

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Teacher of Maths
CONTRACTED HOURS	Full Time
LOCATION	Thomas Gainsborough School
GRADE / SCALE POINT – SALARY	MPR 1- UPR 3
REPORTING TO	Head of Maths

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:



The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning. To monitor student progress, keeping student records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all students to achieve their full potential. Contribute to the safeguarding and promotion of the welfare and personal care of children and young people

KEY TASKS & RESPONSIBILITIES

OVERALL RESPONSIBILITY

- To provide clear, cohesive leadership and direction in teaching and learning in the subject area and manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
- To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.
- To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes through the School Improvement Plan
- To take responsibility and be accountable for pupil attainment and achievement, by tracking pupil progress and supporting individual pupils' learning needs.

GENERAL MANAGEMENT DUTIES

Leadership

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the school.
2. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.

3. Scrutinise and monitor the performance and effectiveness of the team in delivering the School's aims and objectives.
4. Play a major role in the School's middle management structure, assisting the Headteacher in creating a vision, sense of purpose and pride about the team and its work.
5. Contribute to self evaluation activities and ensure the team contributes towards the setting of targets and works towards achieving them.
6. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation
7. Proactively devise and implement department rules and procedures within relevant school policies.
8. Implement, monitor and evaluate all school and team policies and documentation.
9. Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the Team.
10. To group and set students appropriately and in line with team and school policy.
11. Be responsible for maintaining discipline in the team, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate in line with the school Behaviour Policy.
12. Keep a high profile around school, taking command of areas at change of lessons and being visible and active during non structured time.
13. Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
14. Celebrate areas of success for individual teachers and the team.
15. Help create an effective team by promoting collective approaches to problem-solving and curricular/team development, e.g. consult when writing the improvement plan and produce resources as a team.
16. Chair and produce the agenda for effective team meetings. Ensure minutes are taken, kept secure and others informed as appropriate.
17. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.
18. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
19. Deploy all team staff effectively.
20. Liaise with other staff on the effective deployment of any Teacher Assistants or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
21. Use Leadership and Management time effectively for these purposes.

Curricular/Team Development

1. Contribute towards continuity and progression within the whole school curriculum.

2. Implement an ambitious, well articulated and carefully sequenced curriculum.
3. Oversee the Subject Improvement Plan, its implementation and the part it plays in the whole school development.
4. Develop comprehensive schemes of work which provide a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
5. Develop team systems to allow teaching staff to access pupil data to inform their planning and teaching.
6. Monitor and evaluate the teaching in the team; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
7. Develop team strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
8. Develop team strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
9. Work with the Learning Support Team to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
10. Identify and support the subject cohort of Gifted and Talented pupils by developing teaching strategies to meet their needs, sharing good practice, tracking pupil progress and setting specific team targets for the group.
11. Ensure that the team supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection, Health and Safety legislation
12. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and pupils by offering leadership and advice.

Stock/Resources/Budget

1. Have oversight of the management of the team stock, teaching resources and finances - obtaining best value for money.
2. Ensure timetable provision is effectively resourced and roomed to enable maximum benefit to staff and pupils.
3. Plan and budget the financial activities of the running of the team, oversee ordering of resources.
4. Authorise stock disposal in accordance with team and school policies.
5. Devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) (and pupils where appropriate).
6. Ensure resources are adapted to suit the needs of all pupils to enable inclusive learning opportunities for all students.

Liaison/Communication

1. Communicate daily with team members, making positive and constructive comments about work and pupil progress and keeping up to date with personal information, wider

aspects of the school agenda, recreation opportunities and enjoyment and professional development.

2. Meet regularly and work with the line managers for professional support and develop effective team management.
3. Work closely with the SLT to promote the successful image of the school in the community.
4. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
5. Act as the initial person for others to contact regarding all issues relating to the subject.
6. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
7. Liaise with other curriculum co-ordinators in order to develop connected schemes of work
8. Keep staff informed about new developments and ideas related to the subject and the team
9. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
10. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries.
11. Work with LA staff, subject advisors and strategy managers to support and influence the work of all in the team.

Health and Safety

1. Undergo health and safety training and update courses as required.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Ensure that all necessary team risk assessments are completed and records maintained.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Develop skills and knowledge for mentoring and coaching colleagues.

Continuing Professional Development - Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. LAs, outside training agencies, etc.

2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed in relation to QTS and Induction standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and students' attainment.
3. Carry out appraisal of certain teachers and teacher assistants as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
4. Assist the Headteacher, by providing relevant evidence as requested, in assessing staff for Threshold and beyond.
5. Through a process of monitoring and evaluation, within the School Improvement Plan context and Performance Management system, establish the professional development focus for the coming year for each member of the Team.
6. Manage a range of learning styles and pace of learning within the Team and provide colleagues with differentiated learning opportunities and techniques and support as appropriate.
7. Meet regularly with colleagues to discuss, review and monitor progress made in implementing change.
8. Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
9. Work with other teachers to develop practice by:
 - leading professional development activities;
 - assisting colleagues in matching teaching approaches to learning styles;
 - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
 - acting as consultant to teams that develop strategies for pupils experiencing difficulties;
 - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
 - auditing staff skills and experiences against requirements for change in practice to meet the demands of new initiatives and any requirements leading to successful implementation;
 - trialling teaching procedures, reporting back on successes and areas for further development and be open to colleagues contributions and judgements;
 - network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
 - mentor and coach members of the team to support and improve practice
 - supporting government and local initiatives.
10. Create time for Professional Development of staff by efficient use of meetings time.
11. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.

ADDITIONAL RESPONSIBILITIES

Undertake any tasks reasonably requested by the Headteacher

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Technical or Specialist	<ul style="list-style-type: none"> NVQ or equivalent in a relevant subject QTS in Maths or related subject Experience of delivering strong outcomes in A Level Maths 	<ul style="list-style-type: none"> Knowledge of School / Trust Computer systems
Literacy and Numeracy	<ul style="list-style-type: none"> Secondary education up to GCSE level or equivalent Ability to set out letters / documents and to use grammar correctly Able to carry out basic calculations accurately Computer literate Able to main routine records e.g. school meals, sale of tickets, supplies. 	<ul style="list-style-type: none"> Competent and confident in use and interpretation of databases and spreadsheets.
Organisational		<ul style="list-style-type: none"> Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post
Equipment / Materials	<ul style="list-style-type: none"> High level, accurate keyboard skills. Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> Able to use the internet effectively for routine research 	
Problem Solving	<ul style="list-style-type: none"> Ability to check stock deliveries accurately Ability to resolve a range of day-to-day problems, using own initiative. Know when it is appropriate to refer upwards 	
Creative Thinking	<ul style="list-style-type: none"> Design and produce documents / advertisements etc 	
Planning	<ul style="list-style-type: none"> Organised and methodical approach to admin tasks Ability to manage and coordinate projects and in-house events 	
Interpersonal and Communication	<ul style="list-style-type: none"> Tact and diplomacy second nature Articulate with a good grasp of the English language Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable Understanding of the necessity and ability to maintain absolutely confidentiality Pleasant and helpful telephone and face-to-face manner Ability to function effectively as part of a team 	
Keyboard	<ul style="list-style-type: none"> High level keyboard skills 	



Manual Skills	<ul style="list-style-type: none">• Routine manual handling skills	
Level of Autonomy	<ul style="list-style-type: none">• Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time.	