

## SECTION 1: THE POST

### **The Post**

The post is Teacher of Maths.

It is a permanent, full time post starting in September 2010.

Salary: Teacher's Main Scale.

### **The Role Profile**

#### **Job Purpose**

To have high expectations of all students and be committed to raising their educational achievement and be concerned for their development as learners. They must demonstrate and promote positive values, attitudes and behaviours and contribute to, and share responsibly in the corporate life of the school.

#### **Accountabilities**

##### Planning, expectations and targets

- Set challenging teaching and learning objectives which are relevant to all students in their classes. These must be based on a knowledge of prior learning
- They must use Learning Objectives to plan lessons, showing how they will assess students learning based on the Programme of Study and schemes of work in place within the Curriculum/Subject area
- They select and prepare resources and plan for their effective use, with the help of support staff as appropriate
- They take part in and contribute to teaching teams and plan the deployment of additional adults in their classroom to support student learning
- Be able to plan opportunities for students to learn in out of school contexts

##### Monitoring and Assessment

- Make appropriate use of a range of strategies to evaluate student progress towards planned learning objectives and use this information to improve their own planning
- Give immediate and constructive feedback as they teach to support learning
- They must assess progress accurately using Curriculum Level descriptors and criteria from national qualifications
- They must differentiate work appropriately and ensure that extension tasks are made available for gifted and talented students
- They must record student progress and achievements systematically and must use these records to enhance their planning as well as for reporting on attainment and progress orally and in writing, concisely, informatively and accurately to parents/carers and students

##### Teaching and class management

- They must build successful relationships centred on teaching and learning whilst establishing a purposeful working environment
- They must teach at Key Stage 3 using the relevant National Framework
- At Key Stage 4 they must teach their specialist subject competently and independently using programmes specified for national qualifications. They must also provide opportunities for students to develop the Key Skills specified by the QCA

- Lessons must be clearly structured and motivate students and teaching and learning time must be managed effectively along with the physical teaching space
- They set high expectations for student behaviour and establish a clear framework for classroom discipline promoting self control and independence
- They must use ICT effectively in their teaching
- They must provide homework and other out of class work which consolidates and extends work carried out in the class and encourages independent learning
- They work collaboratively with other specialist teachers and colleagues to enhance student learning
- They recognise and respond effectively to equal opportunities issues as they arise and should be aware of cultural and ethnic differences of their students

### **Key Behaviours**

- Emotional Self-awareness:- Recognising how their emotions affect their performance and those of their team.
- Accurate Self-assessment:- Know their own inner resources, abilities and limits
- Self –confidence:-Be confident in job capability, be self-assured and have presence
- Empathy:-Be able to sense others' feelings and perspectives

### **Knowledge and Skills**

- Have a secure knowledge and understanding of the subject[s] they teach
- Know and understand the values, aims and purposes and general teaching requirements set out in the National Curriculum Handbook
- Are aware of the expectations, typical curricula and teaching arrangements in the Key Stage or phases that precede the one in which they teach
- Understand how student learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development
- Know how to use ICT effectively both to teach their subject and support their wider professional role
- Understand their responsibilities under the SEN code of practice#
- Know a range of strategies to promote good behaviour and establish a purposeful learning environment
- Have a good standard of numeracy and literacy

## **Curriculum Team**

Mrs Gillian Whittingham	Curriculum Leader
Mrs Melanie Bradford	Special Educational Needs Coordinator
Miss Louise Burton	
Mr Simon Cox	Assistant Curriculum Leader (responsibility for KS3)
Mrs Helen Chambers	Assistant Headteacher: Curriculum & Timetable
Mr Jamie Cross	
Mr Richard Fernandez	
Mr Paul Morton	Head of Middle School
Mr David Owen	
Mr Jonathon Park	Responsible for tracking pupil progress

## ***Programme of Study***

### **Key Stage 3**

Pupils are placed in sets according to their ability at the beginning of Year 7. Currently pupils in Years 7 and 8 are taught for six periods of mathematics per fortnight. Pupils in Year 9 are taught for seven periods per fortnight.

All groups in Key Stage 3 have access to the 'Collins Maths Frameworking' text books. We have a variety of other texts that are available and teachers in Key Stage 3 are encouraged to use a range of resources to deliver the curriculum. As a department we work together in small teams planning lessons and developing and sharing resources as a matter of course. We have an extensive range of resources available on the school network which can be accessed by all members of the department. We also have access to software including Boardworks and we subscribe to the MyMaths website. As a department we are eager to integrate new ideas into lessons. We are currently looking at developing further our use of ICT, problem solving techniques, investigational and practical work in lessons.

Homework is set at least once a week, according to the school homework timetable, either from the Collins practice books or via the MyMaths website enabling pupils to complete an interactive task. This development has been met with great enthusiasm from pupils and parents.

Pupils in Key Stage 3 are assessed each half term using assessments produced within the department. Pupil achievement and progress is monitored closely throughout Key Stage 3 and interventions are made to support any pupils who are not progressing in the way we would expect. Within the department we have very comprehensive curricular records which are regularly reviewed and updated.

Each year a team of Year 7 pupils enters the Blackpool Maths Challenge and pupils in set 1 in Year 8 enter the UKMT Junior Maths Challenge.

## **Key Stage 4**

All pupils in Key Stage 4 follow the 2 tier GCSE mathematics syllabus from WJEC (Welsh Joint Education Committee). Pupils are taught mathematics for six periods over a fortnight. Pupils are set throughout Key Stage 4. Sets are reviewed at the end of Year 9 and Key Stage 3 results are taken into account.

All pupils have access to the 'GCSE Mathematics for WJEC' text books and homework books at either higher or foundation level. As in Key Stage 3 the department has a wide variety of texts, resources and ICT resources available.

In summer 2008 all pupils in Year 11 are sitting the pilot Functional Skills examination. In summer 2009 set 1 in Year 11 will also sit the GCSE statistics examination in addition to GCSE mathematics. Pupils in sets 1 and 2 in Year 10 are entered each year for the UKMT Intermediate Mathematics Challenge and regularly achieve a range of Gold, Silver and Bronze awards.

Homework is set at least once a week in Key Stage 4 to consolidate the work done in class. Tasks include exercises from the WJEC homework books, interactive tasks from the MyMaths website and past examination questions.

As in Key Stage 3 teachers work in teams to plan, develop and share resources. Key Stage 4 schemes of work and resources can be accessed on the school network.

Pupil progress is tracked and monitored closely throughout Year 10 and 11. Support is offered to pupils through revision classes and workshops as they prepare for their final examinations.

## **Future Priorities**

We are an innovative department committed to raising standards and helping all our pupils reach their full potential in mathematics. We want to make mathematics learning more exciting, more accessible and more relevant to the real world. As a department we are always looking to improve by introducing new ideas, teaching methods and concepts in to our lessons and resources.

Ideas currently under development include team teaching, peer observation programmes, videoed lessons and collaborative learning. We are looking to create partnerships with other educational institutions to support us and work with us on these exciting new developments.

Schemes of work are currently being updated and improved in line with the new Key Stage 3 curriculum. Methods of tracking pupil progress and intervention strategies are being developed, implemented and reviewed.

We are looking to further develop the use of ICT in lessons and would like to introduce a more varied programme of extra curricular activities to engage pupils and increase their enjoyment of mathematics learning.

## Facilities

Every mathematics teacher has their own teaching room with an interactive whiteboard. We have a wide range of text books and ICT resources as well as games, activities and equipment for practical tasks.



Through our school network teachers and pupils have access to an unlimited bank of resources. From September 2008 the mathematics department was relocated to a suite of classrooms and staff working areas in the newest part of the school which was completed in 2005.

The department has modern, attractive and spacious rooms and has its own ICT resource centre which is used as a flexible learning space for mathematics teaching and learning. The school has a commitment to invest in more ICT resources for the department during 2009/10 to help us to achieve our aims to improve and develop the use of ICT in the classroom. We hope that this will also give us the opportunity to develop an area which could be devoted to ICT resources and staff training for maths teachers at Montgomery and within the authority. This is an exciting time for the department as we move forward and put our ideas into practice.

