



David Ross Education Trust
Broadening Horizons

JOB DESCRIPTION

Job Title:

Teacher of Mathematics

Location:

Humberston Academy

Job Purpose:

To be an effective teacher (and tutor) who supports and challenges all students to achieve their full potential

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Academy Improvement Leader for Mathematics

KEY RESPONSIBILITIES

MAIN RESPONSIBILITIES

- ★ You are required to carry out the duties as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document. The post requires you to teach pupils in the age range 11 to 16 and with others outside that age range as required for transition and outreach work.
- ★ In carrying out these duties you will need to work in compliance with all Academy policies and procedures as set out by the Trust and Governing Body and the reasonable direction from colleagues with the relevant position of responsibility.
- ★ You will have the role of Form Tutor, even when a form has not been assigned to you, and may be asked to carry out some or all of those duties if required.
- ★ In addition you will continuously evaluate and review your role and propose improvements to this Job Description in the light of experience as part of the performance management process. You will also be required to carry out any other additional duties as might reasonable required by the Principal.
- ★ Risk management is everyone's responsibility: comply with policies and procedures, and promptly escalate issues, incidents and concerns to management.
- ★ To maintain a thorough and up to date knowledge of the teaching of your subject(s) and take account of wider curriculum developments which are relevant to your work.
- ★ To plan lessons/activities/tutorials and sequences of lessons to meet students' individual learning needs
- ★ To use a range of appropriate strategies and follow Academy policies for teaching/tutoring, behaviour management and classroom management
- ★ To do all that you can to ensure that you safeguard and promote the welfare of students in the Academy
- ★ To set well-grounded consistent expectations for students in your teaching and tutorial groups using information about prior attainment

- ★ To assess, monitor and record the progress of students in your teaching (and tutorial groups) and give them clear and constructive feedback
- ★ To do all you can to ensure that, as a result of your teaching (and tutoring), your students achieve well relative to their prior attainment, making progress as good as or better than similar students nationally and in the Academy
- ★ To take responsibility for your own professional development and use the outcomes to improve your teaching (and tutoring) and your students' learning
- ★ To make an active contribution to the policies, aspirations and plans of your Department and the Academy.

MAIN AREAS OF RESPONSIBILITY AND ACCOUNTABILITY

- ★ High standards of teaching and learning
- ★ Role model
- ★ Pedagogy/methodology
- ★ Monitor and evaluate – including self-evaluation
- ★ Lesson Observation
- ★ Ambience/climate for learning
- ★ High expectations
- ★ Delivery of Training
- ★ Learning styles and thinking skills
- ★ Use of data analysis
- ★ Marking and assessment
- ★ Reporting
- ★ Planning, schemes of work
- ★ Organisation of teaching throughout the school
- ★ Meet the needs of all students (including management of behaviour and its impact on learning)
- ★ Educational enhancement (e.g. booster classes, trips/visits)

TEACHING AND LEARNING

- ★ Developing a high quality ethos of learning amongst students based on high expectations and a shared vision
- ★ Leading and developing innovation in teaching and learning, embedding this across the department
- ★ Developing, implementing and reviewing support programmes, CPD and intervention to improve teaching and learning of your subject
- ★ Delivering high quality support, mentoring, coaching, induction and CPD that improves teaching and learning and support professional development of colleagues
- ★ Acting as an exemplary role model teaching good and outstanding lessons and supporting colleagues to develop their own practice

- ★ Supporting other team members with their subject specific knowledge
- ★ Personalising and planning and teaching to ensure the achievement of students including those with SEND and Pupil Premium and other key groups
- ★ Keeping up to date with new teaching and learning strategies and implement as appropriate to further develop the quality of teaching and learning across the department, Faculty and Academy
- ★ Supporting underperforming colleagues to improve and develop good practice across the department, Faculty and Academy
- ★ Taking part in demonstration and “model” lessons to support colleague professional development across the department, Faculty and Academy
- ★ We are committed to safeguarding and promoting the welfare of children and as part of this recruitment process, all successful applicants will be required to apply for an enhanced DBS disclosure.

SYSTEMATICALLY MONITOR AND EVALUATE THE QUALITY OF LEARNING WITHIN THE DEPARTMENT AND FACULTY AREA AND LEAD QUALITY OF LEARNING IMPROVEMENT INITIATIVES BY

- ★ Support the quality of planning and the use of planning time in the department
- ★ Support the quality of teacher marking and feedback
- ★ Assist with the development and implementation and appropriate schemes of work and assessment
- ★ Sampling students’ books and work for quality assurance

PERFORMANCE MANAGEMENT

- ★ Totality of performance
- ★ Challenging objectives
- ★ Development – to reflect school, departmental and individual needs/aspirations
- ★ Capability

KNOWLEDGE/SKILLS/EXPERTISE

- ★ Use of comparative data
- ★ Up to date knowledge – subject, national, pedagogy, classroom management, research/inspection findings
- ★ Statutory requirements
- ★ ICT
- ★ Commitment to own development

ACADEMY LEVEL

- ★ Contribute to development of college policy (e.g. the spiritual, moral, social and cultural development of students)
- ★ Liaison with external agencies
- ★ Represent team views, concerns and interests
- ★ Support school ethos and policies

- ★ Strategic direction and development of subject area
- ★ Governors
- ★ Parents

PERSONNEL

- ★ Participation in selection of new staff
- ★ Delegation
- ★ Communication
- ★ Organisational skills
- ★ Support, guide and motivate team members and support staff
- ★ Heighten common purpose/shared vision – secure commitment (team buys in)
- ★ Team work
- ★ Chairing meetings
- ★ Coaching
- ★ Mentoring
- ★ HLTAs/TAs/support staff
- ★ Advice on threshold, upper pay spine, references, promotion, induction, ITT

PUPIL OUTCOMES

- ★ Results
- ★ Other examinations/accreditation

RESOURCES

- ★ Accommodation – ambience conducive to learning
- ★ Risk assessment
- ★ Value for money
- ★ Effective deployment
- ★ Safety

PERFORMANCE MANAGEMENT

Your annual performance review is based on this overall job description and with particular emphasis on your individual annual targets. These are set in discussion with your Line Manager and grouped under the headings: Professional Development; Team Improvement Plan and Student Progress.

NOTE:

This Job Description may periodically be varied after consultation with the post holder.

KEY RESPONSIBILITIES – ALL STAFF

- ★ To support the academy ethos

- ★ To contribute to academy-wide events including curriculum-focused events as part of the wider curriculum team, as and when required
- ★ To support and contribute to the academy's commitment to 'Every Child Matters' to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
- ★ To be aware of the academy's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times
- ★ To be aware of and comply with the codes of conduct, regulations and policies of the academy and its commitment to equal opportunities

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application.

	Essential	Desirable
Qualifications and Professional Development		
★ Relevant Subject Degree at BA or above.	✓	
★ Qualified Teacher Status	✓	
★ Evidence of applying continued professional development.	✓	
Experience		
★ Understanding of the current curriculum discussions within your subject.	✓	
★ Have taught across the key stages		✓
★ The ability to quickly establish positive relationships with pupils and parents.	✓	
Skills and Knowledge		
★ Able to show evidence of the use of technology within teaching.	✓	

★ A thorough up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively.	✓	
★ A thorough understanding of the national curriculum and a range of assessment requirements.	✓	
★ A clear understanding of age-related expectations for children within the Primary phases.	✓	
Personal Qualities		
★ Well-motivated, enthusiastic with a can-do attitude.	✓	
★ Honesty and integrity.	✓	
★ Good organisation and time management skills.	✓	
★ To be a positive role model to our pupils.	✓	
★ Be flexible and resilient in response to a changing educational environment.	✓	
Equal Opportunities		
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓	
Safeguarding		
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓	
★ Play an important part in the wider safeguarding of children - identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓	
★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓	
Health and Safety		
★ Aware of Health & Safety and Safeguarding as appropriate to role	✓	

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

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.