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| **HAYBROOK COLLEGE TRUST****JOB DESCRIPTION: TEACHER OF MATHS** |
| **Responsible to:**  | Head of Centre |
| **Main purpose of the job :** |
| * To teach Maths to pupils in Key Stage 4.
* To carry out the duties of this post in line with the remit outlined in the current School Teachers’ Pay and Conditions Document including the conditions of employment linked to College policies and procedures.
* Support the learning, achievement and development of pupils with Social, Emotional and Mental Health difficulties at Haybrook College under the direction of the Head of Centre.
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| **Responsibilities:** |
| Under the direction of the Head of Centre, the Teacher of Maths will:1. Be part of the Haybrook College staff team.
2. Have and promote a clear understanding of the vision, aim and ethos of Haybrook College and an awareness of the College’s role in the wider educational offer in Slough.
3. Play a key role in ensuring that Haybrook College continues to strive for sustained school improvement which will improve the life chances of all pupils.
4. Work with the Head of Centre to create a learning culture which enables students to become effective, independent learners committed to life-long learning, raising the quality of Teaching and Learning.
5. Work with the Head of Centre to promote a professional working ethos which serves to raise professional standards for all staff and raise outcomes for all pupils.

**Specific Duties**1. Teach and be responsible for the planning, organisation, delivery and assessment of a KS4 curriculum.
2. To support pupils in accessing appropriate qualifications at Entry Level through to GCSE.
3. To monitor, assess and review the progress of individuals and groups of students to maintain records and prepare and present reports.
4. Establish productive and appropriate working relationships with pupils.
5. Promote the inclusion and acceptance of all pupils within the class.
6. Support pupils consistently whilst recognising and responding to their individual needs.
7. Encourage pupils to interact and work co-operatively with others and engage all pupils in the learning.
8. Provide constructive feedback to pupils in a timely manner.
9. Manage pupils with challenging behaviour and apply a range of strategies to manage them.
10. Work through issues and incidents with pupils in a clear and positive manner.
11. Support learning with challenging activities including live experiments.
12. Develop effective communication with parents to maximise learning opportunities.
13. Work with colleagues on planning for the achievement of all pupils.
14. Take part in professional development opportunities provided by the College.
15. Liaise with other agencies as appropriate.
16. Develop individual learning programmes for pupils as appropriate.
17. Carry out duties that may reasonably be requested by the Head of Centre or Executive Headteacher in accordance with current teachers’ pay and conditions documents.

**General duties**1. Be aware of and respect all children’s religious beliefs and cultures.
2. Supervise children with vigilance at all break times.
3. Maintain professional conduct at all times.
4. Support, promote and comply with decisions and policies agreed by the Senior Leadership Team and the Trustee Board.
5. Support senior staff to formulate the School Improvement Plan and policies in all areas of College life.
6. Actively organise and participate in activities connected with the Trust.
7. Develop effective professional relationships with work colleagues, and always maintain appropriate professional boundaries in relationships with children, and all work colleagues.
8. Develop own professional knowledge, skills and understanding through active participation at meetings and training.
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| **Safeguarding Children** |
| In accordance with the Trust’s commitment to follow and adhere to the most recent version of Department for Education’s guidance entitled "Keeping Children Safe in Education" and “Safeguarding Children and Young People and Vulnerable Adults Policy 2020” and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the Trust.You are also required to know and comply with the DfE document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People.’ You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of Haybrook College and uphold public trust and confidence at all times. |
| **Confidentiality** |
| During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Haybrook College and the Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so. |
| **Data Protection** |
| During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the GDPR 2018 related to the current Data Protection Act and are properly applied to pupil, staff and Trust business/information. |
| **Freedom of Information**  |
| The post holder must be aware that the public could, in theory, request any information held by the Trust, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Trust's policies and procedures. |
| **Smoking / Intoxicants Policy** |
| No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased or owned by Haybrook College. No smoking or intoxicants are permitted in any Trust vehicles or in any vehicle parked on any Trust premises. Smoking of any product and the consumption of alcohol are strictly forbidden. |

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| **HAYBROOK COLLEGE TRUST** |
| PERSON SPECIFICATION |  **Teacher of Maths** |
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| Key  | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) |
| Qualifications | E | D | A | I |
| 1 | Qualified Teacher Status or extensive experience as an UQT | ✓ |  | ✓ |  |
| 2 | Qualification in a relevant subject  | ✓ |  | ✓ |  |
| 3 | Commitment to participation in relevant CPD | ✓ |  |  | ✓ |
| Successful and Substantial Experience of: | E | D | A | I |
| 4 | Managing the learning of pupils with challenging behaviour working in either a special school or in a mainstream setting | ✓ |  | ✓ |  |
| 5 | Proven ability as an excellent classroom teacher | ✓ |  | ✓ |  |
| 6 | Working effectively in partnership with colleagues, parents, carers and outside agencies | ✓ |  | ✓ |  |
| Knowledge and UnderstandingAble to evidence and apply up to date secure knowledge and understanding of: | E | D | A | I |
| 7 | Professional knowledge of what constitutes high quality and standards in teaching and learning | ✓ |  | ✓ | ✓ |
| 8 | Professional understanding of inclusion and strategies for engaging all learners | ✓ |  | ✓ | ✓ |
| 9 | A range of effective teaching methods with students with challenging behaviour and SEND | ✓ |  | ✓ |  |
| 10 | Professional understanding of safeguarding within a school setting including ‘Working together to safeguard children’ and ‘KCSIE’ | ✓ |  | ✓ |  |
| 11 | Recent education and SEND developments, initiatives, legislation and how they may impact on approaches to teaching and learning at Haybrook College | ✓ |  | ✓ |  |
| 12 | Understanding of cross curricular teaching | ✓ |  |  | ✓ |
| 13 | Understanding of curriculum and assessment of student progress | ✓ |  |  | ✓ |
| Skills | E | D | A | I |
|  14 | Working on own initiative and prioritising workload, anticipating and meeting deadlines around centre priorities and timescales and to manage a complex workload | ✓ |  | ✓ | ✓ |
| 15 | Ability to work well with a range of audiences, including parents/carers and other professionals | ✓ |  | ✓ |  |
| 16 | Communicating clearly, calmly and professionally in the English language, both verbally and in writing with all children or adults | ✓ |  | ✓ | ✓ |
| 17 | Have a working knowledge of school management systems and its applications | ✓ |  | ✓ |  |
| 18 | Confident and competent in the use of ICT | ✓ |  | ✓ | ✓ |
| 19 | Presenting information and contributing effectively at meetings | ✓ |  | ✓ |  |
| 20 | Demonstrating enthusiasm, initiative and commitment to ensure that good practise is embedded across the provision. | ✓ |  | ✓ | ✓ |
| Personal AttributesAble to consistently demonstrate evidence of: | E | D | A | I |
| 21 | Consistently demonstrating the behaviours expected by virtue of being a person in a position of trust | ✓ |  | ✓ | ✓ |
| 22 | To be able to show resilience and be able to maintain a sense of humour and proportion within a challenging environment | ✓ |  |  | ✓ |
| 23 | Reliability and integrity | ✓ |  |  | ✓ |
| 24 | Being committed to maintaining a healthy work life balance for oneself and that of others | ✓ |  |  | ✓ |
| 25 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background  | ✓ |  | ✓ |  |
| 26 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues | ✓ |  | ✓ | ✓ |
| 27 | Ability to work creatively, collaboratively and supportively as part of a team | ✓ |  |  | ✓ |