



## **Queen Elizabeth's Grammar School, Ashbourne Academy**

### **Temporary Teacher of Mathematics 0.5**

QEGSMAT are seeking to appoint a suitably qualified and experienced Teacher of Mathematics at key stages 3 to 5, to be employed from September 2018 to July 2019 (Maternity Cover) at Queen Elizabeth's Grammar School Ashbourne Academy.

Queen Elizabeth's Grammar School is a highly successful 11-18 Comprehensive School in the picturesque town of Ashbourne. The school enjoys an excellent reputation within the local community. Queen Elizabeth's Grammar School is a 'Good' school with 'Outstanding' Leadership and Management and Behaviours and Safety (Ofsted Nov 2014).

We have an aspirational ethos, which delivers impressive levels of excellence to ensure continuing success for all students. Our aspiration is built on traditional values of hard work, personal courtesy and a smart appearance. The ethos of doing one's best is key to success; but we are not complacent and continually seek to expand and improve upon opportunities afforded to our students.

QEGSMAT is a growing group of academies based in Derbyshire, Derby City and Staffordshire. Established at the start of 2017, our Trust is based on a set of actions defined by our students; 'Question, Explore, Give and Succeed'. This is an exciting time to join both the Academy and the Trust. Student numbers are growing and we are looking to recruit teachers to a range of subject areas.

At QEGSMAT we believe and promote that exceptional teachers create exceptional results; they transform lives and transform futures. They support every pupil to achieve their full potential and become a confident, resilient and compassionate individual who can make a positive contribution to society. We believe that exceptional teachers like you should be supported too, with all the opportunities you need to develop your career and achieve your goals to build for your future. Queen Elizabeth's Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

If you are interested in this role, please visit [www.qegsmat.com](http://www.qegsmat.com) where you will also find the job description and application forms. Alternately, you can contact us at [hr@qegsmat.com](mailto:hr@qegsmat.com).

**Closing date for applications: Thursday 14<sup>th</sup> June 2018 Noon**

**Proposed Interview date: Wednesday 20<sup>th</sup> June 2018**

**Salary: MPS (post-threshold UPS)**

**Start date: September 2018**

In the interests of economy, we cannot acknowledge receipt of applications so please accept our thanks in anticipation of your interest in this post. If you have not been contacted, by 19<sup>th</sup> June 2018 please assume that your application has not been successful on this occasion and accept our best wishes for the future.



## JOB DESCRIPTION

**POST TITLE:** Teacher of Mathematics

**REPORTING TO:** Head of Mathematics

**SCALE:** MPS (post-threshold UPS)

**DISCLOSURE LEVEL:** Enhanced

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### CORE DUTIES:

#### A teacher must:

##### **Set high expectations, which inspire, motivate and challenge students:**

- Establish a safe and stimulating environment for students, rooted in mutual respect;
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of students.

##### **Promote good progress and outcomes by students:**

- Be accountable for students' attainment, progress and outcomes;
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide students to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- Encourage students to take a responsible and conscientious attitude to their own work and study.

##### **Demonstrate good subject and curriculum knowledge:**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;

**Plan and teach well - structured lessons:**

- Impart knowledge and 'develop understanding through effective use of lesson time;
- Promote a love of learning and children's intellectual curiosity;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt teaching to respond to the strengths and needs of all students:**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment:**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure students' progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback;
- Monitor and support the overall progress and development of students as a form tutor.

**Manage behaviour effectively to ensure a good and safe learning environment:**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**Fulfil wider professional responsibilities:**

- Make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate professional development and Performance Management, responding to advice and feedback from colleagues;

- Communicate effectively with parents with regard to students' achievements and well-being;
- Follow the school's Quality Assurance procedures;
- Maintain appropriate records and registers - providing relevant and up-to-date information when appropriate;
- Complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning;
- Take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events;
- Deliver form tutor challenges/activities during form times;
- Carry out duties as shown on the staff Duty Rota;
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.

**Personal and professional conduct:**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways, which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



## Queen Elizabeth's Grammar School, Ashbourne Academy

### PERSON SPECIFICATION

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> <li>GCSE Maths and English Grade C or equivalent</li> <li>Honours degree</li> <li>PGCSE or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of relevant and ongoing CPD</li> </ul>	Certificates
Skills	<ul style="list-style-type: none"> <li>Communication (oral and written)</li> <li>Delegation</li> <li>Teamwork</li> <li>Organisation and planning</li> <li>Creativity and problem solving</li> </ul>		Application form  Interview
Knowledge	<ul style="list-style-type: none"> <li>Subject and curriculum knowledge</li> <li>Planning for students across the ability range and for those with SEND/EAL</li> <li>Using formative and summative assessment to improve student outcomes</li> <li>Effective behaviour management strategies</li> </ul>	<ul style="list-style-type: none"> <li>New GCSE specifications</li> <li>Knowledge of current issues and recent developments in the curriculum area</li> </ul>	Application form  Interview observation
Experience	<ul style="list-style-type: none"> <li>Mainstream teaching 11-16</li> <li>Teaching across the ability range</li> <li>Teaching examination classes</li> </ul>	<ul style="list-style-type: none"> <li>Experience of a pastoral/form tutor role</li> <li>GCSE examiner experience</li> <li>Mainstream 16-18</li> </ul>	Application form  Interview

Personal Qualities	<ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Negotiating</li> <li>• Self-motivation</li> <li>• Flexible</li> <li>• Reflective</li> </ul>		Application form Interview
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Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_