



**HART**  
SCHOOLS TRUST

# **JOB DESCRIPTION**

**TEACHER OF MATHS**

## THE HART LEARNING GROUP

The Hart Learning Group is a charitable organisation with a mission to create social and economic value through learning. The Hart Learning Group currently includes:

- **North Hertfordshire College (NHC):** an occupationally focussed further education college with campuses in Stevenage, Hitchin and Letchworth.
- **Hart Learning & Development (HL&D):** a progressive new learning and development business which supports businesses of all sizes to engage with and invest in emerging talent.
- **The Hart Schools Trust:** a burgeoning schools trust which currently sponsors a secondary academy and two studio schools.

As the Group diversifies and grows, we need people who share our passion for the role that education can play in transforming lives and businesses.

## THE THOMAS ALLEYNE ACADEMY

The Thomas Alleyne Academy is an 11-18 mixed-comprehensive academy located in Stevenage. There has been education on the academy site since 1558. Building on its rich heritage Thomas Alleyne's has successfully transformed into a popular and successful secondary academy. This transformation was recognised by Ofsted with the academy judged 'good' in all areas with 'outstanding' leadership and management.

## JOB TITLE

- **Hours:** Full time
- **Working with:** The Thomas Alleyne Academy
- **Location:** Stevenage
- **Remuneration:** £22,244 - £32,509
- **Reporting to:** Head of Science

## JOB DESCRIPTION

As a teacher you will

### **1. 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 disposition
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

### **2. 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

### **3. 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

#### **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 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)

#### **5. 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.

#### **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 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 ensure students 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 academy'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 students, 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 academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and well-being.
- Act as form tutor (if required)
- Deliver pastoral work as specified by the Progress Coordinator
- Monitor the attendance, punctuality and welfare of tutor group
- Take on any additional responsibilities which might from time to time be determined by the Headteacher

## PERSON SPECIFICATION

- To work with honesty and integrity
- To have strong subject knowledge and to keep this up to date
- To be self-critical
- To possess excellent inter-personal skills in order to forge positive working relationships with staff, parents and students
- To be able to work collaboratively with other department heads and the senior team
- To be accountable for student progress and teaching quality within the department
- To lead and manage staff effectively and hold them to account
- To be analytical and evaluative of student data and department development plans