



Hamilton Academy

JOB DESCRIPTION Teacher of Mathematics



This job description is based on the Core Professional Standards for qualified teacher and should be read in conjunction with the National School Teacher Pay and Conditions Document.

Reporting directly to: Curriculum Leader

TEACHING

<p>Set high expectations which inspire, motivate and challenge pupils</p>	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for students; • Treat pupils with dignity and build relationships rooted in mutual respect; • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions; • Demonstrate consistently the positive attitude, values and behaviour which are expected of students.
<p>Promote good progress and outcomes by students</p>	<ul style="list-style-type: none"> • Be accountable for students' attainment, progress and outcomes; • Be aware of students' capabilities and 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 knowledge and understanding of how students learn and how this impacts on teaching; • Encourage students to take a responsibility and conscientious attitude to their own work and study.
<p>Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students interest in the subject, and address misunderstandings; • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
<p>Plan and teach well-structured lessons</p>	<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time; • Promote a love of learning and children's intellectual curiosity; • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired; • Reflect systematically on the effectiveness of lessons and approaches to teaching; • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
<p>Adapt teaching to respond to the strengths and needs of all students</p>	<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively; • Have a secure understanding of how a range of factors can inhibit students ability to learn, and how best to overcome these; • 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; • Have a clear understanding of the needs of all students, including those with special educational 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.
<p>Health and wellbeing</p>	<ul style="list-style-type: none"> • Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people; • Know how to identify potential child abuse or neglect and follow safeguarding procedures; • Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support; • Know the local arrangements concerning the safeguarding of children and young people.
<p>Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; • Make use of formative and summative assessment to secure pupils' progress; • Use relevant data to monitor progress, set targets, and plan subsequent lessons;

	<ul style="list-style-type: none"> • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback.
Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • 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 for Learning policy; • Have high expectations of behaviours, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly as part of school devised systems; • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them; • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school, adapting a Growth Mindset; • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; • Deploy support staff effectively; • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; • Communicate effectively with parents with regard to pupils' achievements and well-being; • Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of the school, including those designed to promote equality of opportunity; • Support the school's vision to "Make a Positive Difference", reflecting the ethos every day through conduct and interactions with students, families and colleagues.
General Duties	<ul style="list-style-type: none"> • To be a Form Tutor of an assigned tutor group and to carry out related duties in accordance with the general job descriptions of Form Tutor as required by the needs of the pastoral structure; • To participate in the appropriate meetings with colleagues and parents relative to the above duties; • To undertake any task felt appropriate, reasonable and necessary by the Headteacher; • To be prepared to renegotiate one's role if and when necessary.
Health and Safety	<ul style="list-style-type: none"> • It is an Employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions.

- 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 school 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 date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

These duties may be varied or added to in order to meet the changing demands of the school at the reasonable discretion of the Headteacher.

Signed _____

Date _____



**PERSON SPECIFICATION
Teacher of Mathematics**

ATTRIBUTES	REQUIREMENTS		
	<i>Essential</i>	<i>Desirable</i>	<i>Measure</i>
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Appropriate degree 	<ul style="list-style-type: none"> • A further qualification, degree, diploma, certificate in relevant subject 	2, 3
Experience and Skills	<ul style="list-style-type: none"> • Ability to teach Maths to Key Stage 3 and GCSE level. • Ability to use ICT as a teaching medium to motivate young learners. • Commitment to the promotion of teaching and learning Mathematics. • Commitment to international links. • Willingness to promote links with other schools, including feeder schools and post 16 institutions. • Up-to-date subject and assessment knowledge. • Experience of health and safety issues in the workplace relating to equipment, materials and working practices. 	<ul style="list-style-type: none"> • Teaching experience, preferably in more than one school. • Evidence of continued engagement with thinking and research in education. 	2, 4
Professional Development	<ul style="list-style-type: none"> • Evidence of a commitment to continuing professional development • Willingness to participate in professional learning 		2, 4
Key Skills	<ul style="list-style-type: none"> • Ability to establish effective working relationships with individuals, groups and organisations • Ability to communicate effectively through a range of mediums in a range of contexts • Ability to work effectively as an individual and in a team • Ability to remain calm and diffuse situations. • Effective administration and time management skills • Ability to analyse information and make sound judgements 	<ul style="list-style-type: none"> • Knowledge of psychology of learning and related fields 	2, 4
Personal Attributes	<ul style="list-style-type: none"> • A commitment to lifelong learning for all • Continuing interest in developments in teaching and learning • Demonstrate and promote a Growth Mind with regard to teaching and students. • Ability to motivate others • Vision, creativity, optimism • Adaptability and resilience • Energy and commitment • Excellent health and attendance record 	<ul style="list-style-type: none"> • A willingness to contribute to the wider life of the school 	2, 4
Other Requirements	<ul style="list-style-type: none"> • Demonstrable evidence of achievement in your current post 		2, 4
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to equal opportunities for all • Commitment to safeguarding students • Must be able to recognise discrimination in its many forms and willing to put Council's Equality Policies into practice. 		4

Measurement

Written Application – 2
 Documentary evidence – 3
 Interview/assessment – 4