



## JOB DESCRIPTION

|                           |  |                       |  |
|---------------------------|--|-----------------------|--|
| <b>Job Title:</b>         | Maths Teacher                              | <b>Job Ref:</b>       | FC051                                    |
| <b>Reports To:</b>        | Deputy Head Teacher<br>– Raising Standards | <b>Location:</b>      | Foundry College                          |
|                           |  | <b>Salary:</b>        | MPS or UPS<br>depending on<br>experience |
| <b>Employment Status:</b> | Full Time - Permanent                      | <b>Hours of Work:</b> | 1 FTE (Teachers Pay &<br>Conditions)     |

### College Vision:

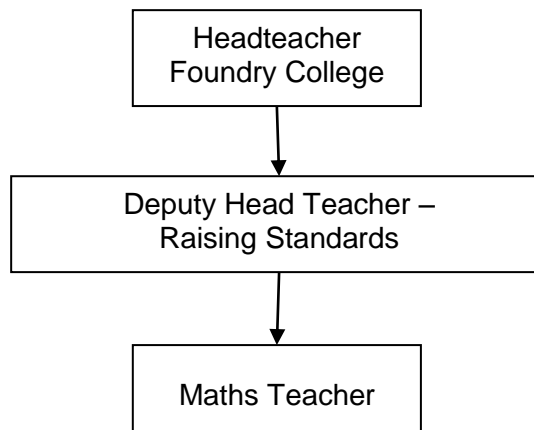
Foundry College is committed to:

- Excellence that inspires learning, achievement and enjoyment for all
- Supporting all learners to fulfill their potential in a challenging and safe environment
- Promoting respect, nurturing the positive and developing skills for life.

### Job Purpose

The post holder will contribute effectively to improving the quality of teaching and learning and raising achievement with KS3 & KS4 pupils across the Maths curriculum.

### Organisation Chart:



### **Summary of Main Contacts.**

- Headteacher
- Parents / Carers
- Teachers
- Other School / College Staff
- Members of the Management Committee
- Other Professionals
- Pupils
- Other WBC Staff and Services
- Contractors

### **Health and Safety responsibility:**

In accordance with the provisions of the Health and Safety at Work Act 1974 take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions.

### **Main Tasks / Accountabilities**

*This is not intended to be an exhaustive or definitive list. You may be required to carry out other duties where necessary.*

#### **As a classroom teacher you will**

##### **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

##### **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

##### **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English

### **Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area

### **Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

### **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

## **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by**

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

### **Specific Responsibilities**

- Teaching of Maths GCSE or equivalent curriculum for KS3 and KS4 pupils

### **Class Teacher Responsibilities**

- To follow the agreed syllabus and develop and update the topics/subjects schemes of work
- To ensure that the teaching area is organised appropriately to provide a safe, tidy, pleasant and stimulating working environment for the pupils
- To ensure that all lessons are thoroughly prepared and carefully structured, and that the work is appropriate to the needs and abilities of the pupils
- To mark work thoroughly in line with the school conventions and guidance, and to keep up to date records of each pupil's work and progress
- To produce an annual assessment of pupil achievement for each child, in accordance with the agreed reporting procedures
- To participate in appropriate meetings with colleagues in the interest of subject development
- To be prepared to undertake relevant INSET and training
- To follow the agreed formative and summative assessment procedures
- To prepare for KS4 accreditation working towards meeting the agreed college targets

### **General Responsibilities**

- To follow agreed College policies on the curriculum and the management of behaviour
- To share in the supervision of pupils at break time, arrival and departure in accordance with published duties
- To take a share, under the direction of the Leadership Team, in the whole college approaches towards the making, reviewing and updating of College policies through formal meetings, discussion and consultation
- To make and record home visits (as required and agreed)
- To be flexible in terms of carrying out particular duties as the Headteacher may reasonably direct from time to time
- To liaise with multi-agency teams
- To support pupils in mainstream schools who have been referred to the Foundry College and the re-integration of pupils back into mainstream school

### **Additional Information**

- Foundry College is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought
- CVs will not be accepted

### **Transport**

You must be able to meet the travel requirements of the post

\*As part of the pre-employment checks that are undertaken for this role, you will be asked to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential, and is screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.

## PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

**E** = Essential to carry out role to minimum

**D** = Desirable but not essential to carry out the role

|  | Essential | Desirable |
|--|-----------|-----------|
| <b>Qualifications:</b>   |           |           |
| Qualified Teacher  | √         |           |
| Degree   | √         |           |
| Maths as a subject specialism to GCSE Level  | √         |           |
| Knowledge of working with children with emotional and behavioural difficulties / special education needs                       | √         |           |
| The ability and willingness to teach across a wide age range   | √         |           |
| An additional qualification in a relevant specialism eg SEN  |           | √         |
| <b>Skills / Abilities:</b>   |           |           |
| Understanding of good practice in Maths teaching   | √         |           |
| The ability to maintain consistent behavioural boundaries  | √         |           |
| The ability to work as part of a team  | √         |           |
| The ability and confidence to take responsibility for planning and delivery of appropriate curriculum and intervention         | √         |           |
| Ability to articulate a sound educational philosophy consistent with the college aims  | √         |           |
| Enthusiasm for learning  | √         |           |
| Empathy with young people  | √         |           |
| The ability to draw up Individual Learning Plans for pupils which includes both academic and behavioural targets               |           | √         |
| The ability to use Information Technology effectively  |           | √         |
| <b>Experience:</b>   |           |           |
| Evidence of work which has led to positive outcomes for students   | √         |           |
| Knowledge of working with children with emotional and behavioural difficulties / special educational needs                     |           | √         |
| Successful classroom practice at secondary school  | √         |           |
| A proven track record in restorative practices   |           | √         |
| Experience of implementing intervention programs for numeracy and literacy   |           | √         |
| <b>Personal Qualities:</b>   |           |           |
| Ability and willingness to work with a wide range of people and build positive and appropriate relationships with young people | √         |           |
| The ability to motivate young people who may have previous negative educational experiences and act with integrity             | √         |           |
| High standards and expectation   | √         |           |
| The ability to remain calm in stressful situations   | √         |           |
| Smart professional appearance  | √         |           |
| Positive personality and outlook   | √         |           |
| Excellent interpersonal skills   | √         |           |
| A sense of humour  | √         |           |
| Must be a good role model for students   | √         |           |
| Must be adaptable and willing to accept guidance and support   | √         |           |
| <b>Special Factors:</b>  |           |           |
| The post holder must possess a driving licence and have access to a vehicle for which mileages allowances will be paid.        | √         |           |