



Northern Ambition Academies Trust  
Ambition • Bravery • Respect

# Job Description & Person Specification Teacher of Maths

## Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



### Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



### Bravery

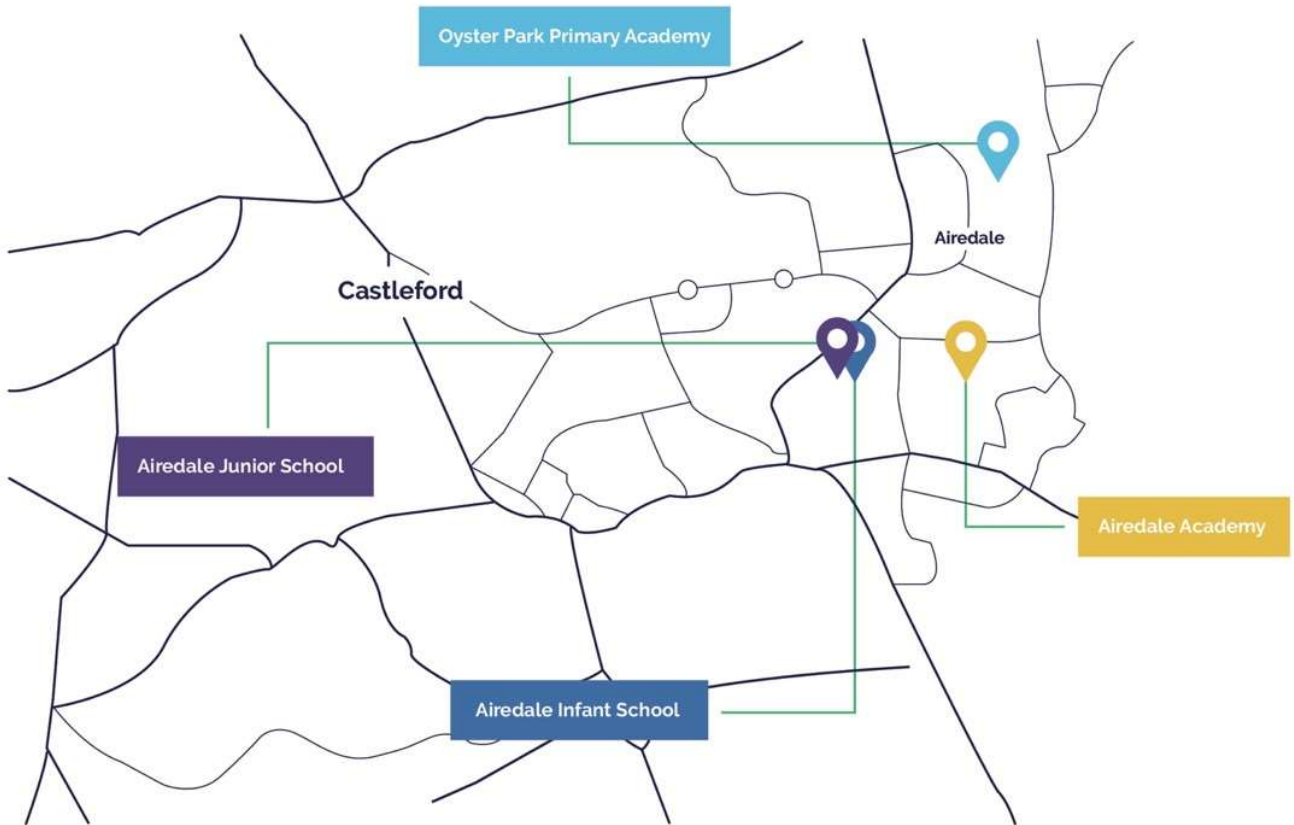
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



### Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

# Our Academies



# Who's Who?

## Executive Team

### CEO

Liz Fairhurst

### Chief Financial & Operations Officer

David Walton

### Headteachers

Kirsten McKechnie - Primary Executive Headteacher  
Airedale Infant & Airedale Junior Schools

Jodie Chapman-Kemp - Headteacher  
Oyster Park Primary Academy

Daniel Neal - Interim Principal  
Airedale Academy

### School Improvement Team

Katie Robinson (Primary)  
Paul Greenough (Secondary)

### Head of Human Resources

Nikky York

## Members

Mike Dixon  
Richard Sloan  
Andy Clark

## Board of Trustees

### Chair

Rob Hall

### Vice Chair

Stephen Groves

Alison Latham  
Simon Fox  
Kevin Guy  
Nina Wrightson  
Bruce McDowell

### Governance Professional

Karen Wood-Stones

# Teacher of Maths

## Purpose Of The Post

- To plan and develop high quality lessons, using a variety of approaches.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Faculty, in accordance with the aims of the school and curricular policies determined by the Governing Body, the Trust and the Principal of the school.
- To act within the statutory frameworks,
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.
- which set out the professional duties and responsibilities in line with STPC and Teachers' Standards.
- To take responsibility for promoting and safeguarding the welfare of children and young people within the school.

## Responsible For

The provision of a full learning experience and support for students.

## Liaising with

Principal, Senior Leadership Team, Head of Faculty, Lead Practitioners, Lead Teachers, teachers and relevant staff with cross-school responsibilities, relevant non-teaching support staff, students, parents/carers, local authority representatives and other external agencies.

## Requirements of the Post

The postholder may be required to work across any school within Northern Ambition Academies Trust and across the age range of school children as directed by the Principal/Line Manager.

The ability to attend meetings outside of the school day as required by the Principal/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

These employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS

# Main (Core) Duties

## Operational/Strategic Planning

- To comply with and assist in the development of appropriate syllabi, resources, schemes of work, marking policies, assessment and teaching and learning strategies in line with the Faculty.
- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
- To work effectively as a member of the Faculty team to improve the quality of teaching and learning.
- To contribute to the curriculum area and Faculty's development plan and its' implementation.
- To plan and prepare courses and lessons and share resources across the Faculty.
- To contribute to planning activities across the Adacemy.
- To ensure that the work in the Faculty area fully reflects the Academy and Trust's distinctive ethos and mission.
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.

## Curriculum Provision

- To liaise with the Head of Faculty and senior leaders to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which compliments the School Improvement Plan and strategic aims.
- The subject supports the Faculty in the formal curriculum with extra-curricular opportunities to extend students' knowledge and understanding and to improve their skills.
- To develop a collaborative approach to improving numeracy within the Maths faculty.

# Main (Core) Duties

## Curriculum Development

- To keep up-to-date with research and national development areas, teaching practice and methodology for the subject area.
- To assist in the process of curriculum development and change to ensure its continued relevance to the needs of students, examining and awarding bodies, and the Academy's mission and strategic objectives.
- To ensure the curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour.

## Quality Assurance

- To ensure the effective operation of quality assurance systems.
- To help to implement the Academy quality procedures and adhere to those.
- To contribute to the process of setting of targets and to work towards their achievement.
- To contribute to the Academy procedures and to ensure adherence to those.
- To monitor and evaluate the curriculum area in line with agreed Academy/Trust procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review, from time to time, methods of teaching and programmes of work.
- To work with the Head of Faculty to establish common standards of practice and develop the effectiveness of teaching and learning styles in the subject.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## Management Information

- To ensure the maintenance of accurate and up to date information concerning the subject area on the management information systems and registers.
- To make use of analysis and evaluate performance data provided.
- To complete the relevant documentation to assist in the tracking of students.
- To keep appropriate records of student's progress and attainment for use in planning and reporting accordingly to parents/carers. To use this information to inform teaching and learning.



# Main (Core) Duties

## Communications

- To ensure effective communication/consultation as appropriate with the parents/carers of students, as appropriate
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies, Exchange Teaching School Hub, ITT providers and other relevant external bodies outside the Academy, where appropriate.
- To follow the Academy and Trust policies for communications.

## Liaison

- To take part in activities such as open evenings, parent's evenings, review days, transition days and liaison events with partner schools.
- To contribute to the development of effective links with external agencies.

## Management of Resources

- To use space to create an effective and stimulating environment for the teaching and learning of the subject area.
- To contribute to the ordering and allocation of equipment and materials.
- To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure effective uses of resources to the benefit of the Academy, Faculty and the students.
- To use any existing or external resources to effectively improve the outcomes for students.
- To comply with the financial, health and safety, and HR processes and procedures of the Academy and the Trust.
- To make sure that there is a safe working and learning environment in which risks are properly assessed.

# Main (Core) Duties

## Pastoral Responsibilities

- To monitor and support the overall progress and development of students.
- To establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- To liaise with the relevant Year Leader/Key Stage Leader to ensure the implementation of the Academy's pastoral and progress tracking system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in Academy life.
- To contribute to the preparation of Action Plans, progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To act as a Form Tutor and to carry out the duties associated with that role to the assigned group of students.
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and appropriate action is taken where necessary.
- To contribute to PSHCE, RE, citizenship and enterprise according to school policy.
- To be a role model to students through personal presentation and professional conduct.
- To ensure the Behaviour Policy is implemented so that effective learning can take place.

## Teaching & Learning

- To manage student's learning through effective teaching in accordance with the Faculty's schemes of work and policies.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To ensure curriculum coverage, continuity and progression in the subject for all students, including more able students, with special educational needs and students with English as an additional language.
- To make sure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students.
- To ensure effective development of students' individual and collaborative study skills.
- To work with staff to establish a partnership with parents/carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- To develop effective links with the local community, including businesses and industry, in order to extend the curriculum, enhance teaching and to develop students' wider understanding.
- To be responsible for curriculum enrichment, extra-curricular visits and the development of increased cultural capital.

## Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.

## Other Specific Duties

- To continue personal development.
- To engage actively in the performance review process.
- To lead the extra-curricular programme of the Faculty.
- To facilitate weekly subject knowledge workshops for ECTs and non-specialists

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified. Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

The post will be based within one of the Trust's academies, but you may be required to work at any of Northern Ambition Academies Trust's schools as directed by the Principal/Chief Executive.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/The Trust to reflect or anticipate changes in the job commensurate with the grade and job title.

# Person Specification

## Teacher of Maths

### Essential Criteria

#### Education & Qualifications

- Educated to Degree Standard
- Qualified Teacher Statue

### Essential Criteria

#### Experience

- An experienced Practitioner
- Proven track record of teaching and motivating all ages and abilities
- An awareness of current issues in education in relation to the subject area
- Experience of teaching the National Curriculum in your subject to Key Stage 3 & 4
- An awareness of whole school issues/initiatives and involvement in these

### Essential Criteria

#### Professional Knowledge & Understanding

- Familiarity with current educational initiatives and developments
- An understanding of the processes and techniques required to assess, record and report students' learning effectively
- An understanding of the strategies required to promote learning across the ability range
- Able to develop best practice through a wide range of imaginative, challenging and high quality approaches
- An understanding of the positive role of Performance Management within their own professional development
- An ability to work as a member of a team to promote coherent and agreed policies and practices
- An understanding of how to use data to inform planning and improve teaching and learning and students' performance
- Ability to build effective working relationships with staff and other stakeholders
- Committed to continued professional development
- An ability to set and assess purposeful home learning which extends/reinforces students' learning
- An ability to contribute creatively and knowledgeably to develop/evaluate schemes of learning
- Ability to make appropriate use of ICT and understand its role in enhancing teaching and learning

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# Person Specification

## Essential Criteria

### Skills & Personal Attributes

- Able to communicate fluently and effectively (oral and written)
- A positive attitude with the ability to lead by example
- Sets high expectations and demands high standards
- Rigorous behaviour and classroom management skills
- Ability to ask for support and advice where necessary and act to improve own performance and that of others
- Proven presentation and negotiating skills
- An excellent attention to detail
- Is committed to team work at all levels
- A high level of personal organisation
- Understands the importance of meeting deadlines
- Carries out all professional duties within whole school and Faculty guidelines
- Participation/development of extra-curricular activities
- Excellent interpersonal skills with students, colleagues, parents/carers and outside agencies.
- Able to give good quality and effective feedback to students
- Able to develop positive and meaningful relationships with students and teachers/staff
- The ability to work under pressure and meet deadlines
- A sense of humour and professional resilience

# Person Specification

## Desirable Criteria

### Education & Qualifications

- Evidence of further professional development

## Desirable Criteria

### Skills & Personal Qualities

- Participation/development of extra-curricular activities
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# Recruitment Process

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**1**

Advert posted with job description and person specification.

**2**

Candidates invited to look around if desired.

**3**

Shortlisting process.

**4**

Candidates invited to interview, and references requested.

*Interview days may include a task or teaching example depending on the role.*

**5**

Offer made to successful candidate(s).

**6**

Pre-employment checks completed.

**7**

Start date and induction period.



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