



<b>JOB TITLE:</b>	Maths Teacher
<b>CONTRACT TYPE:</b>	Permanent
<b>ACCOUNTABLE TO:</b>	Subject Leader of Maths
<b>GRADE:</b>	MPS/UPS
<b>THE ROLE:</b>	From advert

### **THE MATHEMATICS DEPARTMENT**

The Math's Department is a high performing department achieving + 0.50 in progress 8 2017/18 and +0.40 in 2016/17.

The Mathematics Department consists of a team of ten staff, including an ALP Director and an HLTA, the majority of whom teach across the age and ability range. Teaching takes place in the Mathematics Department in a suite of six rooms. Each room is well equipped, with an interactive whiteboard and a full class set of scientific calculators.

#### **Key Stage 3**

On the basis of their KS2 SAT results pupils are allocated to sets within two half year blocks. Pupils are taught within these sets for the first two years. Movement of pupils between sets normally, but not exclusively, at the end of each term and at the end of the academic year.

There are good relationships between Key Stage 2 and Key Stage 3 teachers which enable pupils to "hit the ground running" when they arrive at Parkside. Pupils make excellent progress in their early years where teachers use a Transition scheme of work to ensure pupils develop a deep understanding of the KS3 Curriculum.

Homework is given to pupils once a fortnight. This homework consolidates and extends learning that takes place in the classroom.

#### **Key Stage 4**

When pupils begin Year 9, the Scheme of Work becomes GCSE focused. Pupils continue on a Pathway which gives every pupil the opportunity to succeed and meet their aspirational target grade. Homework is given fortnightly and formal assessments take place in each half term. Time is then taken to help pupils improve upon key misconceptions from the assessments.

In Year 11, the pupils complete their schemes of work before Christmas and start Exam Preparation in January for the Edexcel GCSE. Practice papers are used regularly to help assess and to identify the pupils strengths and weaknesses. Teachers are given the flexibility to teach to the needs of the pupils. Regular intervention is used to help prepare pupils for their GCSE further.

The Mathematics Department receives a good share of curriculum time which enables the department to meet the needs of the National Curriculum. KS4 results have followed a rapidly improving trend over recent years, and the school is seeking to appoint someone who will maintain this improvement and to help raise pupils' attainment even further in mathematics.



**Person Specification**

CRITERIA	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
Qualification/Knowledge and Experience	<p>A degree in an appropriate discipline related to Maths</p> <p>High standard of Maths teaching</p> <p>Teaching qualification together with QTS (or by September)</p> <p>A strong secure subject knowledge in Maths up to GCSE</p> <p>Awareness of the strategies available for improving the learning and achievement of all students</p> <p>A good understanding of curriculum developments in the specific subject area</p> <p>Recent and relevant teaching experience in employment or training</p> <p>Experience of assessment at KS3 and 4</p>		<p>Application form</p> <p>References</p> <p>Interview</p>
Skills and Abilities	<p>Able to use a range of teaching and learning strategies</p> <p>An understanding for how Assessment for Learning can improve student performance</p> <p>Confident with computer packages</p> <p>Able to use student level data to raise standards</p> <p>Able to work collaboratively as a team member and independently</p> <p>Creative with problem solving together with willingness to take on and try new approaches and ideas</p> <p>Ability to relate to students in pleasant and sympathetic manner and to recognise potential child safeguarding concerns</p> <p>Communicate high expectations to all students</p> <p>Able to communicate both orally and in writing to students and their parents</p>	<p>To have a proven track record of performance.</p> <p>ICT skills including SMART board or Promethean.</p>	<p>Application form</p> <p>References</p> <p>Interview/Observed teaching</p>
Other Requirements	<p>Sense of humour and enthusiasm</p> <p>Ability to work as a member of a team</p> <p>Organisational skills and ability to meet deadlines</p> <p>Sharing good practice across the department</p> <p>Satisfactory enhanced DBS disclosure</p>		<p>Interview</p> <p>Observed Teaching</p> <p>References</p>



### Generic Post Description – Teaching Staff

Staff are expected to support and contribute to the school ethos.

To ensure every single student receives the best possible teaching and the best possible learning so as to:

- motivate our students to have high aspirations and achieve their full potential
- prepare them as fully as possible to aim for a positive lifestyle beyond school
- help them grow into mature and responsible adults
- raise their awareness of the needs, rights and responsibilities of all members of our community

### General Expectations

Staff will

- contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities';
- play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage staff and students to follow this example;
- follow school policy regarding care, support and supervision of students;
- attend training and development activities and courses, ensuring continuing, personal and professional development;
- contribute to a welcoming school culture by promoting mutual respect for all;
- comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- work as a team member
- act as a role model to students in speech, dress, behaviour and attitude;
- have common duties in the areas of: Quality Assurance, Communication,

Professional Practice, Health & Safety, General Management (where applicable),

Financial Management (where applicable), Appraisal, Equality & Diversity,

Confidentiality and Induction.

This job description will 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 procedure and tasks but sets the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Parkside Academy School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to signing our ICT Staff User Policy and having an Enhanced CRB Disclosure.



## **Duties and Responsibilities for all Teaching Staff**

Teacher 22 hours (Estimate) [19 hours NQT]

(see Professional Duties School Teachers' Pay and Conditions Document 2016 and Staff Handbook)

All teaching staff will:

- work within the National Conditions for Employment of School Teachers (STPCD);
- uphold and observe the Professional Code for Teachers and meet the National Standards for Qualified Teachers;
- support and encourage colleagues at all levels within the school;
- promote the school's stated ethos and support the school's policies in student leadership and management;
- contribute to and implement the annual School Improvement Plan and agreed policies;
- teach as directed throughout the school, subject to appropriate training;
- expect, monitor and improve progress in student learning;
- contribute to the personal and social development of all students;
- participate in the pastoral management and delivery of the schools PSHCE programme as requested;
- take part in quality assurance and performance management procedures outlined in an agreed school policy;
- take responsibility for personal development.

## **Responsibilities for all Subject Teachers**

All subject staff will:

- take full responsibility for ensuring a scheme of work is delivered to students in allocated classes;
- plan lessons using a range of strategies to meet student's individual learning needs understood from attainment and supporting data;
- have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school;
- use the models set out in School Policies for delivery of lessons;
- set homework according to school and department policies;
- mark, assess record and report on student's achievements, setting appropriate targets;
- keep to deadlines for reporting, marking, submission of coursework and assignments;
- prepare students for examinations when required, taking part in standardising and moderating activities required by departments and examination boards;
- contribute to the development of schemes of work, school and department policies as appropriate;
- attend and contribute to appropriate meetings and professional development activities;
- take an active part in the school's self-evaluation process, including the completion of appropriate documentation, and contribute to this process within the subject area;
- undertake whatever other duties might reasonably be requested by the Head teacher or Subject Leader.

## **Responsibilities of all Form Leaders**

**All Form Leaders:**

- are responsible for day-to-day administration in the form (year) group;
- review and discuss student's work and welfare, setting targets as necessary;
- meet with parents/carers including school calendared meetings;
- promote good behaviour and positive attitudes at all times;
- support form, year and school activities as appropriate;
- deliver an appropriate programme of form group activities, including the agreed PSHE programme.



### **Responsibilities of Post Threshold Teachers**

Teachers who have passed the Threshold should ensure that they continue to meet Threshold Standards and should demonstrate that they make an active contribution to the policies and aspirations of the school.

#### **Specifically:**

- they provide a role model for teaching & learning;
- make a distinctive contribution to the raising of student standards;
- contribute effectively to the work of the wider team;
- take advantage of appropriate opportunities for professional development, using outcomes effectively to improve students' learning.

There is a clear expectation that Post-Threshold Teachers will take a lead role in the development of other teaching staff and will welcome Student and Newly Qualified Teachers and visitors, by prior arrangement, into the learning environment.

### **TLR (Teaching and Learning Responsibility) post holders will:**

#### **Teaching and Learning**

- act as a role model and lead professional for members of the team;
- manage and conduct appropriate monitoring and evaluation procedures, including lesson observations, to ensure high standards of teaching and learning;
- maintain a positive climate for learning based on high expectations of students and their potential;
- take appropriate steps to support staff in developing their teaching practice including the organisation and delivery of appropriate training, advice and coaching activities;
- use and apply data effectively to ensure student progress is monitored against targets and prompt action is taken to address any concerns;
- ensure that marking and assessment procedures are followed consistently by all members of the team, in line with school and department policy, including the application of Assessment for Learning processes and techniques;
- plan and review schemes of work which incorporate all statutory requirements and which demonstrate the use of appropriate and varied teaching and learning strategies;
- ensure that the needs of all students are known and met effectively, including students with learning and behavioural needs;
- use appropriate strategies and support mechanisms to meet the needs of the students;
- develop opportunities for enhancing the curriculum experience for students including the provision of booster classes and other extension activities;
- monitor and review the range of curriculum options and opportunities offered to students and advise on and manage the introduction of new provision where appropriate.

#### **Performance Manager**

- take responsibility as Team Leader for an agreed number of staff;
- meet regularly with staff to monitor progress towards objectives;
- carry out lesson observations as required as part of the monitoring arrangements;
- conduct an annual review of performance against agreed objectives and provide written reports to the Head Teacher on progress.

#### **Contribution to school development**

- contribute to the development of school policy through participation in appropriate meeting groups, committees and working parties;
- liaise as appropriate with external agencies;



- support the school ethos and policies in relation to students, parents, the local community and other external groups;
- provide reports as appropriate for Governors on activities and progress within the area of responsibility.

#### **Personnel**

- participate in and advise on the appointment and selection of staff;
- provide support, guidance and leadership to all members of the team;
- clearly articulate and promote a shared understanding of and commitment to the vision for the school and its development at both team and whole school level;
- delegate tasks appropriately within the team;
- chair team meetings;
- mentor and support new staff;
- provide advice to the Head Teacher as required on matters including threshold and upper pay spine progression for members of the team;
- prepare confidential references for members of the team as required.

#### **Student Outcomes**

- be accountable for the performance of students against targets in the appropriate curriculum area(s);
- prepare reports as required analysing student progress and performance in the designated area

#### **Resources**

- establish and maintain a safe, healthy and attractive environment for learning
- manage budgets allocated to the area following all school procedures
- deploy staffing and physical resources effectively to support the delivery of high quality teaching and learning;
- ensure all relevant Health and Safety requirements are complied with, bringing concerns to the attention of the relevant staff promptly.

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