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**Brownhills Ormiston Academy**

Job title: Teacher of Mathematics

Location: Brownhills Ormiston Academy, Brownhills

Salary: Main Pay Scale / Upper Pay Scale

Status: Permanent

Contract: Academy

Hours: Directed time will not exceed 1265 hours

Responsible to: Director of Learning/Head of Department (as applicable) Vice Principal/Assistant Principal (as applicable) Principal

Line Manager: Department Head

Disclosure level: Enhanced Disclosure and Barring Services Check (DBS) will be a requirement of the post, as well as obtaining suitable references for the successful applicant.

Safeguarding: Brownhills Ormiston Academy takes safeguarding seriously. All applicants will be subject to rigorous safeguarding checks and will be asked questions on safeguarding

Purpose of the job:

* To implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum for students and to support a designated curriculum area as appropriate.
* To monitor and support the overall progress and development of students as a teacher/Form Tutor.
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
* To contribute to raising standards of student attainment
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.

Responsible for

* The provision of a full learning experience and support for students
* Liaison with Principal, SLT, teaching/support staff, LA representatives, external agencies and parents

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|  | **Teacher of Mathematics** |
| **Operational/Strategic Planning:** | To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment, and teaching strategies in the curriculum area/department  To contribute to the curriculum area/department’s development plan and its implementation  To plan and prepare courses and lessons.  To contribute to whole school planning activities |
| **Curriculum Provision:** | To assist the Teaching and Learning Co-ordinator to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives. |
| **Curriculum Development:** | To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the School’s Strategic Objectives |
| **Staffing:** | Promote good behaviour, attendance and punctuality in the department and wider academy through implementing academy policies.  To take part in the school’s staff development programme by participating in arrangements for further training and professional development  To continue personal development in the relevant areas including subject knowledge and teaching methods  To engage actively in the ‘Personal Development and Goal Setting Process’ process- the school’s approach to supporting staff’s careers and career aspirations  To ensure the effective/efficient deployment of classroom support  To work as a member of a designated team and to contribute positively to effective working relations within the school. |
| **Quality Assurance:** | To help to implement school quality procedures and to adhere to these.  To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed School procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.  To review from time-to-time methods of teaching and programmes of work  To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. |
| **Management information:** | To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.  To complete the relevant documentation to assist in the tracking of students.  To track student progress and use information to inform teaching and learning, putting intervention measures in place as required. |
| **Communications:** | To communicate effectively with the parents of students as appropriate  Where appropriate, to communicate and co-operate with persons or bodies outside the school.  To follow agreed policies for communications in the school. |
| **Marketing and Liaison:** | To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, and liaison events with partner schools.  To contribute to the development of effective subject links with external agencies |
| **Management of Resources:** | To contribute to the process of the ordering and allocation of equipment and materials  To assist the Subject Leader/Teaching and Learning Co-ordinator to identify resource needs and to contribute to the efficient/effective use of physical resources  To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students. |
| **Pastoral System:** | To be a Form Tutor to an assigned group of students  To promote the general progress and well-being of individual students and of the Form Group as a whole  To liaise with Directors of Learning to ensure the implementation of the School’s Pastoral System  To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.  To evaluate and monitor the progress of students and keep up-to-date student records as may be required.  To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.  To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned in connection with the welfare of individual students, after consultation with the appropriate staff.  To contribute to the pastoral curriculum  To apply the Behaviour Management systems so that effective learning can take place. |
| **Teaching:** | To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in School and elsewhere.  To assess, record and report on the attendance, progress, development, and attainment of students and to keep such records as are required. To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.  To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.  To undertake a designated programme of teaching  To ensure a high-quality learning experience for students which meets internal and external quality standards.  To prepare and update subject materials.  To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.  To maintain discipline in accordance with the school’s procedures, and to encourage good practice regarding punctuality, behaviour, standards of work and homework.  To undertake assessment of students as requested by external examination bodies, departmental and School procedures.  To mark, grade and give written/verbal and diagnostic feedback as required. |
| **Additional Duties:** | To play a full part in the life of the Academy community, to support its vision and ethos and to encourage and ensure staff and pupils to follow this example. |
| **Other Specific Duties:** | Help to maintain outstanding behaviour around the academy by undertaking daily duties and providing pastoral support for pupils, as appropriate.  Undertaking any other responsibilities as required and attending assemblies on a regular basis.  Actively promoting the academy’s high expectations and equal opportunities policy.  Maintaining sound procedures for security, supervision, and maintenance of the school environment, ensuring that all safeguarding/health and safety regulations are met.  Modelling the highest standards of professional conduct, supporting and driving excellence in all practice within the academy; ensuring that Brownhills Ormiston Academy and the Ormiston Academies Trust is always presented positively within and beyond the school.  Undertake any other duty as specified by STPCD not mentioned in the above. |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy 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.

**Notes:**

All staff are part of a wider academy team. Everyone, therefore, is required to support the values/ethos of the academy and the academy priorities as defined in the Academy Improvement Plan. This will mean being responsive to the needs of colleagues, parents and students and being flexible in a demanding environment. On occasions the post holder may be expected to carry out additional tasks, as requested by the Principal and Governors, which are not specifically specified in this job description.

All staff in the academy work subject to statute and academy policies and procedures. The post holder will be expected to become familiar with these and work in accordance with them.

This job role is subject to review with the post holder from time to time.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. It is essential that post holders disclose whether they have any pending charges, convictions, bind-overs or cautions and if so, for which offences. Any failure to disclose such convictions will result in dismissal or disciplinary action by the academy.

The post holder will be subject to a full police and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and all convictions or cautions must be declared.

*The duties and responsibilities of this post may vary from time to time and post holders may be expected to undertake other duties of a similar level/nature which is considered appropriate to the level of this post.*

Person Specification

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|  | Essential (E)/Desirable (D) | Assessed By |
| Qualifications/CPD: | | |
| Honours degree or equivalent | E | Application |
| Qualified Teacher Status | E | Application |
| Commitment to undertake professional training / development relevant to the post/seeking Career Progression | D | Application |
| Professional Experience & Knowledge/Skills: | | |
| An excellent classroom practitioner, with experience of teaching Mathematics subjects to GCSE level or equivalent | E | Application & Interview |
| Some knowledge and understanding of curriculum management and the statutory duty to provide for all students | D | Application & Interview |
| Knowledge of how children learn and assessment for learning | E | Application & Interview |
| Effective approach to behaviour management/Behaviour for Learning | E | Application & Interview |
| Effectiveness in using data/strategies to raise levels of achievement and in challenging underperformance | E | Application & Interview |
| Effectiveness in improving outcomes through the development of Teaching and Learning | E | Application & Interview |
| Some knowledge/understanding of the current educational landscape, government initiatives, OFSTED requirements and implications for academy direction | D | Interview |
| Effectiveness in understanding (or willingness to learn) equal opportunities, all aspects of inclusion and safeguarding etc. | E | Interview |
| High level of written and oral communication skills | E | Application & Interview |
| Strong organisational, personal time management and planning skills | E | Application & Interview |
| Knowledge and experience of /willingness to learn about effective leadership and management of people/management of change in an educational setting. Effectiveness as a member of a team, with some understanding of delegating and negotiating when required | E | Application & Interview |
| Willingness to deliver INSET in the longer term | D | Application & Interview |
| Personal Qualities and Attributes: | | |
| High expectations of self, students and academy | E | Application & Interview |
| A passion for teaching and learning, celebrating success and encouraging all to aspire, achieve and excel etc. | E | Application & Interview |
| Commitment to contribute to the wider life of the academy | E | Application & Interview |
| Ability to be a role model and motivate others, including regarding dress, conduct, punctuality and attendance etc. | E | Application & Interview |
| Honesty, integrity and loyalty | E | Application & Interview |
| Stamina, capacity for hard work; enjoyment of challenge | E | Application & Interview |
| Commitment to safeguarding and promoting the welfare of children and young people | E | Application & Interview |
| A good sense of humour/sense of perspective | E | Application & Interview |