

Position Title: Mathematics Teacher

Responsible to: LT, SLT, Department Leadership Team

Responsible for: Student pastoral care and learning

Purpose

To manage teaching and learning effectively so that each student makes strong progress, feels a sense of belonging, and is supported to reach their full potential in line with the aims of the School.

This document provides clarity of expectations, supports professional dialogue, and informs ongoing line management and performance development.

1. Teaching and Learning

Continually strive to deliver lessons that reflect the department's best practice observation tool. This is achieved through:

Planning and Delivery

- Collaboratively plan, prepare and evaluate lessons that are coherent, engaging and aligned with curriculum expectations.
- Teach across the whole school as required, in the best interests of student learning.
- Ensure all lessons have clear learning objectives and success criteria.

Explaining and Modelling

- Explain new learning clearly in small, manageable steps using precise and accessible language.
- Model thinking through worked examples, scaffolding learning carefully and addressing misconceptions.
- Connect new ideas to prior learning and relevant contexts.

Questioning and Feedback

- Use high-quality questioning to check understanding, involve all learners and deepen thinking.
- Respond to evidence of learning in real time, adapting teaching to support progress.
- Provide timely, specific and actionable feedback that supports next steps.

Practice and Retrieval

- Balance guided and independent practice to build fluency and confidence.
- Use retrieval and spaced practice to support long-term retention.
- Gradually remove scaffolds as learners become more independent.

Learning that Transfers

- Plan around key concepts and transfer goals so students apply learning in unfamiliar contexts.
- Provide opportunities for students to explain, adapt and extend their understanding.

2. Relationships and Classroom Culture

- Build strong, respectful relationships so students feel known, safe and ready to learn.
- Create an inclusive classroom where identity, culture and experience are valued.
- Establish clear expectations and a climate of trust, challenge and participation.

3. Assessment, Recording and Reporting

- Assess, record and report on student progress in line with Curriculum Area / Phase and aligned with policy.
- Use assessment information to inform teaching and support student progress.
- Maintain accurate records and contribute to reporting cycles.
- Contribute to internal and external assessment processes, including examinations and moderation.

4. Wider Professional Responsibilities

Curriculum and Department Contribution

- Contribute effectively to department development and whole school developments, including engagement with the department development plan and PDP process.
- Collaborate with colleagues in planning, moderation and curriculum review.

Co-curricular and Enrichment

- Contribute to the After School Activities (ASA) programme by planning and delivering high-quality, purposeful activities that align with the school's Purpose and Direction and strategic priorities.
- Participate in and/or lead Trips on a cyclical basis, residentially at least once every two years.
- Contribute to the Outdoor Education programme as required.

Global Citizenship and DEIB

- Demonstrate commitment to the BSM Global Citizenship Framework and DEIB Commitment Statement in and out of the classroom.
- Ensure inclusive practices that promote equity and belonging for all students.

5. Pastoral Care

- Promote the well-being and progress of all students in your care.
- Be a proactive form teacher if required.
- As part of the form teacher role, plan and deliver PSHE lessons as required.
- Provide guidance on academic and personal development.
- Maintain pastoral records and contribute to safeguarding and student support systems.
- Be alert to any indicator that a student may require additional support or care.
- Report all safeguarding and child protection concerns to the relevant safeguarding officer in a timely way.
- Document all student welfare concerns in line with pastoral and safeguarding policies and procedures.
- Communicate effectively with parents when required.
- Build professional, supportive relationships and create a tutor group culture grounded in respect, integrity, and kindness.
- Monitor routines and identify patterns of absence or lateness early, discussing impact with students and parents.
- Notice changes in student behaviour or engagement and use professional judgment to identify those requiring additional support.

6. Professional Conduct and Collaboration

- To uphold the values, purpose and policies of The British School Manila.
- Positively participate in meetings, briefings and whole-school events.
- Work collaboratively with colleagues to support student learning and school priorities.
- Engage actively in professional development and performance management.
- Fulfil supervisory duties and other reasonable tasks as directed.

7. Management of Learning Environment

- Maintain a safe, orderly and stimulating classroom environment.
- Ensure displays support learning and celebrate student work.
- Use resources responsibly and in line with school policies.

Applicable:

- **Start Date:** 1st August 2027 **End Date:** 31st July 2028