

**TEACHER JOB DESCRIPTION**

**Post Title**: Maths Teacher

**Grade**: UPS/ MPS + SEN Allowance

**Responsible to**: Head Teacher

**Job Purpose** To carry out the professional duties of a subject teacher, as circumstances may require and in accordance with the School's policies, under the direction of the Head Teacher.

**AREAS OF RESPONSIBILITY AND KEY TASKS**

1. **PLANNING, TEACHING AND CLASS MANAGEMENT**

Teach allocated students by planning their teaching to achieve progression of learning through:

* identifying clear teaching objectives and specifying how they will be taught and assessed;
* setting tasks which challenge students and ensure high levels of interest;
* setting appropriate and demanding expectations;
* setting clear targets, building on prior attainment;
* identifying SEND or very able pupils;
* providing clear structures for lessons maintaining pace, motivation and challenge
* making effective use of assessment and ensure coverage of programmes of study;
* ensuring effective teaching and best use of available time;
* maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
* using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
* use effective questioning, listen carefully to students, give attention to errors and misconception;
* select appropriate learning resources and develop study skills through library, I.T. and other sources;
* ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
* evaluating own teaching critically to improve effectiveness;
* ensuring the effective and efficient deployment of classroom support
* taking account of students' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for Maths;
* encouraging students to think and talk about their learning, develop self- control and independence, concentrate and persevere, and listen attentively;
* using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

1. **MONITORING, ASSESSMENT, RECORDING, REPORTING**

* assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
* mark and monitor students' work and set targets for progress;
* assess and record students' progress systematically and keep records to
* check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
* undertake assessment of students as requested by examination bodies, departmental and school procedures;
* prepare and present informative reports to parents.

1. **CURRICULUM DEVELOPMENT**

* contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
* contribute to the whole school's development activities.

1. **PROFESSIONAL RELATIONSHIPS**

* maintain good relationships with students, exercise appropriate authority and act decisively where necessary
* communicate effectively with parents with regard to students’ achievements and well-being;
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
* deploy support staff effectively;
* share the vision and support the leadership of the school;
* work in partnership and fully support the Head Teacher in the implementation of school policies and practices and in the development of the school;
* uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
* ensure own continuing professional development including attending training opportunities;
* be able to stimulate students and colleagues by a positive, active and supportive attitude;
* liaise with colleagues in order to support the successful transition of all students.

1. **PASTORAL CARE**

* Provide a high standard of physical and emotional care;
* Help promote and safeguard the welfare of all children;
* Promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to foster them;
* Ensure that a high standard of physical and emotional care for all children is maintained.

1. **COMMUNICATION AND COMMUNITY LINKS**

* Fully support the life and work of the school;
* Develop and maintain positive and effective professional relationships with colleagues, parents, the local community and Management Committee members;
* Develop and maintain links with external Advisory and Support Services;
* Provide information to the Management Committee to enable it to meet its responsibilities.

This job description will be reviewed at least annually as part of the Performance Management cycle. The Head Teacher may modify it after consultation at any time to reflect or anticipate changes in the job, commensurate with the salary and job title.

The subject teacher will have access to a range of professional activities, including conferences, support groups and appropriate training courses.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**Conditions of Service**

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the Management Committee.

**Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the School’s Equal Opportunities Policies.

**Will Adams Centre is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a clear Enhanced DBS check.**

**Person Specification – Subject Teacher**

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| **Skills and Abilities** | **Essential** | **Desirable** | **Assessed by** |
| The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies | 🗸 |  | Interview |
| Communication skills, oral, written and presentational | 🗸 |  | Application & interview |
| Ability to carry out well planned, organised and innovative lessons | 🗸 |  | Demonstration lesson  Interview |
| Proficiency in the use of ICT and the software programmes used in schools | 🗸 |  | Application |
| The ability to contribute to establishing, maintaining and developing positive behaviour, good order and assertive discipline in the classroom | 🗸 |  | Application, interview, & demonstration lesson |
| The ability to use information and data for purposes of recording, monitoring, evaluation and reporting | 🗸 |  | Application and interview |
| **Knowledge** |  |  |  |
| Relevant (to be agreed) subject and/or curriculum knowledge, understanding and expertise | 🗸 |  | Application |
| The ability to contribute to curriculum development and innovation across a year group | 🗸 |  | Application and interview |
| How to direct and supervise support staff in class | 🗸 |  | Interview |
| How children and young people learn, develop and progress through life stages and events | 🗸 |  | Application and interview |
| How ICT can be used effectively to motivate children to learn | 🗸 |  | Interview |
| How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum | 🗸 |  | Application and interview |
| Health and safety practice and the role of the individual in promoting and safeguarding pupil and staffwelfare | 🗸 |  | Application and interview |
| How to promote and contribute to the implementation of equalities and inclusion policies in schools | 🗸 |  | Application and interview |
| **Qualifications and Experience** |  |  |  |
| Qualified Teacher Status | 🗸 |  | Evidence of qualification |
| Successful teaching experience | 🗸 |  | Application |
| Evidence of continuing professional development |  | 🗸 | Application |