

Teaching at Bexhill Academy:

Teachers at Bexhill Academy make the education of their pupils their first concern. They seek to achieve the highest possible standards in work and conduct, act with integrity and have strong subject knowledge. Through endeavour, they keep their knowledge and skills as current as possible, remaining at the forefront of pedagogy and educational research.

Job Role: Teacher of Mathematics and Numeracy Lead

To Lead: Numeracy across the Academy

Responsible to: The Director of Maths and SLT

Specific Responsibility: Be accountable and responsible for the classes that you teach and ensure the best possible outcomes for all students.

Job Description: Teacher of Mathematics and Numeracy Lead

- Lead by example, with the highest professional and personal standards and classroom management
- Have a clear vision for Numeracy across the Academy with a positive can do attitude
- Use professional skills and judgement to provide strategic leadership for Numeracy, showing up-to-date knowledge of trends and developments
- Lead, manage and develop Numeracy across the curriculum ensuring a coherence of sequence from KS3 through to KS4 and provide guidance for other teachers, including training, support and advice to improve school practices
- Ensure an ambitious and effective Numeracy curriculum best meets the student's needs and shows strong progress for all groups
- Ensure that the Financial Literacy of students is developed and they are set up well for their future lives
- Offer statistical and practical support to classroom teachers to support the Numeracy/Maths skills in all subjects
- Analyse the impact of Numeracy development and use this analysis to drive forward improvements
- Ensure consistency in staff following the policies for Numeracy
- Ensure high-level Numeracy skills are built into the schemes of work and curriculum pathways

- Be responsible for managing, leading and delivering high quality Numeracy interventions that have a high impact on student progress and results
- Review the Numeracy curriculum as required, highlighting areas where teaching can be broadened and attainment improved, providing data to the Director of Maths and Senior Leaders / Governors / Trustees as required
- Be the voice for Numeracy, ensuring classroom teachers' experiences and opinions are represented within the school, including dealing with any issues on a day-to-day basis
- Provide strong leadership and ensure whole school values are represented and understood with clear measurable impact
- Provide line management for teachers within the key stage, providing feedback and additional support as needed and being responsible for the performance management of some department members
- Lead other teachers in maintaining subject knowledge and latest pedagogical developments
- Communicate effectively with all department members through meetings and technology
- Collaborate and work with colleagues and other relevant professionals within and beyond the Academy
- Develop effective professional relationships with colleagues, students and parents/carers
- Model, professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Contribute to the recruitment and professional development of other teachers and support staff within the Maths faculty

Job Description: All Teachers

Set high expectations, which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils of all abilities, needs and ages, rooted in and encouraging mutual respect that significantly develops learning
- Set goals and targets based on an in depth knowledge of individual and groups of pupils that enthuse, motivate and challenge all pupils
- Effectively promote and demonstrate the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- Be accountable for continuously high levels of pupils' attainment, progress and outcomes
- Demonstrate a clear knowledge of pupils' individual capabilities and their prior knowledge and plan teaching to build on these. Create opportunities for pupils to reflect on the progress they have made and enable them to set individual targets to significantly develop their performance
- Demonstrate excellent knowledge and understanding of how pupils learn and how this impacts on teaching, implementing this in classroom teaching and sharing this with other staff
- Inspire pupils to take a responsible and conscientious attitude to their own work and study, enabling them to help develop as independent learners and support the learning of others

Demonstrate good subject and curriculum knowledge

- Have an up to date and excellent/extensive knowledge of the curriculum, including the different types of qualifications and specifications and their suitability for meeting learners' needs in order to foster, and maintain pupils interest in Science and address misunderstanding.
- Demonstrate a critical understanding of developments in the subject and Curriculum area and promote the value of learning.
- Promote collaboration and develop high standards of numeracy, in your subject area and cross-curricular activities.

Plan and teach well-structured lessons

- Embed knowledge and develop high levels of understanding through clear and effective objectives and effective pace of learning in lesson time
- Promote and encourage a love of learning and stimulate and develop children's intellectual curiosity.
- Set challenging and differentiated independent learning (Homework) using the Knowledge Organiser and other resources 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, collaboratively developing own and other's teaching practice to improve the learning of pupils

Make accurate and productive use of assessment

- Use effective assessment processes within the relevant subject and curriculum areas, including statutory assessment requirements to develop learning
- Make effective use of formative and summative assessment to ensure high levels of pupils' progress in line with the Academy assessment and marking structures.
- Effectively use relevant data to monitor progress, set targets, and plan subsequent lessons for the promotion of high levels of learning
- Give individual pupils regular, effective feedback, both orally and through a range of marking and feedback strategies, enabling pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Model effective routines for behaviour in classrooms that promote learning, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's engagement for Learning (behaviour policy)
- Model and have, high expectations of behaviour, and implement a framework for discipline with a range of strategies, using praise, sanctions and the Carrot Rewards System consistently and fairly
- Manage all classes effectively, using a range of approaches, which are appropriate to pupils' needs in order to involve, motivate and engage them. Improving standards of achievement
- Maintain excellent relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive and effective contribution to the wider life and ethos of the Academy, encouraging others to do the same
- Develop effective professional relationships with colleagues, knowing how and when to draw on and give advice and specialist support
- Deploy support staff effectively within your lessons to maximize student achievement
- Take responsibility for improving teaching and learning through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents to develop pupils' achievements and well-being.

Person Specification:

Education and Training	Qualified Teacher Status. A good Degree. Appropriate additional qualifications.
Experience	Experience of teaching Science to Key Stage 3 and 4 Students.
Skills and Knowledge	Excellent subject knowledge in Science. Good ICT skills and their application to the teaching of Science. To be organized and able to maintain accurate records. To be able to think and plan strategically and manage the classroom. To be aware of educational developments in and around the subject. To have the ability to reflect on your own practice.
Personal Qualities	To be hardworking and committed to the vision of the Academy. To have a willingness to learn and develop new skills. To have the ability to work with initiative. To have the ability to work as an individual and as a part of a team. To be focused, aspirational, independent and resilient. To aspire to “Be Remarkable” in all that you do.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to an Enhanced DBS check.