

THE SELE SCHOOL



JOB DESCRIPTION

TEACHER OF MATHEMATICS

Department: **Mathematics**
Responsible to: **Head of Department**
Pay Scale: **MPS / UPS depending on experience.**

Job Summary:

The Teacher of Mathematics plays a crucial role in helping students master the skills of Mathematics. Through planning and delivering engaging lessons to enable all students to make good or better progress. Demonstrating excellent subject knowledge with the ability to communicate this in an enthusiastic and imaginative way. The Teacher will teach Key Stage 3 and 4 Mathematics and preferably will be able to teach KS5 statistics. All members of staff are responsible for implementing the vision of The Sele School and Code of Conduct.

To be an effective and reflective teacher in the classroom and form tutor will include:

All Qualified Teachers

- Building relationships with pupils which provide a safe and happy environment in which they can do the best that is possible (**Professional Standards for Teachers PST: 1a, 1c, 2e**)
- Teach appropriately challenging, engaging and well-organised lessons that are designed, as part of an overall sequence of lessons, to enable pupils to make progress in their learning (**PST: 4a, 4b, 4c, 4d, 5a**)
- Enable pupils to develop their understanding and grasp of the learning competencies and skills (**PST: 4a, 4b, 4c, 4d, 5a**)
- Have a secure knowledge and understanding of the subject and course requirements (**PST: 3a, 4d, 5c**)
- Following schemes of work and planning to ensure that all pupils have the opportunity to reach their potential in lessons irrespective of academic ability (**PST: 1b, 2b, 2d, 3a, 4a, 4d, 5d**)
- Reviewing and reflecting on lessons taught to aid future planning (**PST: 4c, 5c, 6c**)
- Regular formative and summative assessment of pupils work in the context of the departmental assessment policy and cycle which will inform future planning and impact upon pupil progress (**PST: 6a, 6b, 6c, 6d**)
- Contributing to the development of teaching and learning in the department by sharing good practice and resources (**PST: 4d, 8a, b, d**)
- Developing the clear understanding of the levels and grades at all key stages which is necessary to inform planning and assessment procedures (**PST: 6a, b, c, d**)
- Ensuring that progress checks and reporting to parents follow school guidelines and are of the highest professional standards, as well as providing accurate and constructive feedback and appropriate targets (**PST: 8e, 6a, 6d**)
- Creating and using opportunities with schemes of work for the spiritual and moral development of pupils (**PST: 1c, 4b, 4d, 7a, 5c**)
- Creating and maintaining an attractive well-managed and ordered learning environment in the classroom (**PST: 1a, 7c**)
- Rewarding and celebrating pupils' achievement (**PST: 7b**)
- Regular setting and checking of homework (**PST: 4b**)

- Working in partnership with a mentor to evaluate, review and develop classroom practice (**PST: 4c, 8b, 8d**)
- Attending meetings to develop further classroom practice, quality of teaching and learning, pastoral care in the school. (**PST: 4c, 8b, 8d**)
- Be aware of and understand how to respond and provide for pupils from different backgrounds, who have English as an additional language or who have a special need (**PST: 1b, 2a, 2d, 5a, 5b, 5d**)
- Understand how to identify concerns, such as neglect or abuse, that may affect a child and know the arrangements for referring these concerns within school (**PST: 7d, 8a, 8b**)
- Understand the professional duties of teachers and the statutory framework within which they work (**PST: Section 2a**)

Post-Threshold Teachers

- Contributing significantly to the implementation of school policies and practice and promoting collective responsibility for this.
- Have an extensive knowledge and understanding of the process of learning and teaching and how best to enable a pupil to achieve his or her potential
- Have an extensive and well-informed understanding of relevant subject and course requirements including assessment and the appropriateness of different courses or different learners
- Have a more detailed knowledge and understanding of their subject and how pupils and learning progresses within it
- Have sufficient depth of knowledge and experience to give advice on the development and well-being of pupils
- Be flexible, creative and adept at designing schemes of work, lessons and sequences of lessons that are effective, consistently well matched to learning objectives and which enable pupils to make good progress in their learning. The lesson will integrate recent developments relating to their subjects and to learning competencies.
- Have teaching skills and a relationship with pupils that enable them to make better progress than might be anticipated and enables them to meet their school targets.
- Promote collaboration and work effectively as a team member both within and beyond the department.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback

Form Tutor

- Day to day pastoral care of a tutor group
- Delivering the prescribed Form Tutor curriculum to the tutor group.
- Taking a register, monitoring punctuality and attendance and forwarding concerns to the year leader
- Monitoring the use of pupil planners and signing them to ensure effective use
- Academic mentoring of up to twenty pupils
- Promoting good behaviour in the tutor group
- Active encouragement and facilitation of pupils to serve each other, the school and the wider community through service projects
- Referring information and causes for concern to the Designated Person, Pastoral Lead or SEN department

General Responsibilities

- Promote the Vision and Values of The Sele School '*Non Ducor Duco – I am not led; I lead.*'
- Undertake additional tasks as required from time to time to support the growth and operational requirements of the faculty/team
- To play a full part in the life of the School community; to support its mission and ethos.
- To support the School in meeting its legal requirements
- To promote the School's policies
- To comply with the School's health and safety policy and undertake risk assessments as appropriate
- To be a leading professional in every way, and provide a role model in terms of effectiveness and standards
- Participate in the regular review of this Job Description

- Set high expectations, aspirations and standards in terms of:
 - Teaching and learning
 - Relationships with students, parents, colleagues and members of the community, engaging them all in the learning process
 - Personal standards of conduct, appearance, punctuality, and attendance.
 - Compliance with all school policies

Safeguarding

The Governing Body of The Sele School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in all aspects of their work.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of the School's pre-employment checks. Staff will also be required to complete Child Protection and PREVENT training.

Equalities

Be aware of and support difference and ensure that the School's equalities and diversity policies are followed.

Health and Safety

Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection and report all concerns to an appropriate person.

Additional Information

All staff are required to participate in training and other learning activities, and in performance management and development as required by the School's policies and practices.

Attend staff meetings, parents' evenings, Commemoration Day, Inset sessions and similar important functions both in and out of normal school hours, and participate in Open Day for prospective parents and pupils.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This Job Description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title and will be reviewed on an annual basis.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and the Trust policies.