

Ramillies Hall School



Job Description - Mathematics Teacher

At Ramillies Hall School, we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by Section 175 of the Education Act, 2002. We expect and require all staff and volunteers to share this commitment.

JOB TITLE:	Mathematics Teacher
RESPONSIBLE TO:	Head Teacher
RECEIVES INSTRUCTIONS FROM:	Head Teacher
PURPOSE OF JOB:	To provide high quality teaching which brings about excellent pupil learning. To teach KS 2 - 4 classes in Mathematics.
TERM OF CONTRACT:	Summer Term, followed by a year fixed term contract
SALARY:	Competitive; available on application.
HOURS OF WORK:	Commensurate with the responsibility of the role

Ramillies Hall School is a small independent school in Cheadle Hulme, specialising in supporting pupils with Dyslexia, Dyspraxia and similar specific learning difficulties. We are looking for an adaptable, enthusiastic, dynamic and experienced Maths teacher/tutor focused upon the progress of all pupils including those with Special Educational Needs.

Function:

The teacher of Mathematics will deliver high quality teaching to pupils within the School and fully support the improvement focus ethos of the whole school.

Responsibilities:

1. Providing stimulating and academically rigorous teaching of Mathematics at KS 2 - 4 of the National Curriculum to pupils in Year 7, 8, 9, 10 and 11 pupils.
2. To assess and record progress for all pupils, and to prepare pupils in Years 10 and 11 for GCSE entry.
3. To have a working knowledge of and to be able to deliver Entry 1, 2, 3 and Level 1 and 2 Functional Skills.
4. To be able to deliver intervention at KS1 and KS2 and may be called upon for professional advice at this level.
5. To undertake formative and summative assessment in the Autumn, Spring and Summer terms.
6. To record, track and report to the Headteacher the progress of pupils in the Autumn, Spring and Summer terms.
7. To keep up to date with Government guidelines and best practice, and update the syllabus and schemes of work accordingly.
8. To encapsulate progress of pupils for scrutiny by the Senior Leadership Team on a termly basis and write pupil reports in December and July.
9. To set and mark homework as appropriate, in accordance with School policies.
10. To keep up-to-date with current developments in content and methods of the subject, remaining familiar with external examinations requirements;

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11. To implement strategies to continue the rise in academic achievement; rolling out of intervention where required.
12. To develop quality first teaching resources in Mathematics, particularly with regard to differentiation for pupils of different abilities (G&T, EAL and SEN), and the increased use of ICT.
13. To be able to develop and adapt conventional teaching methods to meet the individual needs of pupils.
14. To maintain a sequence of classroom displays and other curriculum materials, to create a stimulating and welcoming learning environment;
15. To organise learning outside the classroom in activities such as community visits, school outings or events to encourage learning through experience.
16. To attend a weekly subject curriculum pod, liaising with teaching and learning support colleagues to look at good practice sharing, pupil progress review and moderation.
17. To prepare and update schemes of work to meet examination syllabus demands
18. To contribute to the life and ethos of the School and to actively participate in extra-curricular activities;
19. To attend staff briefings, staff meetings, INSET, and any other duties commensurate with role as required by the Headteacher.

A classroom teacher's professional duties are deemed to include the following:

Teaching (having regard to the curriculum of the school):

- Planning and preparing courses and lessons;
- Teaching the pupils assigned to the teacher (according to their educational needs) and setting;
- The ability to differentiate work to meet the wide range of needs across the school;
- Marking work to be carried out by the pupils in school or elsewhere;
- Assessing, recording and reporting on the development, progress and attainment of pupils in line with school policies;
- Implementation of whole school academic policies.

Other activities

- To be part of a rota for staff duties, activities and attend regular staff meetings and training;
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to the teacher;
- Input into IEPs, annual reviews and making relevant records and reports for individual pupils.
- Making records of, and reports on, the personal and social needs of pupils;
- Communicating and consulting with the parents of pupils;
- Participating in meetings arranged for any of the purposes described above.

Assessments and reports

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Professional Development

- Participating in the arrangements for Professional Development and Performance Management.

Educational methods

- Advising and co-operating with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment, and pastoral arrangements.
- To provide detailed and directed learning objectives for individual pupils, in order to enable them to gain access to the curriculum.
- To support the teaching of learning targets as set out in the IEPs of pupils. To be able to prepare SMART targets for IEPs, monitor and evaluate progress and review performance of target progression, giving regular feedback to the Head of Learning Support. To meet with parents, where appropriate around the review of IEPs.
- To participate in all review of pupil progress and school reporting systems.
- To liaise on a weekly basis with subject teachers to ensure that there is a joined up approach to teaching both in the classroom and learning support.
- To liaise with the School SENCo on how to differentiate the curriculum to meet the specific learning needs of the child and to ensure that relevant targets are set.
- To use and develop appropriate resources to help clarify and explain instructions to the child using multi-sensory (visual, auditory and kinaesthetic) methods to aid understanding.
- Motivating and encouraging the child to participate in lessons, using child centred techniques.
- To encourage the child to work on task and structure and gauge the pupils responses to his work.
- To monitor and record progress of pupils at each session and evaluate progress to inform planning of next sessions of work.
- To carry out any specific duties as outlined in the pupil's Individual Educational Plan [IEP] and to contribute to Annual Review meetings, as appropriate.
- To participate in relevant internal and external professional development.
- To be aware of and follow school policies and procedures. To be committed to the school ethos of enabling each child to realise their full potential within a nurturing and supportive school environment.

Discipline, health and safety

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff meetings

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Administration

- Participating in administrative and organisational tasks related to the duties described above.
- The ordering and allocation of equipment and materials;
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

It is important to note that this job description is a guide to the work you will be required to perform. You may also be required to undertake such other commensurate duties as directed by the Headteacher.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuous INSET and commitment to further professional development • Evidence of Quality First Teaching Practice and SEND teaching experience. 	<ul style="list-style-type: none"> • Degree • PGCE or equivalent • SEND qualifications.
Experience, Skills and Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of the National Curriculum, National Strategies and Key stage statutory requirements. • Experience of teaching KS2/4 pupils Entry Level, Functional Skills and GCSE, Mathematics. • Experience of working with children with Special Educational Needs. • Understanding of what is required to secure outstanding teaching and learning. • Knowledge and experience of using ICT. • Ability to reach and evidence accurate assessment judgements and to incorporate them into planning and teaching. • Ability to provide appropriate challenge for children in a happy, challenging and effective learning environment. 	<ul style="list-style-type: none"> • Teaching across the KS2/4 • Experience of delivering interventions/ knowledge of multi sensory tools such as Numicon.
Personal Qualities	<ul style="list-style-type: none"> • To be an adaptable, resourceful and dynamic teacher, able to approach teaching and learning from a “can do “ attitude. • Ability to motivate, enthuse and foster a love of learning in children. • Good communication skills, and able to communicate effectively with a range of audiences from students, staff, parents and external organisations. • Ability to work as part of a team. • Ability to be a reflective practitioner. • Ability to form and maintain appropriate relationships with children and other adults. • Emotional resilience in working in a range of challenging situations. • To demonstrate a commitment to the school’s vision of a continuous improvement focus. 	