

WHALLEY RANGE 11-18 HIGH SCHOOL
A member of The Greater Manchester Education Trust

PERSON SPECIFICATION

POST: Teacher of Mathematics – Temporary for one year

QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCED BY
TEACHING			
Qualified Teacher Status at Secondary Level	✓		Application
Honours degree or equivalent	✓		Application
Effective classroom practitioner	✓		Application/Interview
Ability to teach KS3 and 4	✓		Application/Interview
Ability to teach KS5		✓	Application/Interview

KNOWLEDGE/UNDERSTANDING			
Appreciation and application of current research on professional development, teaching and learning – curriculum, pedagogy and assessment	✓		Application/Interview
Secure knowledge and understanding of all National Curriculum requirements, behaviour, attendance and safeguarding strategies	✓		Application/Interview
Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4/5 and of how this relates to other faculty subjects and the whole school curriculum	✓		Application/Interview

MANAGEMENT			
Evidence of good student management and behaviour	✓		Interview
A commitment to raising standards	✓		Application/Interview
Evidence of good people skills	✓		Application/Interview
Excellent organisational and planning skills	✓		Interview
Ability to analyse data for form and teaching groups	✓		Application/Interview

GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS			
An effective team player, but can think and work independently	✓		Interview
Able to motivate students and staff	✓		Interview
Commitment to undertake personal and professional development	✓		Interview
Strong interpersonal skills, with good sense of humour	✓		Interview
Enthusiastic, ambitious and resilient	✓		Interview
An effective decision maker	✓		Interview
Willingness to support colleagues	✓		Interview
Able to work under pressure and meet deadlines	✓		Interview
Commitment to the school's and British values	✓		Interview
Behave in a way which will not bring the school into disrepute	✓		Interview
Commitment to the school and Trust's aims and strategies for improving standards	✓		Interview

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JOB DESCRIPTION

Role: Teacher of Mathematics(Temporary for one year)

Accountable to: Head of Mathematics

Grade: Teachers' Main Pay Scale

PURPOSE	The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject teacher and will be required to exercise his/her professional judgement to carry out, in a collaborative manner, the professional duties set out below.	
		Key Standards or KPIs
Key Performance Area 1	Knowledge, Understanding and Personal Development	
	Knowledge and understanding of: - The characteristics of high-quality pedagogy and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students; - Professional responsibilities in relation to all school policies and practices - The implications of the Code of Practice for Special Education Needs and Disabilities (SEND) for teaching and learning; - The need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught - How to achieve challenging and professional goals - How to be a good role model to the students in all aspects of the professional role. - The relationship of the subject to the curriculum and the development of literacy and numeracy skills - Safeguarding practice	- Lesson plans and resources in place - Staff handbook - Learning Plans and adapted lesson plans in place - Quality Improvement
Performance Area 2	Planning, Assessment and Evaluation	
	- Ensure that good quality lesson plans with clear learning intentions are in place, with associated resources - Mark and monitor students' class and homework, providing constructive verbal and written feedback, setting clear targets for students' progress, in line with faculty/whole school practice. - Analyse students and school data, including prior attainment or achievement to inform policy and practice, target setting, teaching and learning, always ensuring high expectations. - Work with the Inclusion Faculty to set subject specific targets for identified students who have SEND. - Contribute to the production of the Faculty Development Plan, as required. - Contribute to the development of faculty curriculum design and implementation	- Lesson plans and resources in place - Books marked regularly and curriculum targets set, in line with school and faculty policy - Action is taken to support delivery

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		of IEPs/learning plans
Key Performance Area 3	Teaching, Learning and Achievement	
	• Ensure effective teaching of whole classes, groups and individuals so that teaching intentions are met, pace and challenge is maintained, and best use is made of teaching time. • Set high expectations of student behaviour and engagement, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships. • Use pedagogy which keep students engaged and challenged, including stimulating students' intellectual curiosity, effective questioning, modelling and response, clear presentation and good use of resources. • Through concise and consistent planning and assessment of lessons, secure progress towards student targets.	• Lesson plans/ Observations • School procedures followed re: Behaviour for Learning • Feedback provided to students via marking/ assessment and discussions • Data on SIMS and SISRA
Key Performance Area 4	Resource Management	
	• Promote an ethos of teamwork and a culture of sharing good practice. • Provide an effective role model in terms of classroom practice. • Select and make use of textbooks, ICT and other learning resources which enable teaching objectives to be met.	• Meeting with support staff, colleagues and others
Key Performance Area 5	Developing Others and Wider Responsibilities	
	• Establish effective working relationships with professional colleagues, including support staff and our wider community. • Through whole school assessment practice, develop secure 'reporting to parents/carers' practice. • Develop and engage in additional learning opportunities through extra-curricular practice. • Contribute to the impact of the school's co-operative values and the British values.	• Assessment procedures followed

This job specification may be reviewed by the Academy Headteacher, as necessary, and may be amended at any time after consultation with you.