



## **JOB PROFILE**

### **TEACHER OF MATHEMATICS**

**Reporting to:** Curriculum Leader and Assistant Curriculum Leader

**Grade:** Mainscale

#### **JOB PURPOSE:**

- To support the Strategy and Leadership Team and Curriculum Leaders in providing a clear vision, professional leadership and effective management for Heston Community School.
- To help secure the success and ongoing development of the School, ensuring high standards of learning and achievement for all students within a specific Curriculum Area.
- To help establish and maintain productive relationships with parents/carers and others who support the School in various capacities.
- Together with the Strategy and Leadership Team and Curriculum Leaders, to establish and develop the School's values within an inclusive, multi-faith community.
- To work with flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Headteacher.

#### **Key Tasks will include the following:**

1. To ensure high standards of teaching and learning and academic attainment and progress for all students within the Subject and Curriculum Area.
2. To support the development of a curriculum vision and plan for a Subject and Curriculum Area.
3. To implement an effective assessment system within the Curriculum Area.
4. To work with colleagues to develop innovative and engaging Schemes of Work, Lesson Plans and related learning resources that accelerate student progress.
5. To take a significant part in the development, delivery and the promotion of the Curriculum Area.
6. To assist in the management of the resources of the Curriculum Team within the limits of the delegated budget and in accordance with the School's financial procedures.

7. Along with the Curriculum Leader and Assistant Curriculum Leaders, to devise and implement quality assurance systems, including regular lesson observations.
8. To contribute to the coordination and implementation of the School's enrichment curriculum.
9. To help develop systems that facilitate effective and inclusive support, mentoring and guidance for students.
10. To undertake subject specific staff training and professional development within Curriculum Area, working with both specialist and non-specialist teachers.
9. To support the development and use of ICT within the curriculum area, in particular the School's virtual learning environment [VLE].
10. To contribute to the School and Curriculum Area Development Plans and self-evaluation processes, as required.
11. To network with Teachers from other schools in order to identify and build on best practice.
12. Other key tasks will evolve with the School's continuing development.

## CANDIDATE SPECIFICATION

**Successful candidates are likely to be able to give evidence in support of all or most of the following:**

### **Professional Skills and Experience**

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students in their learning.
3. Show evidence of continued educational professional development.
4. Have experience or be able to demonstrate an aptitude for working in a comprehensive, urban and multicultural environment.
5. Demonstrate success in raising attainment, achievement and standards of Teaching and Learning.
6. Have some understanding of wider school leadership issues.
7. Have the ability to make accurate judgements with regard to the quality of learning and teaching and student progress.
8. Have an enthusiasm for developing innovative approaches to teaching, learning, mentoring, coaching and guidance.
9. Have an understanding of the challenges and opportunities that relate to working in teams.

### **People, Relationships and Communication**

1. Be personally committed to developing a distinctive and inclusive ethos in the School.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have relentlessly high expectations of students in terms of learning, achievement and behaviour.
4. Have a commitment to developing opportunities for student voice, leadership and participation, both within and beyond the classroom.
5. Share the School's vision for effective one-to-one and small group coaching possibly in vertical, not age-specific, groups.
6. Have qualities which earn the trust and respect of students, staff, parents/carers and governors.
7. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
8. Possess outstanding written and verbal communication skills.
9. Have the ability to relate positively to parents/carers and other stakeholders and engage them successfully in the life of the School.
10. Be able to build constructive working relationships with local schools and colleges, employers and the Local Authority.

Heston Community School is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy an enhanced clearance by the Disclosure and Barring Services [DBS].

This document outlines the current duties required of the postholder at this level of responsibility. It is not a comprehensive or exclusive list and may be varied from time to time though not change the level of responsibility or general character of the job.

This Job Profile should be read in conjunction with the generic Job Description for teachers.

***Heston Community School is committed to working in wider partnership which will promote wellbeing outcomes for young people.***

## **Safeguarding Children**

### Context:

All staff are part of a whole school Team. They are required to support the values and ethos of the School and school priorities as defined in the School Development Plan.

This will mean focusing on the needs of colleagues, parents/carers and students and being flexible in a busy and pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 [2] of the Rehabilitation of Offenders 1974 [Exemptions] [Amendments] Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the School. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

**The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.**