



## ST. CHAD'S CATHOLIC AND CHURCH OF ENGLAND ACADEMY

**JOB TITLE:** Teacher of Maths

**REPORTS TO:** Head of Faculty

**TERM:** Permanent

### JOB DESCRIPTION

#### POST : TEACHER

Teachers make the education of their pupils 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.

The following job description is based on the national standards for qualified teacher status (TTA) and the professional duties outlined in the DfES school teachers Pay and Conditions document. It is also based on the Trust Deed and Instrument of Government in force for the school and any regulations or policies of the Governing Body.

All teachers are accountable for the efficient and effective performance of their duties and responsibilities to the line manager(s) indicated in the school staffing structure (2006).

#### 1. **Knowledge and Understanding**

##### **All teachers should be able to demonstrate that they:**

- have a secure knowledge and understanding of the concepts and skills in their specialist subject(s), to enable them to teach it (them) confidently and accurately at:
  - a. KS3
  - b. KS4
- have, for the specialist subject(s), where applicable, a detailed knowledge and understanding of the National Curriculum programme of study, level descriptions or end of key stage descriptions for KS3 and, where applicable, National Curriculum programmes of study for KS4
- **for Religious Education (RE) specialists**, have a detailed knowledge of the syllabuses for RE that may be recommended by the Shrewsbury & Chester Dioceses
- are familiar, for their specialist subject(s), with the relevant KS4 and post-16 examination syllabuses and courses, including vocational courses
- understand, for their specialist subject(s), the framework of 14-19 qualifications and the routes of progression through it
- understand, for their specialist subject(s), progression from the KS2 programmes of study
- know and can teach the key skills required for current qualifications relevant to their specialist subject, for pupils aged 14-19, and understand the contribution that their specialist subject(s) make(s) to the development of the key skills

- cope securely with subject-related questions which pupils raise
- are aware of, and know how to access, recent inspection evidence and classroom-relevant research evidence on teaching secondary pupils in their specialist subject(s), and know how to use this to inform and improve their teaching
- know, for their specialist subject(s), pupils' most common misconceptions and mistakes;
- understand how pupils' learning in the subject is affected by their physical, intellectual, emotional and social development
- are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards

## **2. Planning**

- plan their teaching to achieve progression in pupils' learning through:
  - a. identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed
  - b. setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest
  - c. setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work
  - d. setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do
  - e. identifying pupils who:
    - have special educational needs, including specific learning difficulties
    - are very able
    - are not yet fluent in English
    - and knowing where to get help in order to give positive and targeted support
    - provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
    - make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
    - plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
    - where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study
    - adhere to agreed policies for Teaching and Learning

## **3. Class Management**

- ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time
- monitor and intervene when teaching to ensure sound learning and discipline
- establish and maintain a purposeful working atmosphere
- set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships:
  - a. establish a safe environment which supports learning and in which pupils feel secure and
  - b. confident;
  - c. use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through:
  - d. stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils' enthusiasm and maintaining pupils' motivation;

- e. matching the approaches used to the subject matter and the pupils being taught
- f. structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses
- g. clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well-chosen illustrations and examples
- h. clear instruction and demonstration, and accurate well-paced explanation
- i. effective questioning which matches the pace and direction of the lesson and ensures that pupils take part
- j. careful attention to pupils' errors and misconceptions, and helping to remedy them
- k. listening carefully to pupils, analysing their responses and responding constructively in order to take pupils' learning forward
- l. selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met
- m. providing opportunities for pupils to consolidate their knowledge and maximising opportunities, both in the classroom and through setting well-focused homework, to reinforce and develop what has been learnt
- n. exploiting opportunities to improve pupils' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills needed for effective learning, including information retrieval from libraries, texts and other sources
- o. exploiting opportunities to contribute to the quality of pupils' wider educational development, including their personal, spiritual, moral, social and cultural development
- p. setting high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds
- q. providing opportunities to develop pupils' wider understanding by relating their learning to real and work-related examples
- r. are familiar with the Code of Practice and school policy on Special Educational Needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEPs) for pupils on Support Plus and above
- s. ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject
- t. evaluate their own teaching critically and use this to improve their effectiveness

#### **4. Other Activities**

**Teachers are required to contribute to the development of pupils outside their subject specialism by:**

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him
- providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions: making relevant records and reports
- making records of and reports on the personal and social needs of pupils
- communication and consulting with the parents of pupils
- communicating and co-operating with persons or bodies outside the school; and participating in meetings arranged for any of the purposes described above
- providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils
- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorized to be on the school premises and when they are engaged in authorized school activities elsewhere
- participating in meetings at the school or the administration which relate to the curriculum for the school or the administration or organization of the school, including pastoral arrangements
- participating in arrangements for his/her further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified

- appraisal objectives or in appraisal
- making a significant and proactive contribution to the achievement of the school's Mission, participating in prayer and worship activities and supporting pupils in their faith development
- as a tutor or as a member of a pastoral team, contributing to the school's ethos
- supervising and teaching any pupils whose teacher is not available to teach them providing that this does not exceed 38 hours in any school year

All teachers will be required to work for 195 days in any school year of which 190 shall be days on which he/she may be required to teach pupils. Teachers will be available to perform such duties for 1265 hours in any school year.

All teachers shall be allowed as part of the 1265 hours reasonable periods of time (PPA time) to enable him/her to plan/prepare lessons and assess, record or report pupil progress. PPA time shall amount to not less of 10% of the teacher's timetabled teaching time.

## **5. Appraisal:**

Teachers are required to participate in, and will comply with, the principles and policy of the St. Chad's Performance Management Policy.

## Job Spec

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
<b>QUALIFICATIONS</b>				
1.	A degree (2ii or above) in the relevant subject.	<b>E</b>	✓	
2.	Qualified Teacher Status.	<b>E</b>	✓	
3.	Evidence of Continuous Professional Development.	<b>E</b>	✓	✓
<b>EXPERIENCE</b>				
4.	Track record of delivering 'outstanding' teaching.	<b>E</b>	✓	✓
5.	Successful and sustained delivery of outstanding attainment and achievement.	<b>E</b>	✓	✓
6.	Innovation & creativity to engage, enthuse & progress learners.	<b>E</b>	✓	✓
7.	Use of data to plan and implement intervention strategies to raise academic performance.	<b>E</b>	✓	✓

<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
8.	Ability to teach to GCSE standard.	<b>D</b>	✓	✓
9.	Ability to develop effective learning and teaching and classroom management strategies.	<b>E</b>	✓	✓
10.	Ability to communicate, verbally and written, with a range of people and groups.	<b>E</b>	✓	✓

11.	Knowledge of effective intervention strategies to raise attainment.	<b>E</b>	✓	✓
12.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	<b>E</b>	✓	✓
13.	Knowledge of curricula, specifications and assessment criteria of the leading subjects within the relevant faculty.	<b>E</b>	✓	✓
14.	Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.	<b>E</b>	✓	✓
15.	ICT skills to develop, manage and report on performance data.	<b>D</b>	✓	✓

**PERSONAL QUALITIES**

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview /Task
16.	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.	<b>E</b>	✓	✓
17.	A strong belief in the value of education in developing citizens.	<b>E</b>	✓	✓
18.	Highly organised, literate and articulate.	<b>E</b>	✓	✓
19.	Highest levels of professional and personal integrity.	<b>E</b>	✓	✓
20.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	<b>E</b>	✓	✓
21.	Personal resilience, persistence and perseverance.	<b>E</b>	✓	✓
22.	Commitment to the pursuit of Continuous Professional Development by oneself and others.	<b>E</b>	✓	✓

23.	Commitment to support St. Chad's agenda for safeguarding and equality and diversity.	<b>E</b>	✓	✓
24.	A strong commitment to the School value of 'Charity'.	<b>E</b>	✓	✓
25.	A strong commitment to the School value of 'Love'.	<b>E</b>	✓	✓
26.	A strong commitment to the School value of 'School Community'.	<b>E</b>	✓	✓
27.	A strong commitment to the School value of 'Respect'.	<b>E</b>	✓	✓