



## Job Description

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

<b>Post title:</b>	Teacher of Physics and Mathematics
<b>Hours:</b>	8.30 - 5.30 pm, Full Time
<b>Responsible to:</b>	Head of Senior School
<b>Key Purpose of the Job</b>	<p>To ensure all students within St Edward's make progress and develop their skills, attributes, knowledge and understanding as members of our school community.</p> <p>To lead and co-ordinate colleagues teaching at St Edward's to ensure the delivery of the required outcomes for students and work within the framework of national, local and school policies.</p>
<b>Main Responsibilities</b>	<ul style="list-style-type: none"><li>• To provide a point of contact for all matters concerning the teaching of Physics and Maths.</li><li>• To ensure that courses are maintained and updated in line with changing School and societal needs.</li><li>• To raise profile of Physics and Maths within the curricular and co-curricular programme</li><li>• To manage pupil learning through effective teaching in accordance with the department's schemes of work and policies.</li><li>• To ensure continuity, progression and cohesiveness in all teaching.</li><li>• To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.</li><li>• To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.</li><li>• To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.</li><li>• To work effectively as a member of the Department team to improve the quality of teaching and learning.</li><li>• To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.</li><li>• To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.</li></ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To keep up to date with research and developments in pedagogy and the subject area.</li> </ul>
<b>Monitoring, Assessment, Recording, Reporting, and Accountability</b>	<ul style="list-style-type: none"> <li>• To be immediately responsible for the processes of identification,</li> <li>• assessment, recording and reporting for the pupils in their charge.</li> <li>• To contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.</li> <li>• To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.</li> <li>• To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.</li> <li>• Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.</li> </ul>
<b>Professional Standards &amp; Development</b>	<ul style="list-style-type: none"> <li>• To be a role model to pupils through personal presentation and professional conduct.</li> <li>• To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.</li> <li>• To cover for absent colleagues as is reasonable, fair and equitable.</li> <li>• To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health &amp; Safety, and that of any other persons who may be affected by their acts or omissions at work.</li> <li>• To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety.</li> <li>• To establish effective working relationships with professional colleagues and associate staff.</li> <li>• To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.</li> <li>• To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.</li> <li>• To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.</li> <li>• To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.</li> <li>• To be aware of the role of the Governing Body of the School and to support it in performing its duties.</li> <li>• To train in basic first aid.</li> <li>• To be familiar with and implement the relevant requirements of the current SEN Code of Practice.</li> <li>• To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> <li>• have SEN; <ul style="list-style-type: none"> <li>○ are gifted and talented;</li> <li>○ are not yet fluent in English.</li> <li>○ To uphold the school's core values.</li> </ul> </li> </ul> </li> </ul>

## Person Specification

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	Essential	Desirable	Method of assessment
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>• NQT or QTS</li> <li>• Bachelor's degree in Science / Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or doctorate in relevant subject.</li> <li>• Recent participation in a range of relevant In-service training</li> </ul>	Production of the Applicant's certificates
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• Teaching up to A Level in a school environment.</li> <li>• Highly effective teaching of Physics and Maths across the Key Stages as shown through strong student progress.</li> <li>• Evidence of high pupil achievement from teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching up to A Level in multiple schools.</li> <li>• Working as a form tutor.</li> <li>• Involvement in extra-curricular activities.</li> </ul>	CV Interview Professional references
<b>Skills:</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills.</li> <li>• Excellent written and verbal communicator.</li> <li>• Competent user of ICT both in and beyond the classroom.</li> <li>• Build successful and appropriate relationships with pupils, staff, parents, and the wider community.</li> <li>• Confidence, commitment, and integrity.</li> <li>• Maintain confidentiality</li> <li>• Strong Excel skills.</li> </ul>		CV Interview Professional references
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Educational development of pupils and how to encourage them to reach their potential.</li> <li>• Knowledge of programmes of study and assessment in Physics and Maths.</li> <li>• Effective teaching and learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent professional development related to their subject area.</li> </ul>	Contents of the Application Form Interview Professional references

	<ul style="list-style-type: none"> <li>• Understanding of Health and Safety requirements relating to the relevant subjects.</li> <li>• Understanding of the importance and implementation of safeguarding procedures.</li> </ul>		
<b>Personal competencies and qualities:</b>	<ul style="list-style-type: none"> <li>• Professional and efficient.</li> <li>• Honesty and reliability.</li> <li>• Hard working.</li> <li>• Motivational and inspirational.</li> </ul>		Contents of the Application Form Interview Professional references