



Advert

Hours:	Fulltime
Contract:	Permanent
Salary:	£30,476 - £41,074 (Main or Upper pay scale)

Put your expertise in Maths to use with Future Academies. We are an ambitious family of nine academies and teacher training centre in central London and Hertfordshire who are continuously looking for talented professionals to join our teacher's community.

Our Mathematics department at Phoenix Academy is ready to welcome a new colleague, the team is experienced, supportive and welcoming. We are open to receiving applications from those who are newly qualified or those who have extensive teaching and subject knowledge.

At Phoenix Academy, our core belief is that all pupils can succeed if given highly effective teaching and well-directed pastoral care. Our mission is to create a school of the highest standards that achieves this through recruiting and training excellent teachers and support staff and in developing a pastoral system that ensures no child is left behind.

Why you should join us

Graded 'GOOD' by OFSTED we are well on our way to excellence. We provide our teachers with a strong support network, great CPD opportunities and free meals!

There are trust-wide career progression routes and there is an opportunity for unqualified teachers to join our 'EXCELLENT' SCITT programme.

Benefits

- Season ticket loans and the cycle to work scheme
- Free lunch when on-site
- Unlimited access to discounts and freebies on perkbox
- An area well served by public transport, plus ample car parking on site
- Free access to our leisure centre which includes a swimming pool, fitness suite and dance studio

We currently can't offer a tour of our school but are happy to book in a call to answer any questions you may have about working at our Phoenix Academy.

Alternatively, if this sounds like a job for you, please download an [application form](#) and refer to the attached information pack for further details. Email your application to recruitment@futureacademies.org by Tuesday **08 April 2020** to be considered for the role.



Job Description – Teacher of Maths

Job Title: Teacher of Maths

Reports to: Head of Maths

Responsible for: Delivering the highest quality learning experiences to students in the Maths Faculty and ensuring student progress.

Start date: As soon as possible

Salary: Main or Upper Scale

Disclosure level: Enhanced

Roles included: Classroom Teacher, Form Tutor

Job purpose

To contribute to developing Phoenix Academy into a great school by teaching a knowledge-led and challenging Maths curriculum, teaching highly effective sequences of lessons, and constantly reflecting on your practice. There is the potential to offer a TLR for a highly-effective teacher looking to grow their career.

Objectives

1. To deliver consistently excellent sequences of lessons to students to enable them to develop a deep understanding of the subject.
2. To support the development of a knowledge-led disciplinary curriculum.
3. To take responsibility for proactive personal professional development to build own capabilities continuously.
4. To constantly reflect on your practice and commit to the multiple layers of training and development available.
5. To make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
6. To hold, as an effective Form Tutor, responsibility for and a 'single-view' of each student in the tutor group and strive to become a true mentor to every student.
7. To epitomise the vision and values of Phoenix Academy and at all times adhere to the staff code of expectations.

Principal Accountabilities

A PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality and challenging sequences of lessons.
2. Ensure planned sequences of lessons respond to results of assessment, reporting and monitoring.
3. Facilitate a learning environment that provides every student with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an excellent standard of discipline at all times and a classroom atmosphere that is conducive to hard work.
4. Prepare and present students for any internal or public examinations, as directed, in a manner



that enables each student to achieve his or her potential.

5. Maintain high expectations of your students and set them challenging but achievable targets.
6. Understand your responsibilities for students with particular needs, including your responsibilities under the SEN Code of Practice. These will include identifying students with special educational needs, adapting your teaching accordingly, seeking advice from the SENCO when appropriate, and maintaining adequate records to enable you to feed into whole-school and external reporting.
7. Follow all relevant school and departmental policies in the planning and delivery of lessons.

B ASSESSMENT, REPORTING AND COMMUNICATION

1. Implement the Academy approach to marking and feedback to inform planning, develop learning and evaluate students' progress.
2. Make effective and regular use of the Academy's assessment criteria and reporting procedures to inform learning.
3. Set targets for raising student attainment in the context of whole school targets and work towards their achievement.
4. Maintain regular records of students' attainment and progress.
5. Attend parents' evenings and Open Evenings as required.
6. Assess how well learning objectives have been achieved and use this assessment and Academy provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address student underachievement.
7. Liaise with external agencies about individual students as required.

C PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.
6. Support colleagues when working in your teacher learning communities.

D. NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all students and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
2. Develop strong and positive relationships with students.
3. Implement all Academy policies, including the Academy's behaviour policy.
4. Contribute to the design and delivery of the Academy's enrichment curriculum in line with your timetable.
5. Model the ethos and vision of the Academy at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.



7. Contribute to the Academy's liaison, marketing and student recruitment activities, e.g. the collection of material for press releases.
8. Help to develop effective subject links with partners and the community, including attendance where necessary at liaison events in partner Schools and Academies and the effective promotion of your subject at Open Days/Evenings and other events.
9. Establish and maintain effective working relationships with colleagues including support staff.
10. Be familiar with and comply with the Academy's Health and Safety policies
11. Be responsible for the health & safety of students when they are authorised to be on Academy premises and when engaged in authorised activities elsewhere
12. Adhere, at all times, to the expectations of teachers at Phoenix Academy, outlined on the final page of this document.
13. Any other duties as required by the Headteacher commensurate with the post.

E. FORM TUTOR RESPONSIBILITIES

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
2. Develop strong, trusted, relationships with each tutee to act as his or her mentor.
3. Deliver the Tutor Time curriculum to tutees in tutor time.
4. Implement the academy's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
5. Identify the need for, and support the design of, interventions to support students who are not meeting expectations.
6. Monitor the safeguarding and welfare of tutees.
7. Engage tutees' teaching staff to facilitate the sharing of relevant student specific strategies, information and best practice.
8. Make specialist staff (SENCO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
9. Proactively engage parents of tutees and endeavour to build positive home-Academy relationships. Act as the primary point of contact for parents of your tutees.
10. Model the ethos and vision of the Academy.
11. Keep the form register and monitor patterns of student attendance/ absence.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Deputy Headteacher.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to at least degree level in the subject being taught. • Qualified to teach in the UK. • Qualified to work in the UK. • QTS or equivalent. 	<ul style="list-style-type: none"> • Further professional qualifications. • Experience of teaching A Level in this subject.
Experience	<ul style="list-style-type: none"> • Ability to deliver consistently outstanding lessons in this subject to students of all ages and abilities. • Proven record of significantly raising achievement with all groups of students across the age and ability range and of helping them achieve impressive examination outcomes. • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. 	<ul style="list-style-type: none"> • Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socio-economic disadvantage. • Successful experience of working particularly with high ability or SEN students.
Knowledge	<ul style="list-style-type: none"> • Thorough knowledge of the requirements of the National Curriculum in the subject. • An understanding of the ways children learn and how individual needs may be assessed and met. • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. • Knowledge & experience of Safeguarding & Child Protection issues. 	<ul style="list-style-type: none"> • Thorough knowledge of Key Stage 4 and Key Stage 5 specifications in the subject. • Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.
Skills	<ul style="list-style-type: none"> • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising 	<ul style="list-style-type: none"> • An ability and willingness to teach across more than one subject. • A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts'



	<p>skills including time management, prioritisation, delegation and administration.</p> <ul style="list-style-type: none"> • Sound judgement and problem solving skills. 	<p>attainment.</p> <ul style="list-style-type: none"> • Competent user of ICT.
Motivation	<ul style="list-style-type: none"> • Willing to be fully engaged in the whole life of the school including extracurricular activities. • Willing to be a form tutor. • Committed to team work and working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all students. 	<ul style="list-style-type: none"> • Experience of leading successful enrichment and extracurricular activities, which inspire and motivate learners.
Attributes	<ul style="list-style-type: none"> • A clear passion for your subject. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • Personal stamina & energy including a good record of attendance and health. • A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision. <p>This post is subject to an enhanced DBS disclosure.</p> <p>The post holder must be committed to safeguarding the welfare of children.</p> <ul style="list-style-type: none"> • 	