



Lady Margaret School

Teacher of Mathematics

Job Title: Teacher of Mathematics

Reports to: Head of Mathematics

Overall Responsibility: Delivering the highest quality learning experiences to students learning Mathematics

Start date: September 2024

Salary: Inner London Teachers Scale

Disclosure level: Enhanced

Roles included: Teacher of Mathematics, Form Tutor

Safeguarding

- Lady Margaret School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
- Appointment to this post is subject to an enhanced criminal record and background check

Job purpose:

To support the outstanding outcomes of the Mathematics Department by teaching an exciting and challenging Mathematics curriculum, teaching consistently high-quality lessons, and promoting exceptional levels of academic development, attainment and wellbeing for LMS students.

Overview:

1. To deliver consistently high-quality lessons to students to enable them to make outstanding progress.
2. To support the development of an engaging, challenging and accessible Mathematics curriculum for each year group that supports students to make outstanding progress.
3. To make a valued contribution to the school's pastoral and extracurricular programmes, including trips and school visits.
4. To be a committed Form Tutor, supporting the personal development and well-being of the students in your tutor group.

Classroom Teacher:

1. Plan and deliver high-quality, challenging lessons.
2. Prepare students for any internal or public examinations, to enable each student to achieve her potential.
3. Maintain high expectations of students and set them challenging but achievable targets.
4. Understand your responsibilities for students with particular educational needs. These will include identifying students with special educational needs, adapting your teaching accordingly, seeking advice from colleagues including the SENCO when appropriate.
5. Follow all relevant school and departmental policies in the planning and delivery of lessons.
6. Where a member of staff is under allocation to do cover lessons where necessary.

Assessment, reporting and communication

1. Implement the school approach to assessment and feedback to inform planning, develop learning and evaluate students' progress.
2. Provide formative oral and written feedback to help students reflect upon and improve their work.
3. Make effective and regular use of the school's assessment criteria and reporting procedure to inform learning.
4. Maintain regular records of students' attainment and progress.
5. Attend parents' evenings and open evenings as required.

Professional development

1. Demonstrate a commitment to continuous professional development by participating in opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, relevant aspects of the curriculum and exam board requirements.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your professional development.

Form Tutor Responsibilities

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, and academic progress.
2. Develop strong relationships with tutees based on trust and respect.
3. Deliver the PSHE curriculum to tutees in the weekly PSHE lesson.
4. Implement attendance, rewards, sanctions, behaviour and monitoring policies.
5. Work with the Head of Year to identify the need for intervention planning where necessary.
6. Monitor the safeguarding and welfare of students in your tutor group.
7. Make Heads of Year, SENCO and senior staff aware of any issues with students as necessary.
8. Proactively engage parents to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
9. Model the ethos of the school.
10. Keep the form register and monitor patterns of student attendance and absence.

Notes

1. All the responsibilities outlined in this job description are subject to the general duties and responsibilities contained in the statement on conditions of employment under the Teachers' Pay and Conditions Act 1987.
2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the schools published time budget policy and have regard to Clause 4 (1F) of the teacher's conditions of employment.
3. This job description is not necessarily a comprehensive definition of the post it will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Staff are required to wear business dress and to be professionally presented.
5. Candidates must be in sympathy with the aims and objectives of a Church of England school and its ethos. (See prospectus for guidelines). Members of staff must support the church ethos of the school, including taking part in religious education and acts of worship.

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

Person Specification:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Qualified to at least degree level.• Qualified to teach in the UK.• Qualified to work in the UK.• QTS or equivalent.	<ul style="list-style-type: none">• Further professional qualifications
Experience	<ul style="list-style-type: none">• Ability to deliver consistently outstanding lessons in this subject to students of all ages and abilities.• Proven record of significantly raising achievement with all groups of students across the age and ability range and of helping them achieve impressive examination outcomes.• Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.• Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work.	<ul style="list-style-type: none">• Successful experience of working particularly with high ability and SEND students.• Experience of teaching A level

Knowledge	<ul style="list-style-type: none"> • Thorough knowledge of the requirements of the subject. • An understanding of the ways children learn and how individual needs may be assessed and met. • Good knowledge of current educational developments and initiatives relating to the subject and their implications. • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. 	<ul style="list-style-type: none"> • Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.
Skills	<ul style="list-style-type: none"> • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with students, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Ability to plan, monitor, evaluate, review and lead by example. <ul style="list-style-type: none"> • Sound judgement and problem solving 	<ul style="list-style-type: none"> • Ability to plan and lead fieldwork • An ability to use data confidently to inform planning. • Competent user of ICT

Motivation	<ul style="list-style-type: none"> • Willing to support LMS school ethos as a Church of England school. • Willing to be fully engaged in the whole life of the school including extra-curricular activities. • Willing to be a form tutor. • Committed to working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all students. 	<ul style="list-style-type: none"> • Experience of leading successful extra-curricular activities which inspire and motivate learners.
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