



## KS2 Class Teacher, Maths Lead

Salary / grade range	MPS/UPS
Location	Co-op Academy Portland
Reports to	Headteacher, members of Senior Leadership Team & Governing Body

### Purpose of role:

- Upper KS2 classroom practitioner who drives high standards and high expectations effectively impacting on attainment and progress outcomes.
- To close the attainment gap with disadvantaged pupils, whilst providing a nurturing, inclusive and supportive learning environment.
- To lead maths mastery practices across the academy driving improvements in maths standards from Early Years to Year 6, preferably with Maths No Problem.
- The opportunity to provide academy to academy support across the Co-op Academies Trust network may be offered to the successful candidate. Future opportunities to join SLT will also be considered.

To be committed to safeguarding and protecting the welfare of children and vulnerable adults as the number one priority.

To promote and demonstrate the Co-op Ways of Being and ethical values.

Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards*. Take responsibility for promoting and safeguarding the welfare of children and young people within the academy.

### Key accountabilities (and specific duties / responsibilities):

#### Class Teacher

- To be patient, kind and understanding to each and every pupil and as inclusive as possible in every classroom practice
- To plan work for the class in accordance with national and academy curriculum policies and in cooperation with subject leaders and the leadership team to ensure that the children experience a broad, balanced, relevant and stimulating curriculum



- To ensure a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability
- To make appropriate educational provision for children with SEND, children who are gifted and talented, disadvantaged children and those learning EAL, with support from the SENCo.
- Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience
- To provide children with opportunities to manage their own learning and become independent learners
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and behaviour.
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect
- To set children high standards in the content and presentation of their work by the quality of displays of work
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning
- To plan opportunities to develop the social, moral, spiritual and cultural aspects of pupils' learning.
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress
- To ensure effective use of support staff within the classroom
- Report appropriately to parents/ carers on the needs and progress of their children
- Encourage the involvement of parents/ carers in the education of their children and respond promptly to queries and concerns.
- Develop positive links with parents/carers, Governors, and the local community by supporting the academy's approach to community involvement and cohesion, including participation in school events and extra-curricular activities
- To participate in staff meetings as required
- To contribute to the development and coordination of a particular area of the curriculum
- To be part of a whole school team, working collaboratively and supportively with others,
- To support the Headteacher in promoting the ethos of the academy and the implementation of the academy action plan
- To be responsible for promoting and safeguarding the welfare of all children and young persons
- To ensure that academy policies are reflected in daily practice
- To ensure our behaviour policy is upheld constantly
- To liaise with outside agencies when appropriate eg. Educational Psychologist
- To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training



- To promote equality as an integral part of the role and to treat everyone with fairness and dignity
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the academy's Health and Safety policy and staff code of conduct

## **Academy Maths Lead**

- To demonstrate outstanding Maths No Problem mastery teaching in your own class
- To communicate enthusiasm for maths to pupils, staff and parents
- To joint lead workshops for parents
- To drive high standards in maths practices across the whole school
- To work collaboratively with colleagues
- To monitor and support other teachers in becoming excellent maths practitioners
- To support other Trust Academies in maths improvement
- To assist in leading training for teaching assistants to develop their expertise in delivering maths interventions and supporting class teachers
- To lead whole academy development of the maths curriculum
- To gain a thorough knowledge of whole school data for maths and report regularly to Headteacher, compiling data reports where appropriate
- To report to others (governors SIP etc) on analysis of whole school maths data
- To act on school data trends by offering guidance and support when necessary
- To ensure that you keep up to date with developments in teaching and learning
- Motivate and work with others (including the local governing body, Trust and Sponsor) to create a shared culture and positive environment, based on co-operative values and Co-op 'Ways of Being' ensuring that equality and diversity is reflected in school culture and practice and the learner is at the heart of everything we do
- Communicate clearly and compellingly the Trust and academy's vision and values so that it is shared, understood and acted upon by all

## **Additional Accountabilities for the Maximum of the Upper Pay Range:**

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- Play a critical role in the life of the school
- Provide a role model for teaching and learning
- Make a distinctive contribution to the raising of pupil standards
- Contribute effectively to the work of the wider team
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• NPQML/SL</li> <li>• Evidence of continuing and recent professional development relevant to the post</li> </ul>	Desirable	(A) (A) (A)
<b>Experience</b> <ul style="list-style-type: none"> <li>• Experience of promoting positive behaviour standards in the classroom</li> <li>• Teaching disadvantaged pupils successfully</li> <li>• Teaching in KS2</li> <li>• Experience of leading a subject across the whole school successfully</li> <li>• Experience in maths mastery teaching</li> <li>• Experience of Maths No Problem</li> </ul>	Desirable	(A)(I)  (A)(I) (A) (A)(I)  (A)(I) (A)(I)
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>• A thorough knowledge of the primary National Curriculum</li> <li>• A through knowledge of Maths curriculum in KS2</li> <li>• A working knowledge of the Early Learning Goals relating to Maths</li> <li>• An understanding of age-related expectations for Maths</li> <li>• A thorough up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively</li> <li>• A thorough understanding of the national curriculum and a range of formative and summative assessment requirements and arrangements, particularly classroom</li> </ul>	Desirable	(A) (A)(I) (A) (A)  (A) (I)   (I)

AFL	Desirable	(P)(T)
<ul style="list-style-type: none"> <li>• Knowledge of how to use local, national and statistics to evaluate the effectiveness of teaching</li> <li>• Has up to date knowledge of the importance of a good learning environment with up-to-date displays</li> <li>• Values and respects the views and needs of children</li> <li>• Knowledge and understanding of the potential of computer technology to enhance the curriculum</li> <li>• Knowledge of the legal requirements, national policy and guidance on the safeguarding of children</li> <li>• Ability to build and maintain effective teams</li> <li>• Ability to drive improvement across academies in the wider MAT</li> <li>• Ability to inspire confidence in both children and adults</li> <li>• To lead by example driving standards, closing attainment gaps and sharing best practice</li> <li>• Commitment and enthusiasm about teaching as a profession and encouraging children to become effective learners</li> <li>• Commitment to promoting pupils' achievements and raising their expectations of themselves</li> <li>• Collaborate effectively with colleagues, parents and Governors</li> <li>• Ability to prepare and plan effectively</li> <li>• Good organisational skills</li> <li>• Ability to prioritise and manage time effectively</li> <li>• Works collaboratively and supportively with colleagues</li> <li>• Committed to personal and professional development</li> <li>• Reflective and resilient</li> <li>• Well organised and well managed classroom practice where children become independent</li> <li>• A creative and exciting learning environment where children's work is well presented, demonstrates effective progress, well tailored and marked well</li> <li>• Work planned to a high standard and regular assessment of children's achievements carried out</li> <li>• High standards and expectations of students</li> <li>• To promote and demonstrate the Co-op Ways of Being and ethical values.</li> </ul>	Desirable	(P)(T)
		(I)
		(I)
		(I)
	Desirable	(P)
		(P)
		(I)
		(A)(I)
		(A)(I)(P)(T)
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		(O)
		(I)
		(O)
		(O)
		<i>Assessed at all points</i>



<p>Personal Qualities</p> <ul style="list-style-type: none"><li>• Approachable</li><li>• Committed</li><li>• Empathetic</li><li>• Enthusiastic</li><li>• Organised</li><li>• Patient</li><li>• Resourceful</li></ul> <p><i>Demonstrate The Nolan Principles June 2020</i></p>		<p><i>Assessed at all points</i></p>
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- The Co-op Academies Trust is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.
- We are committed to equality of opportunity for all colleagues and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.
- All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Application (A)  
Interview (I)  
Presentation (P)  
Observation (O)  
Task (T)