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**JOB DESCRIPTION**

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| **School/College:** | **Springwood High School** |
| **Job Title:** | **Teacher of Maths** |
| **Grade:** | **MPS** |
| **Responsible to:** | **Headteacher****Line Manager** |
| **Working With:** | **Staff****Students****Parents/Carers** |

**Purpose of the Job**

We are seeking an ambitious, enthusiastic and imaginative Mathematics teacher. The successful candidate will need to provide our students with an outstanding education in Mathematics, and work collaboratively with departmental staff in our high performing department. There is potential for the right candidate to teach A-Level (KS5).

**Responsibilities**

The successful candidate will:

* be passionate about the teaching of Mathematics and able to lead and inspire others to achieve success;
* be an excellent classroom practitioner with an understanding of high quality teaching and learning;
* have excellent subject knowledge and be comfortable delivering and overseeing Mathematics up to Key Stage 4 and potentially up to Key Stage 5 for the right candidate;
* be committed to continuing the outstanding extra-curricular provision that the school currently provides;
* be adept at monitoring data and providing intervention when needed;
* be able to create and manage resources;
* be able to work collaboratively.

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary. This Job Description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy’s financial regulations.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

**PERSON SPECIFICATION**

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|  **Qualifications** | **Essential** | **Desirable** | **How assessed** |
| Qualified Teacher Status | ✓ |  | Appl |
| Educated to Degree Level | ✓ |  | Appl |
| Evidence of CPD linked to curriculum development |  | ✓ | Appl |

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| **Experience** | **Essential** | **Desirable** | **How assessed** |
| A record of successful teaching at KS3 and KS4 | ✓ |  | Appl |
| Experience of teaching at KS5 |  | ✓ | Appl |
| Significant teaching experience |  | ✓ | Appl |
| Experience of developing the curriculum |  | ✓ | Appl |
| Experience of effective management of student behaviour | ✓ |  | Appl/Int |

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| **Skills, Attributes and Knowledge** | **Essential** | **Desirable** | **How assessed** |
| Secure knowledge of subject area | ✓ |  | Appl |
| Knowledge of how to develop AfL and monitor impact | ✓ |  | Appl/Int |
| Clear understanding of planning differentiation into the curriculum | ✓ |  | Appl/Int |
| Understanding of how to develop the use of ICT, numeracy and literacy across the curriculum | ✓ |  | Appl/Int |
| Awareness of Safeguarding and Child Protection issues | ✓ |  | Int |
| Good understanding of whole school issues | ✓ |  | Int |
| Strong understanding of the analysis and use of data to make improvements/inform planning | ✓ |  | Assessment |
| Excellent communication skills (written & verbal) | ✓ |  | Appl/Int |
| Planning, prioritising and managing workload in an environment of conflicting demands | ✓ |  | Int |
| Sound knowledge of the National Agenda |  | ✓ | Appl/Int |

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| **Personal qualities** | **Essential** | **Desirable** | **How assessed** |
| Strong, outgoing personality | ✓ |  | Int/Ref |
| Passionate about achievement | ✓ |  | Int/Ref |
| Strong team player/lead by example/ability to inspire others | ✓ |  | Int/Ref |
| Ability to build effective and positive working relationships with students, colleagues and parents/carers | ✓ |  | Int |
| Highest standards of professional conduct | ✓ |  | Int/Ref |
| Organised and methodical approach to work/ability to prioritise and time manage effectively | ✓ |  | Int/Ref |
| Enthusiastic and committed | ✓ |  | Int |
| Committed to safeguarding and promoting the welfare of children and young people | ✓ |  | Int |
| Committed to personal learning and development | ✓ |  | Int |
| Positive approach to problem solving |  | ✓ | Ref |

Appl = Application form Int = Interview Ref = Reference