



URSULINE COLLEGE

JOB DESCRIPTION FOR A SUBJECT TEACHER

Job Title: Teacher of Mathematics with opportunity for 2ic

Responsible to: Curriculum Leader

Grade: MPS/TLR 2ic

Main Purpose of Job:

Assist and share responsibility for all the policies, decision-making and strategic planning involved in the leadership and management of the department, develop an ethos of high expectations and a culture of continuous improvement and take full accountability for a Key stage and for other key areas of the department's work.

DEPARTMENT

We are an enthusiastic and experienced department looking for a teacher to join our dynamic team and teach Key Stage 3 and Key Stage 4.

Applications from NQTs as well as more experienced teachers are welcome. Ursuline College is situated in beautiful grounds; within easy reach of both Canterbury and Dover, with a fast train service to London. Any enquiries are welcome.

In addition to the candidate requirements as detailed above please find below general expectations of Mainscale and UPS teachers.

Teacher of Mathematics Responsibilities:

GENERAL DUTIES

To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

1. To support and promote the Catholic ethos of the College in undertaking all your duties.
2. To insist on the highest standard of behaviour from all students.

3. To manage pupil learning through effective teaching in accordance with the department's schemes of work and policies.
4. To ensure continuity, progression and cohesiveness in all teaching.
5. To use a variety of approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equality of opportunity for all pupils.
6. To set quality homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.
7. To work with SEN staff and support staff (including prior discussion and joint planning when possible) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
8. To work effectively as a member of the department team to improve the quality of teaching and learning.
9. To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
10. To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self esteem.

MONITORING, ASSESSMENT, RECORDING AND ACCOUNTABILITY.

1. To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. To contribute towards the implementation of the PEPs as detailed in the current code of practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3. To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
5. Keep an accurate register of pupils for each lesson.
6. Unexplained absences or patterns should be reported immediately in accordance with the school registration policy.
7. To enter all requested pupil data with regard to assessments, exams, residuals etc. on to the school computer system. Personal copies may be obtained from the office. Teachers may generate their own copies.

SUBJECT KNOWLEDGE AND UNDERSTANDING

1. To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. To keep up to date with research and developments in pedagogy and the subject area.

PROFESSIONAL STANDARDS AND DEVELOPMENT

1. To be a role model to students through personal presentation and professional conduct.
2. To arrive in class, on or before the start of the lesson, and to begin and end the lessons on time.
3. To cover for absent colleagues as is reasonable, fair and equitable and in accordance with the Work Force Re-modelling legislation.
4. To cooperate with the school in all matters concerning Health and Safety and specifically to take reasonable care of their own Health and Safety.

5. To be familiar with the School, Department Handbooks and Handbooks for new staff where relevant. Be familiar with school policies on Health and Safety, Citizenship, Literacy, Numeracy and ICT and Child Protection.
6. To establish effective working relationships with professional colleagues and associate staff.
7. To strive for personal and professional development through active involvement in the school Performance Management procedure.
8. As far as is possible, to become involved in extra-curricular activities such as contributing to lunch time or after school clubs and activities and school trips.
9. To maintain a working knowledge and understanding of the teachers' professional duties as set out in the current School Teachers' Pay and Conditions document and teachers' legal liabilities and responsibilities relating to current legislation, including the role of the education service in protecting children.
10. To liaise effectively and professionally with parents/carers.
11. To undertake any reasonable task as directed by the Curriculum Leader or the Academy Principal.
12. To be aware of the role of the Governing Body of the College and to support it in performing its duties.
13. To be familiar with and implement with the support of the Curriculum Leader, the relevant requirements of the current SEN Code of Practice.
14. To consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
 - have SEN
 - are gifted and talented
 - are not yet fluent in English
15. To be aware of the pastoral needs of certain pupils making contact with Pastoral Leader if there are issues of concern.
16. To follow the professional code for child protection issues, making immediate contact with the Director of Pastoral Care if an issue is very serious and needs immediate action.
17. To maintain a tidy and safe environment within the classroom.
18. To attend school meetings as per the meeting cycle.
19. To carry out supervision duties as is fair and equitable according to the duty rota.

2ic Specific Duties and Responsibilities:

CATHOLIC ETHOS, MISSION AND VISION

1. To deputise for the Curriculum Leader when required
2. To ensure that the Catholic Mission and Ethos of the School is actively encouraged and developed

LEADING TEACHING AND LEARNING

1. To line manage and performance manage designated staff within the department
2. To support the Curriculum Leader in monitoring teaching and learning in the department
3. To maintain a commitment to own professional development, and to lead subject-specific CPD in the department and promote the sharing of good practice

CURRICULUM DEVELOPMENT AND INTERVENTION

1. To coordinate a designated Key Stage: Scheme of Work, AfL, data analysis, intervention strategies, support for cohorts (AEN, FSM, G&T, EAL, Literacy)
2. To advise on the purchase and deployment of resources in the designated Key Stage
3. To assist the Curriculum Leader in all aspects of data analysis and interpretation

4. To carry out research related to curriculum development and report to the Curriculum Leader
5. To organise and provide intervention lessons, materials and revision classes for targeted students
6. To liaise with colleagues in other subject areas to develop cross curricular links and projects

PASTORAL CARE, DISCIPLINE AND BEHAVIOUR FOR LEARNING

1. To support the Curriculum Leader and the department in transition, options, PSHE, WRL and IAG
2. To communicate and consult with parents
3. To support the Curriculum Leader in managing discipline, Behaviour for Learning and pastoral care in the department.
4. To manage the departmental detention system, including the logging of student detentions and communication with parents.

MISCELLANEOUS

1. To co-ordinate the departmental offer of enrichment activities to students
2. To contribute to the department's commitment to ITT, NQT and GTTP support.
3. To act as a coach/mentor for other staff in the Department

Other

To undertake an agreed whole-school responsibility

The Second in Department may be required to undertake any other reasonable tasks as required by Executive Principal, Academy Principal, Senior Assistant Headteacher, Assistant Headteacher or Curriculum Manager.

This job description is current at the date shown, but, in consultation with the postholder, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Relevant degree/ QTS 	<ul style="list-style-type: none"> • Further professional qualification • Recent CPD relating to leadership
Specific Skills, Experience and Knowledge	<ul style="list-style-type: none"> • Experience across the 11-16 age range, including recent leadership experience • Exemplary classroom practitioner able to demonstrate a range of successful teaching and learning strategies. • Ability to lead, mentor and coach • Ability to prioritise and manage deadlines • Evidence of strategies for ensuring Quality Assurance • Awareness of equal opportunities issues • A commitment to working with Sixth Form students and inclusion • Evidence of strategies for ensuring pace, challenge and effective AfL • To be confident in the use, analysis and interpretation of data 	<ul style="list-style-type: none"> • Evidence of impact on the practice of others • Experience of managing budgets and ensuring value for money • An awareness of whole-school issues • Knowledge of national educational policy, priorities and initiatives • Experience of leading on provision of premises and facilities • Experience of supporting students with careers and UCAS • Knowledge of progress reporting software • Experience of working with post-16 age group.
Personal Qualities	<ul style="list-style-type: none"> • Excellent record of punctuality and attendance • Evidence of enthusiasm, drive and a commitment to hard-work • Resourcefulness, flexibility, adaptability and initiative • Excellent communication skills • Patience and a good sense of humour • Able to build trust and good relationships • Supportive of the School's Catholic Ethos 	<ul style="list-style-type: none"> • Desire and potential to progress to further promotion • Commitment to own CPD