan and Appraisal processes taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Appraisal process.
4. To work to the school's policies

Continuing Professional Development – Staff

1. Contribute as appropriate to the school's CPD programme.
2. Support trainees and ECTs to ensure they are appropriately monitored and supported if applicable.

Tutor Role

1. Every classroom teacher may be expected to be part of House team and to work to the Personal Tutor job description

Safeguarding

1. To be responsible for promoting and safeguarding the welfare of children and young persons with whom the post-holder comes into contact with, or is responsible for in line with School Policies.

Section 2 - Additional Duties for this Post

1. To teach effectively
2. To assist the HoF in ensuring that the Faculty contributes effectively to the attainment of school targets throughout all key stages

To undertake any other duties and tasks as reasonably defined by the Executive Headteacher

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

It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Person Specification – Teacher of Mathematics

Requirement	Essential (E) Desirable (D)
Qualified Teacher Status/appropriate Graduate Status	E
DBS Clearance	E
Effectiveness as a Mathematics Teacher	E
A proven track record of successful teaching with evidence of enhancing student achievement, especially at GCSE level.	D
A demonstrable commitment to CPD and a thirst for reviewing and developing teaching and learning strategies	E
A commitment to engage in and use educational research for the development of teaching and learning	E
An ability to be part of a team	E
Infectious enthusiasm in the classroom and around school	E
Ability to develop independent learning and enquiry skills in students	E
Excellent classroom management and organisation	E
Awareness of the principles of Assessment for Learning	E
An understanding of how data may be used to monitor and improve pupil performance and the effective use of school tracking and reporting systems	D
Ability to accurately assess and predict student progress	D
An understanding of how data may be used to monitor and improve pupil performance	D
Awareness and commitment to a personalised learning agenda	E
ICT literate and a willingness to further develop their skills	E
Motivation to work with children and young people	E
Ability to form effective and appropriate professional working relationships with young people with clear boundaries	E
Ability to develop appropriate use of authority within an ethos of mutual respect in accordance with the Behaviour Policy	E
Emotional resilience in dealing with the challenges of the role	E
A genuine passion for education	E
A commitment to the Aims and Vision of the Trust, the School Development Plan and the Faculty Development Plan	E
A willingness to undertake further training and professional development	E
A commitment to comply and adhere to the document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'	E
A commitment to comply and adhere to the document 'Guidance for Conduct'	E