



Teacher of Mathematics Job Description

Post	Teacher of Mathematics
Responsible to	Head of Mathematics
Permanent or Fixed Term	Permanent
Range	MPS/UPS
Start Date	1 January 2026

Purpose of role:

To join an established Mathematics Department in delivering high quality Mathematics lessons across Key Stage 3 and Key Stage 4. The successful candidate will teach to Higher GCSE standard utilising the White Rose Curriculum model.

Role of a Teacher:

All staff are expected to model the following values, behaviours and attitudes:

- Putting pupils first and being positive about young people
- Committing fully to the safeguarding of pupils
- Having a commitment to excellence and high standards in everything we do
- Having, and communicating, the highest expectations of young people academically and personally
- Having a commitment to social justice and equality of opportunity
- Being committed to ethical behaviour: demonstrating integrity, honesty, resilience, professionalism, kindness and humility
- Behaving in a professional manner with staff and pupils at all times, treating all members of the school community with dignity and respect
- Contributing to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams
- A willingness to contribute to school life beyond the curriculum.

To be effective in the classroom, all teachers are expected:

- To be accountable for pupil progress in the classes they are responsible for
- To have a secure knowledge and understanding of the relevant curriculum area and to keep up to date with current developments
- To plan and teach challenging, well-organised lessons and sequences of lessons across the age and ability range in line with our Teaching and Learning Policy
- To maintain the highest standards of pupil behaviour and conduct both inside and outside of the classroom and to follow the Behaviour Policy
- To encourage resilience and hard work amongst pupils
- To keep up to date with the assessment requirements for the subjects taught, including those relating to public examinations.
- To use both school and national data to evaluate the effectiveness of teaching, to monitor progress and to raise attainment
- To use assessment and prior attainment as part of teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching





- To set and mark homework and to give feedback which is meaningful, in line with school policy
- To contribute to the work of the department as instructed by the Head of Department in the development of syllabuses, teaching materials and schemes of learning.

To develop professionally, all teachers are expected:

- To be reflective practitioners and engage with further research to inform and improve teaching
- To receive and act on feedback to build on strengths and improve performance
- To take ownership of their own professional development, engaging in professional development activities as appropriate to the teacher's career stage
- To contribute to the professional development of others as appropriate to the teacher's own career stage
- To develop knowledge and understanding of technology to support teaching
- To keep up to date on current teaching, learning and behaviour management strategies and know how to adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

To manage young people effectively, all teachers are expected:

- To understand how young people develop and to make effective personalised provision for children with specific learning needs including higher prior attaining pupils
- To act in the capacity of a House Tutor
- To manage pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- To promote the self-control and independence of pupils through a range of behaviour management strategies and through developing pupils' social, emotional and behavioural skills
- To know how to identify potential safeguarding issues and follow safeguarding procedures.

To provide the best possible learning environment, all teachers are expected:

- To establish a purposeful and safe learning environment which enhances learning
- To be responsible for the safety of those working in the classroom; this includes ensuring that the room is free from clutter and untidy storage, that faults are reported according to procedures laid down; in the case of teachers of practical subjects, this includes awareness of the dangers of equipment and material being used, availability of first aid materials, and knowledge of procedures in case of accidents.

Key accountabilities (and specific duties / responsibilities):

Individual roles and responsibilities are assigned below; however, the academy exists as an entity and to ensure effectiveness it will be crucial to understand that all areas of work and responsibility are interrelated and interdependent. Members of the school leadership will have an overarching duty to work closely with other leaders and not be independent of them.

- Deputising for the Head of Department as required, for example chairing Departmental meetings in their absence
- Supporting the Head of Department in leading and managing new initiatives in the department
- Assisting the Head of Department in monitoring and evaluating the quality of teaching and learning through observation, pupil voice, work scrutiny and analysis of results
- Taking a leading role in improving the standard of teaching and learning in the Department Assisting in providing work for the classes of absent colleagues.





In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.

Specific and General Duties:

- To ensure that GDPR principles are applied in all areas of work.
- To work flexibly as part of the team to meet any emergencies that may arise
- Promote the safeguarding of all pupils in the school.

It is the Academy's intention that this job description is seen as a guide to the major areas and duties for which the Teacher of Maths is accountable. However, this may change and the post holder's obligations will vary and develop. The post holder is required to perform other reasonable duties which are assigned from time to time. The job description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

Safeguarding:

The Bay Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects its entire staff to share this commitment. All post-holders will be subject to safeguarding checks and required to have an Enhanced Disclosure from the Disclosure & Barring Service (DBS)."





Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of Continuing Professional Development 	
Experience	<p>Specific experience in leadership and management</p> <ul style="list-style-type: none"> • Experience of leading improvement initiatives • Evidence of improving outcomes <p>Teaching Experience</p> <ul style="list-style-type: none"> • Evidence of successful teaching in the secondary sector • Involvement in extracurricular activities 	<p>Specific experience in leadership and management</p> <ul style="list-style-type: none"> • Experience of leading and managing others • Leadership experience in a Maths Department • Experience of holding staff to account • Experience of developing others <p>Teaching Experience Experience of teaching in more than one school</p>
Knowledge	<ul style="list-style-type: none"> • Expert knowledge of the National Curriculum, • Understanding of high-quality teaching and learning strategies in the subject • The ability to model this for others and support others to improve • Knowledge of guidance and requirements around safeguarding children • Knowledge and use of ICT in schools <p>Improving outcomes with different pupil groups:</p>	<ul style="list-style-type: none"> • Strategic planning for school improvement • Awareness of local and national organisations that can provide support with delivering the subject
Skills	<ul style="list-style-type: none"> • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Effective communication/interpersonal skills • Lead by example, showing integrity, resilience and courage • Demonstrate personal enthusiasm and commitment to the leadership process • Manage conflict • Think creatively to anticipate and solve problems • Listen to and reflect on feedback <p>Develop effective teamwork</p>	
Personal Qualities	<ul style="list-style-type: none"> • A commitment to achieving the best outcomes for all • Uphold and promote the values of the school • Ability to work under pressure • Maintain confidentiality at all times <p>Commitment to safeguarding and equality</p>	

