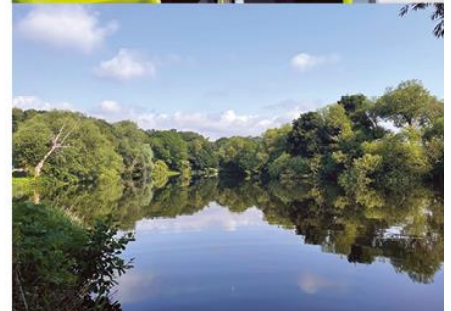


# Teacher of Mathematics

## Applicant Information Pack May 2022



## Teacher of Mathematics – Role Description

The school is seeking to appoint a full time teacher of Mathematics.

### Mathematics Department

The Mathematics department at Teesside High School is thriving. We are looking for an outstanding Maths teacher who is passionate about teaching and learning, has the ability to motivate pupils, understands the importance of data as a tool to track pupil progress and has a wide range of strategies to ensure excellent pupil progress.

The Edexcel IGCSE course is followed in Years 10 and 11 and pupil engagement is high with many students studying AQA Further Maths at GCSE as part of a fast track streaming group within Year 11. In our Sixth Form, Edexcel A level Mathematics is studied with consistently strong student numbers which are increasing.

Stretch and Challenge is provided with some healthy competition in the form of the UKMT Mathematics Challenges at Junior, Intermediate, Senior and Team competitions. Students are also invited to participate in Newcastle University Maths competitions throughout the year.

Our extra-curricular activities cover maths intervention, puzzles, critical thinking, chess and many more mathematics related activities.

### Core Purpose of the Post

A teacher at Teesside High School is expected to play a full part in the life of the School, to share positively the collective responsibility for the daily running of the School and to set a good example to the pupils in the School through his/her presentation and personal and professional conduct. The teacher must:

- ensure that pupil learning is central to everything including planning engaging and challenging lessons, creating varied assessment opportunities and providing productive feedback;
- be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them;
- understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach;
- understand their professional responsibilities in relation to School policies and practices, including those concerned with personal safety and pastoral matters, including bullying;
- recognise that learning takes place inside and outside the school context and create opportunities for wider curriculum experiences and awe and wonder;
- liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare.

### A teacher at Teesside High School must:

- ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met and best use is made of available teaching time;
- set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;
- establish a safe environment which supports learning and in which pupils feel secure and confident;
- use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged;
- be familiar with the Special Needs Policy on the identification and assessment of special educational needs and, as part of their responsibilities under the Policy, implement and keep records on individual education plans (IEPs) or equivalent;
- ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject;



- evaluate their own teaching critically and use this to improve their effectiveness;
- use assessment for learning strategies to engage pupils as owners of their own learning journey wherever possible and appropriate
- create a classroom environment that is engaging and inspiring for all students.

### **Teaching and Class Management**

- all planning should identify clear teaching objectives and content appropriate to the subject matter and pupils being taught, specifying how these will be taught and assessed; this should include sharing these objectives with pupils and engagement. The teacher should endeavour to incorporate the use of new technologies in his/her lesson whenever possible and appropriate to enhance learning;
- provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils;
- make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons;
- plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development;
- where applicable, ensure coverage of the relevant examination syllabuses or agreed departmental or school schemes of work.

### **Monitoring and Assessment**

Evaluation is an important element of teaching and subject teachers are expected to:

- to ensure regular and consistent tracking and monitoring of student progress through all key stages;
- assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;
  - mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;
  - assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
    - \* check that pupils have understood and completed the work set;
    - \* monitor strengths and weaknesses and use the information gained as a basis or purposeful intervention in pupils' learning;
    - \* inform planning;
    - \* check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.
- understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement;
- use different kinds of assessment appropriately for different purposes, including standardised tests and baseline assessment where relevant;
- become familiar with the reporting system and participate in it fully;
- provide data as necessary to inform planning and progression;
- use assessment for learning techniques regularly in their classroom to ensure pupil progress.

### **Communication**

- ensure disciplinary matters in subject lessons and extracurricular are dealt with effectively, liaising with pastoral staff as appropriate;
- talk to parents and pupils as appropriate on matters relating to the curriculum and subject, acting as a link to members of the Department as necessary;
- liaise with the Head of Department on concerns of a Departmental, curricular nature;
- attend all Departmental meetings;
- take responsibility for classroom and Departmental displays at Open Mornings/Evenings;



- work with the Department to evaluate achievements and progress throughout the year.

### **Contribution to the Whole School**

- attend all CPD days and meetings deemed appropriate by the Head teacher, School assemblies, major School functions (Plays, Concerts, PTA's events, etc.) and any other event relevant to the post;
- actively contribute to the extra-curricular programme of the School;
- implement policy decisions and contribute to discussions on whole School planning as and when required;
- cover for absent colleagues (within reason) and set work, if possible, when absent oneself;
- produce an analysis of examination performance and use CEM Centre data to inform a discussion about the Department, with the Head Teacher at the beginning of each academic year;
- engage in marketing opportunities to promote the school i.e. primary masterclasses, cluster liaison and fixtures;
- create opportunities for wider curriculum experience and provision for awe and wonder;
- any other reasonable activity designated by the Head Teacher.

### **The Application Process**

If you wish to apply for this role, use your application letter to explain why you are interested in this and how you would fulfil the role required. Please also complete and return the school's application form, (including the names and contact details for two referees), and the Equal Opportunities form. We cannot accept applications without these. You may wish to include a supplementary CV, but this is not compulsory. If you are shortlisted for the post, this will consist of an interview, an in-tray exercise, a tour of the School, and observation of a lesson, the details of which will be discussed in advance.

Completed applications and letters should be sent to:

Mrs Kirsty Mackenzie, Head, Teesside High School, The Avenue, Eaglescliffe, Stockton on Tees, TS16 9AT, or by email to [recruitment@teessidehigh.co.uk](mailto:recruitment@teessidehigh.co.uk)

The closing date for applications is Thursday 19 May 2022 at 9.00am. Interviews will be held w/c 23 May 2022.

### **Safeguarding Policy**

Teesside High School has a responsibility to protect and safeguard children and young adults. A copy of our Safeguarding Policy is attached as an essential part of our recruitment for this post. We ask that you are familiar with the essential messages in this document if you are called for interview. The School will refer to the Department for Education document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks.

