



TEACHER OF MATHEMATICS

City of Derby Academy

Permanent

1.0FTE

MPS/UPS

QEGSMAT are seeking to appoint an enthusiastic Teacher of Mathematics to join our hardworking team at the City of Derby Academy.

The Mathematics Department at CoDA is well-resourced and fully staffed with experienced subject specialists, most of whom have additional responsibilities for whole-school numeracy, disciplinary literacy, MESME and SEND/LPA provision.

CODA's most recent Ofsted inspection (March 2024) recognised that the mathematics curriculum is well-designed and supports student independence, resilience and confidence. Intelligently designed assessments also help staff and students to identify and address learning gaps and misconceptions. We also offer a range of enrichment opportunities and the buy-in from our students is very high. Some students also study the AQA ELC course and whilst this provides a qualification in its own right; it also supports GCSE accessibility for students most in need of it. In short, we provide an education of mathematics that is challenging, yet appropriate and engaging for all our students.

We serve a very diverse community with over 30 home languages. The school's vision is "**improving the life chances of all students**". Moreover, we continually strive to develop our students' character through our core values of Respectful, Responsible and Ready to Achieve, which underpin everything we do, every day.

The Ofsted inspection report (March 2024) is overwhelmingly positive and recognises the strengths of the school and the continued progress being made. Some highlights are:

- CODA is a school that welcomes and celebrates the diversity of the local community.
- There is a caring ethos. Pupils feel safe. The vast majority are happy.
- The school has high expectations of all pupils.
- Pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are well supported to learn the curriculum.
- Leaders have secured many improvements since the school's last inspection.
- The curriculum has been strengthened.
- Behaviour is now good.
- Pupils are polite and respectful to each other adults.

- There are strong relationships between staff and pupils.
- Pupils receive high-quality pastoral support. They know that staff are always available to talk to them if they have concerns.
- Leaders consider staff's well-being and workload.
- Staff overwhelmingly enjoy working at the school.

The inspection report aligns with the academy's own self-evaluation, and the inspection team recognised that leaders already have the right plans in place to secure the improvements required to achieve "good" overall at the next inspection.

City of Derby Academy is also a proud member of QEGSMAT. At QEGSMAT we believe and promote that an exceptional workforce creates exceptional results; they transform lives and transform futures. We support every student to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

Why work for us?

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an Automatic Pay Review program, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- A forward looking, hardworking and enthusiastic team of staff with the desire and skills to improve outcomes.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and
- Unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to Teacher Pension Scheme with employer contributions of 28.68%.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- A location which has excellent transport links.
- Access to 750+ discounts on everyday essentials via our benefit package with Vivup.

The banner features the Vivup logo on the left, which includes a stylized leaf icon and the text 'vivup | HEALTH WELLBEING HAPPINESS'. To the right, the text reads 'Save wherever you shop' in a large, bold font, followed by 'Visit Lifestyle Savings at vivup.co.uk' in a smaller font. On the far right, there is a graphic of various retail loyalty cards (including Aldi, Lidl, and others) with a white box overlaying them that says '750+ discounts on everyday essentials'. At the bottom of the banner, there is a small disclaimer: 'Savings offers are available at time of writing, subject to availability. Terms apply for all retail partners. Savings and offers are subject to change.'

QEGSMAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to

engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found - <https://www.qegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 270450. Further details about our school can be found on our website: <https://www.cityofderbyacademy.org/>

To apply for this position, please visit <https://qegsmat.face-ed.co.uk/vacancies>

Closing date for applications:	Sunday 26th January 2025
Interview date:	TBC
Salary:	MPS/UPS
Potential Start date:	Easter 2025



JOB DESCRIPTION

Post Title: TEACHER OF MATHEMATICS
Reporting to: CURRICULUM LEADER
Scale: MPS/UPS
Disclosure Level: Child Workforce - Enhanced, Children's Barred List

PURPOSE OF THE POST

- Teach mathematics across the 11-16 age range in accordance with the ECT/Teachers' Standards;
- Contribute to the provision of an appropriately broad, balanced, relevant, ambitious and differentiated curriculum in accordance with the aims of the school, the QEGSMAT, and Governing Body;
- Raise standards of student achievement within the curriculum area;
- Promote students' social, moral, spiritual and cultural development;
- Help to develop confident, independent life-long learners;
- As a Form Tutor, monitor attendance, behaviour and progress, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary, including contact with parents;
- Contribute to the life of the school community, support its distinctive ethos of being Respectful, Responsible and Ready to Achieve, and encourage students to follow this example.

MAIN DUTIES: TEACHERS' STANDARDS

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge students:

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by students:

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. 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 pupils 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).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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.

6. 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. 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, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

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 understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

OTHER DUTIES (AS APPROPRIATE)

- Act as a Form Tutor and carry out the duties associated with that role, including supporting the Head of Year in monitoring and maintaining student progress, behaviour and attendance
- Support with duty rotas
- Engage with the school/Trust Quality Assurance procedures

Please note:

Employees will be expected to comply with any reasonable request from the Headteacher/SLT Link/Line Manager to undertake work that is not specified in this job description.

METHODS OF WORKING

The post holder must:

- Maintain confidentiality and observe data protection and associated guidelines where appropriate;
- Maintain an awareness of Safeguarding Children and Child Protection;
- Understand and comply with the Trust's Health and Safety Policy in the performance of their duties and responsibilities;
- Carry out the duties of the post in compliance with the academy's Equal Opportunities Policy;
- Understand and comply with all other relevant academy policies;
- Take an active part in appraising their own work against agreed priorities, targets, professional development and supervision arrangements;
- Undertake any necessary training associated with the duties of the post;
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



Person Specification – Teacher

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Honours Degree PGCE (or equivalent) GCSE Maths and English C or equivalent 	<ul style="list-style-type: none"> Evidence of relevant and ongoing CPD 	Certificates
Experience	<ul style="list-style-type: none"> Mainstream teaching 11-16 Teaching across the ability range Teaching examination classes 	<ul style="list-style-type: none"> Pastoral / form tutor role Proven ability to raise standards. Contributions to departmental / whole-school improvement initiatives. 	Application form Interview
Knowledge	<ul style="list-style-type: none"> Building positive relationships with students Effective behaviour management strategies Secure subject and curriculum Knowledge Strategies to reduce cognitive load Strategies to promote long-term memorisation and recall Planning for students across the ability range, and for those with SEND/EAL Using formative assessment to improve learning Providing feedback to facilitate progress 	<ul style="list-style-type: none"> New Key Stage 4 specifications Current issues and recent developments in the curriculum area 	Application form Interview Lesson observation
Skills and Qualities	<ul style="list-style-type: none"> Committed Communication (Oral & Written) Creativity & Problem Solving Enthusiastic Excellent role model Flexible 		Application form Interview

	<ul style="list-style-type: none">• Interpersonal• Negotiation• Organisation & Planning• Reflective• Resilient• Self-motivated		
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