



## JOB DESCRIPTION

### Teacher of Maths

<b>REPORTS TO:</b>	Head of Department
<b>PAYSCALE:</b>	Teacher's Main Scale to Upper Pay Scale (£24,066 - £52,490)
<b>LOCATION</b>	Mark Hall Academy
<b>TERMS:</b>	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Headteacher.
<b>CONTRACT:</b>	Full Time – Fixed Term until 31 <sup>st</sup> August 2026

#### PURPOSE OF THE JOB

- Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### Liaison with:

- The post-holder will be expected to network and liaise with the Head of Department, Department Team, Teaching / Associate Staff, School Representative, External Agencies, Students and Parents.

## Oversight of:

- Students' attainment, progress and outcomes.

## Specific Responsibilities

- To teach and be responsible for the progress of Maths students across key stages, including GCSE under the direction of the Head of Department
- To work with the Head of Department to plan, develop and improve the extra-curricular offering for Maths
- To adapt the curriculum to ensure the needs of all pupils in your classroom are met and pupils see the relevance in the curriculum content within your subject area
- To embed the knowledge gained from CPD to help improve quality of education in your subject.
- To ensure students in your classroom are provided with reading resources that link to your curriculum
- To provide feedback to all students in a timely manner to address gaps in knowledge
- To ensure the curriculum being taught in your classroom is challenging for all pupils and scaffold is provided where needed.
- To participate in the development of appropriate schemes of work, taking specific responsibilities in some areas.
- To assess and report on students' attainment and progress in KS3 and on GCSE grades and progress in KS4.
- To monitor the progress of pupils in your classes and implement intervention strategies where needed
- To embed SMSC, PSHE, Diversity and inclusivity curriculum strategies into your lesson planning and delivery.
- To be a form tutor to an assigned tutor group and to carry out related duties.
- To carry out a share of supervisory duties.
- Communicate effectively with parents with regard to students' achievements and well-being.
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- 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 a clear understanding of the needs of all students, including those with special education 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.
- To impart knowledge and develop understanding through effective use of lesson time.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

## Main Expectations of the role

- Being aware of students' capabilities, their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate a clear understanding of appropriate teaching strategies.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Establish a safe and stimulating environment for students, rooted in mutual respect.

- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Promote a love of learning and children's intellectual curiosity.
- Support strategies to promote high standards of behaviour.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

### **Additional duties:**

- To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To develop a calm learning atmosphere by completing lunch duties each week as required by the Executive Head.
- To support student progress by completing one homework club session and/or one enrichment/booster session after school each week as required by the Executive Head.

### **Other specific duties:**

- To continue personal development as agreed.
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Executive Headteacher not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **Safeguarding Children**

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. 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 person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## **English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

## **General responsibilities common to all members of staff**

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Teacher of Maths			
		Essential	Desirable
<b>Qualifications and documentation</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) in the UK, or an equivalent recognised qualification in mathematics or a related field.</li> <li>• Bachelor's degree or higher in Mathematics, Mathematics Education, or a closely related discipline.</li> <li>• Postgraduate teaching qualification (PGCE or equivalent), if applicable.</li> <li>• Evidence of further professional development relevant to the post</li> </ul>	X X	X X
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven experience teaching Mathematics at the secondary school level, ideally across multiple year groups.</li> <li>• Experience designing and implementing engaging, differentiated lesson plans that cater to a range of abilities and learning styles.</li> <li>• Track record of maintaining high standards of classroom behaviour, fostering a safe, supportive learning environment.</li> <li>• Experience supporting students with varying academic needs, including those with SEND and high-achieving pupils, to ensure individual progress.</li> <li>• Experience contributing to or leading extracurricular activities, such as Math clubs, competitions, or study support sessions.</li> </ul>	X X X X	X
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Strong understanding of the UK Mathematics curriculum for Key Stages 3 and 4.</li> <li>• An understanding of the expectations Ofsted Framework regarding effective teaching &amp; learning</li> <li>• Proficiency in delivering a range of mathematical topics with depth and clarity, tailored to the needs of diverse learners.</li> <li>• Ability to assess and track student progress effectively, using data to inform lesson planning and intervention strategies.</li> <li>• Proficiency in using digital teaching tools including Microsoft Office and Bromcom, resources, and technology to enhance the learning experience.</li> <li>• Understanding of safeguarding requirements</li> <li>• Understanding the qualities of good teaching, effective learning and how these can be applied to raise student attainment.</li> <li>• Knowledge of or experience with GCSE examination boards, such as Edexcel, AQA, or OCR.</li> </ul>	X X X X X X X	X
<b>Skills / Competencies</b>	<ul style="list-style-type: none"> <li>• Strong communication skills, both written and verbal, to effectively convey mathematical concepts and inspire a passion for learning.</li> <li>• Ability to collaborate effectively within the Mathematics department and across other departments in the school.</li> <li>• Strong organisational and time management skills, with the ability to handle a diverse workload and meet deadlines.</li> <li>• Capacity to build positive, supportive relationships with students, parents, and colleagues.</li> </ul>	X X X X	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiastic and committed to promoting Mathematics as a subject, both inside and outside the classroom.</li> <li>• Patient, empathetic, and resilient, with a dedication to supporting all students in reaching their potential.</li> <li>• A reflective practitioner, open to feedback and committed to continuous professional development and improvement.</li> <li>• Reliable and professional, with a commitment to upholding school policies, including safeguarding, equality, and diversity standards.</li> </ul>	X X X X	