

Secondary Mathematics teacher JD

Position: Secondary Mathematic Teacher

Location: SAIL Academy, Salisbury

Grade MPS/ UPS + SEN allowance

Accountable to: Headteacher Reporting to Assistant Headteacher/Deputy Headteacher/Headteacher

Core Purpose:

To monitor and support the overall progress and development of students as a maths teacher, facilitating and encouraging a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment; sharing and supporting the school's responsibility to provide and monitor opportunities for personal and academic growth.

The above will be supported by using the Professional Standards for Teachers framework:

1. Set high expectations which inspire, motivate and challenge students;
2. Promote good progress and outcomes by students;
3. Demonstrate good subject and curriculum knowledge;
4. Plan and teach well-structured lessons;
5. Adapt teaching to respond to the strengths and needs of all students;
6. Make accurate and productive use of assessment;
7. Manage behaviour effectively to ensure a good and safe learning environment;
8. Fulfil wider professional responsibilities

All teachers are required to carry out the duties of a teacher as set out in the current School Teachers Pay & Conditions document and the national Teachers' Standards level of practice.

Key Responsibilities:

- Teaching Write, develop and deliver the Mathematics curriculum as relevant to the age and ability group/ subject(s) for the whole school
- Be responsible for the preparation and development of maths teaching materials, teaching programmes and pastoral arrangements as appropriate, for your classes and for other pupils as required.
- Be accountable for the attainment, progress and outcomes of students' you teach Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn
- Have a clear understanding of the SEND needs of all students and be able to use and evaluate distinctive teaching approaches to engage and support them
- Take responsibility for promoting high standards of literacy across the Academy.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring students' progress and levels of attainment
- Make accurate and productive use of assessment to secure students' progress
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate

Curriculum Provision

- Understanding the needs of the students and adopting/developing/adapting an appropriate curriculum, and appropriate qualification pathways including GCSE at KS4.
- Understanding and implementing the school's curriculum policies, schemes of work and topic plans
- Understanding and using National and local literacy (SEND) strategies to raise standards
- Taking steps to identify areas of strength and weakness in knowledge and understanding
- Using strengths to help and support others
- Taking steps to improve knowledge and understanding in all areas, especially related to literacy and SEND.
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Assessment, Recording and Reporting

- Assess how well learning objectives have been achieved and use outcomes to adapt teaching accordingly;
- Provide Quality Marking feedback and identify clear targets for future learning as appropriate;
- Carry out assessment cycles (e.g. collection of effort and attainment assessments, reports) as agreed by the school
- Attend the appropriate parents' meetings to keep parents informed as to the progress of their child;
- Understand the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Learning Plans for students and EHCPs

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect 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 students' SEND needs in order to inspire, motivate and challenge students
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students
- Have high expectations of behaviour, promoting self-control and independence of all students
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- Where necessary use appropriate TEAM TEACH methods for de-escalation and restrictive physical interventions (training will be provided)

Pastoral

- Be the first point of contact for parents of students
- Attend assemblies and actively assist in the supervision of students
- Monitor (and set targets for) the social and academic progress of individuals in the class
- Promote good attendance and monitor in accordance with the school's attendance policy
- Support supervision of pupils at break and lunchtime on a daily basis

Leading Staff and Managing Resources

- Involving Teaching Assistants appropriately in all aspects of classroom work and ensuring that they are adequately briefed about each lesson
- Ensuring the classroom is adequately and appropriately prepared and resourced for each lesson

Management of Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

<u>Personal Development Lead–Person Specification</u>		
	Essential	Desirable
Qualifications		
Qualified Teacher status	x	
Specialist qualifications related to SEND		x
Knowledge and Experience		
Track record of successful teaching or experience within a specialist, primary or secondary setting.		x
Experience of success in ensuring pupil engagement and progress	x	
Recent experience of teaching pupils with SEND		x
Familiarity with using data to track/assess pupil progress	x	
Safeguarding		
Full understanding of the safeguarding requirements and how teachers promote the welfare of children	x	
Eligibility to work in the UK	x	
Recent safeguarding training	x	
Personal Qualities		
A self - motivated and resilient practitioner	x	
Ability to engage with, motivate and adapt for students who find learning a challenge	x	
Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, education staff and therapists,	x	
A flexible, innovative and consistently positive attitude	x	
Strong communicator, both orally and written	x	
An ability to retain a sense of perspective and humor to motivate all pupils and colleagues.	x	