

JOB DESCRIPTION			
JOB TITLE	Teacher of Mathematics	SALARY	M1- UPS3
RESPONSIBLE TO	Faculty Lead/SLT member	LOCATION	UTC Reading
DIRECT REPORTS		TEAM	Mathematics
LAST REVIEWED	Date: 14.05.24	Signatures (employee and line manager)	Executive Principal
JOB PURPOSE			
<p>To carry out the professional duties of a teacher in order to secure:</p> <ul style="list-style-type: none"> • Improved standards of learning and achievement for all students; • High quality teaching and pastoral care • Effective use of resources. 			
MAIN DUTIES AND RESPONSIBILITIES			
<p>Strategic Role</p> <p>Actively contribute to:</p> <ul style="list-style-type: none"> • the development of UTC Reading’s aims, priorities, targets and action plans; • the development and implementation of whole school and subject policies and practices; • creating a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it; • relating the subject(s) taught to the Curriculum area as a whole; • ensuring statutory curriculum requirements and the requirements for assessment, recording and reporting of students’ attainment and progress are met. <p>Planning and Setting Expectations</p> <ul style="list-style-type: none"> • Plan effective lessons, activities and sequences of lessons to meet the individual needs of all students. • Contribute to the writing and review of schemes of work. • Use information and prior attainment data to set well-grounded and appropriately challenging targets. • Ensure lesson planning takes account of any SEN statement and/or IEP. • Liaise with TAs, SENCO and other sources of support as appropriate. 			

Teaching and Managing Student Learning

- Use teaching methods which keep students engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear representation and good use of resources.
- Set high expectations for students' behaviour, establishing, and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Engage and motivate all students, taking appropriate action to tackle any under-achievement or disaffection.
- Identify students who have special educational needs and give positive and targeted support. Implement and keep records on progress towards IEP targets.
- Ensure curriculum coverage, continuity and progression for all students, including those of high ability and those with special educational or linguistic needs.
- Develop students' individual and collaborative study skills.
- Effectively develop students' literacy, numeracy and ICT skills;
- Contribute to students' understanding of the responsibilities and rights of citizens.
- Recognise and deal appropriately with racial issues.

Assessment and Evaluation

- Consistently and effectively monitor the progress of students and give clear and constructive written oral feedback.
- Contribute to the development of a range of assessment activities to track student progress.
- Participate in the self-evaluation of subject(s) taught and own teaching.

Student Achievement

- Demonstrate impact of teaching on students' achievement relative to prior attainment.
- Ensure all students make progress that is as good as, or better than, similar students nationally.

Liaising with parents and the wider community

- Establish a partnership with parents to involve them in their child's learning as well as providing information about curriculum, attainment, progress and targets.

- Develop effective links with the local community, including business and industry, in order to extend subject activities, enhance teaching and develop the students' wider understanding.
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.
- Liaise with colleagues and external agencies responsible for students' welfare.

Managing and developing staff and other adults

- Establish constructive working relationships with other staff.
- Participate in own appraisal and that of other staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
- Participate in the induction of trainee and newly qualified teachers.
- Lead Professional development through example and support the provision of high-quality professional development by participating in coaching as well as drawing on other sources of expertise as necessary, for example, HE, LEAs and subject associations.

Managing Resources

- Maintain existing resources and contribute to the development of new resources.
- Ensure the effective and efficient use of learning resources, including use of TAs and ICT.

Managing own performance and development

- Prioritise and manage own time effectively.
- Achieve challenging professional goals.
- Take responsibility for own professional development and use the outcomes to improve teaching and students' learning.
- Keep up to date with knowledge of subject(s) taught.
- Take account of wider curriculum developments.

Safeguarding Children

- Promote and safeguard the welfare of all students
- Adhere to the staff Conduct Guide and the Computing Code of Conduct.

Health and Safety

- To have due regard for issues of Health and Safety relating to staff, students and visitors.

Other Specific Duties

- Form Tutor
- Duty team member

Staff at UTC Reading are genuinely interested in distinctive and dynamic methods of teaching and learning. We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment.

UTC Reading has a professional dress code for staff and is a non-smoking workplace.

GROUP/ EMPLOYEE RESPONSIBILITIES

- To always work and act in accordance with the Trust's Vision, Values and Strategic Plan
- To demonstrate professional behaviours and Attributes
- To be responsible for ensuring that the activities under your control are conducted in accordance with the safeguarding and health and safety requirements of Activate Learning Education Trust's policies and procedures
- To safeguard the welfare of children, young persons and other vulnerable people for whom you come into contact with, ensuring a learning environment where students feel safe and supported, and British values are celebrated
- To be accountable for own safety and that of colleagues/ visitors to the workplace
- To work in a flexible manner and be willing to undertake other duties as reasonably requested

Specification	Essential	Desirable	Evidence
Qualifications	Good Honours degree in a related subject. Qualified Teacher Status.	Post graduate qualification.	Application form
Experience	Successful teaching practice experience.	Experience of teaching across the age and ability range. Experience of contributing to enrichment	Reference and interview
Philosophy	Commitment to self-evaluation and continuous improvement. Commitment to sharing best practice. Belief in the positive difference high quality educational opportunities make to peoples' lives.		Application letter and interview
Professional knowledge / understanding	Understanding of National Curriculum at KS3 and requirements of GCSE & GCE syllabi. Understanding of what constitutes added value in an educational context. Thorough understanding of current initiatives and developments in education. Awareness of different learning styles and multiple intelligences. Awareness of how to use comparative data for benchmarking and target setting. Understanding of the pastoral role of schools and the work of external agencies. Understands their responsibility for promoting and safeguarding the welfare of children.	Understanding of the potential of e-learning.	Application letter and interview

Community links	<p>Commitment to providing high quality learning opportunities for the whole community. Commitment to working in partnership with parents. Commitment to working in partnership with businesses and the wider community.</p>	<p>Experience of liaising with parents. Experience of involving businesses and/or the wider community in the life of the school.</p>	Application letter and interview
Skills, attributes and personal qualities	<p>Ability to inspire the confidence of students, parents and colleagues. Excellent interpersonal skills. Ability to give and receive effective feedback and act to improve own performance and that of others. Ability to explain ideas clearly and succinctly. Competent user of ICT. Ability to ask for advice and support where necessary. Self-motivating with a positive outlook. Ability to work to deadlines and under pressure. Excellent attendance and punctuality record.</p>		Interview



ATTRIBUTES



PROFESSIONAL

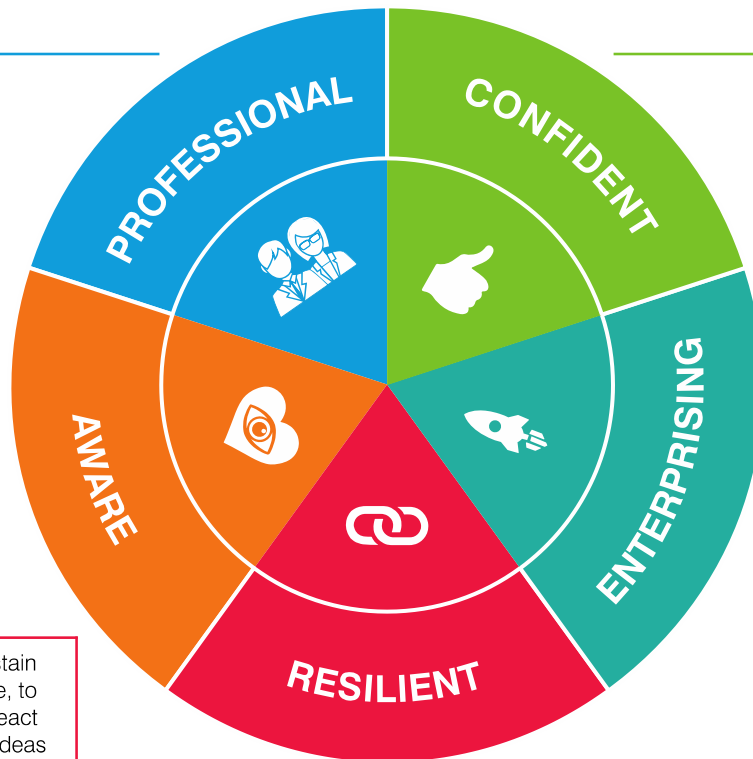
Employees work together collaboratively, building positive relationships to achieve great results, whilst communicating confidently and sensitively using appropriate technology, and always acting as an ambassador for their Department, Faculty, Team and the wider Activate Learning Group.

AWARE

Employees recognise and understand emotions in themselves and others and are able to use this awareness to manage and adjust their behaviour and relationships.

RESILIENT

Employees have the ability to sustain their energy levels under pressure, to cope and adjust to change and react positively and proactively to new ideas and ways of doing things, viewing change as a positive opportunity.



CONFIDENT

Employees are positive in their approach, understand the needs and aspirations of their learners, colleagues and customers and feel assured within the principles of the Learning Philosophy to motivate and influence themselves to succeed, articulating how their contribution makes a difference.

ENTERPRISING

Employees approach problems and challenges positively, demonstrating a desire to deliver new ideas and offer fresh insights, whilst continuously learning and improving to make a positive contribution to their Department, Faculty, Team and the business as a whole.

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This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and the employees of the Trust need to be aware that they may be asked to perform tasks and be given responsibilities not detailed on this job description.

Diversity Statement

Activate Learning Education Trust recognises and values the enriching contribution which people from a range of backgrounds and experiences can bring to the life and development of the Trust. We therefore aim to provide an education service which, in its teaching, administration and support services, actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, disability, ethnicity, gender, religion or sexual orientation.

Health and Safety Statement

All employees have a responsibility to promote and maintain a safe and healthy working environment, by taking reasonable care of their own health and safety at work and the well-being of colleagues and students. Line managers have specific responsibility for the health and safety of the team for which they have general management responsibility.

Safeguarding Statement

Activate Learning Education Trust is committed to the safeguarding and welfare of young people and expects all employees and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS). Employment will be conditional upon receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role. These checks are not an exhaustive list, and some checks may be done in retrospect in line with legislation.