



JOB DESCRIPTION

Teacher of Mathematics

REPORTS TO:	Head of Department
PAYSCALE:	Teacher's Main Pay Scale (M1 to M6) - (£34,3984 - £46,839)
LOCATION	Sir Frederick Gibberd College, Harlow
TERMS:	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 Headteacher of the school.
CONTRACT:	Full time – Permanent

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 students.

Liaison with:

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

Oversight of:

- Students' attainment, progress and outcomes.

Specific Responsibilities

- To teach mathematics across the 11 – 18 age range, including GCSE and A Level under the direction of the Head of Department.
- 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 and KS5.
- To teach to the requirements of the National Curriculum programme.
- To carry out a share of supervisory duties.
- Communicate effectively with parents with regard to students' achievements and attainment.
- 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.
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- 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, emotional 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 to encourage staff and students to follow this example.
- To develop a calm learning atmosphere by completing duties each week as required by the Headteacher.
- To support student progress by completing one homework club session and/or one enrichment/booster session each week as required by the Headteacher.

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 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 students 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 Mathematics

		Essential	Desirable
Qualifications and documentation	Qualified Teacher Status (QTS) or equivalent.	X	
	Degree.	X	
	Postgraduate qualification in Education, MathsTeaching, or Leadership (e.g., PGCE, Master's in Education)	X	
	Qualified Teacher Status in subject area relevant to the Faculty		X
	Enhanced DBS & validated references	X	
	Eligibility to work in the UK	X	
Experience	Evidence of further professional development relevant to the post	X	
	Proven record as an outstanding teacher with a proven track record of securing outstanding outcomes for students over at least two years	X	
	Proven experience teaching maths at Key Stage 3, Key Stage 4 and Key Stage 5.	X	
	Experience of using data to inform teaching and improve student progress.	X	
	Proven ability to deliver high-quality, engaging lessons that cater to a range of abilities and learning needs.	X	
Skills and Knowledge	Experience of developing curriculum materials and schemes of work.		X
	Strong subject knowledge in Mathematics with a comprehensive understanding of the national curriculum for secondary schools.	X	
	An understanding of the expectations Ofsted Framework regarding effective teaching and learning	X	
	A thorough knowledge of Mathematics' subject content, pedagogy, and curriculum requirements.	X	
	Understanding of current educational issues, strategies for improving student progress, and assessment methods.	X	
	Excellent classroom management skills with the ability to maintain high standards of discipline.	X	
	Good knowledge of Microsoft Office	X	
	Strong literacy and numeracy skills, including the ability to analyse and interpret student data.	X	
	Understanding of assessment issues, including the practical use of data in planning and raising standards		
	Understanding of safeguarding requirements	X	
	Understanding the qualities of good teaching, effective learning and how these can be applied to raise student attainment.	X	
X			
Personal Qualities	Knowledge of inclusive teaching strategies, especially in supporting SEND and EAL students.		
	Commitment to raising student achievement and promoting the values of the school and the Trust.	X	
	Passionate about Mathematics subjects, with the ability to inspire and motivate students.	X	
	High expectations of self and others with a positive, resilient attitude.	X	
	Ability to build strong, professional relationships with students, parents, and colleagues.	X	
	Excellent organisational skills and time management, able to balance teaching, preparation, and marking effectively.	X	
Willingness to engage in extra-curricular activities and contribute to the wider school community.	X		