

Job Description

Job Title	Maths Teacher
Department	SGS Create – 14-16 provision
Reporting to:	Headteacher
Main Purpose of the role	
<p>SGS Create is an established 14–16 provision based within SGS College’s Stroud Campus, offering a full-time, broad and balanced curriculum for learners who benefit from a more personalised approach to education.</p> <p>Learners study a core academic programme including GCSE English Language, English Literature, Maths and Combined Science, alongside a vocational qualification matched to their interests and future pathways.</p> <p>As a qualified and experienced teacher, with an understanding of our typical learner profile, you will work closely with the wider team, including the other Maths teacher, to deliver a high-quality curriculum that supports strong progress and outcomes. You will play a key role in maintaining high expectations for teaching and learning, monitoring learner progress, and contributing to ongoing curriculum development.</p> <p>Working with the Headteacher and Deputy Headteacher, you will help identify and address barriers to learning, contributing to practical and effective strategies that support engagement, attendance and achievement.</p>	
Key Tasks / responsibilities:	
<ul style="list-style-type: none"> ● Curriculum development and innovation, ensuring creativity and the use of appropriate technologies to achieve excellence. ● Contributing to the educational vision, direction and ethos that secures effective teaching and successful learning and achievement by learners, preparing them for the opportunities, responsibilities and experiences of adult life. ● To undertake all forms of pedagogic work which may include classroom and online teaching, tutorial work and associated outreach duties and work experience placements. ● To undertake an annual teaching workload of contact hours for category ‘A’ duties that equates to no more than 25 hours per week during the school term times over 39 weeks per year. ● To conduct curriculum development work including identification of learner and curriculum needs, planning, development and evaluation of courses and course materials. ● To ensure the associated organisational and administrative work, preparation and marking is undertaken. ● To maintain accurate records of learner progress, tracking and achievement. ● To support learners needs and liaise with appropriate staff to ensure strategies are in place to support the learners progress. ● Ensure parents and learners are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the SGS Creates targets for improvement 	

- To upload progress to our tracking system every term, hold twice yearly parent information sessions and produce annual progress reports.
- Create a culture where learners experience a positive and enriching college life and integrate them with the wider college community
- Uphold educational standards in order to prepare learners from all backgrounds for their next phase of education and life
- Encourage high standards of behaviour from learners, built on rules and routines that are understood by staff and learners and clearly demonstrated by all adults in the centre
- Use consistent and fair approaches to managing behaviour, in line with the college's behaviour policy
- Have ambitious expectations for all learners with SEN and disabilities and those who have had a poor experience of education to date.
- Make sure SGS Create works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate to secure the outcomes of Every Child Matters
- Promote a culture and practices that ensures all learners receive a high-quality education in a happy, stimulating, safe and healthy environment
- Ensure staff and learners' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Completing an initial assessment with each candidate to establish the correct level to be undertaken and agreeing the target timescale for completion in line with College guidelines.
- Ensuring that learners are enrolled and registered with the appropriate awarding body.
- Following the guidance issued by both the Awarding Body and the College with regard to assessment practice and the completion of documentation.
- Monitoring and managing the progress of individual learners so as to meet the targets agreed in the Department Quality Improvement Plan.
- To communicate progress and provide feedback to the Headteacher. This will involve regular and open discussion, advising on learner progress, any issues relating to the provision.
- To participate in appropriate team and committee meetings.
- To ensure unit/subject/module administration and group tutorial duties, including interviewing, induction and assessment (including satisfactory retention rates, exam results), monitoring student progress, placement and destination, monitoring, review and evaluation is achieved.
- To participate in internal verification and moderation procedures.
- To support the College quality assurance and control procedures.
- To participate in the College staff development review and appraisal process.
- To support and participate in in-service training and staff development programmes based on assessment of individual and College needs.
- To participate in College staff development initiatives relating to equal opportunities and disability issues in line with College policies.
- To undertake individual or collaborative research and consultancy work agreed by College management to be part of the lecturer's duties.
- To ensure subject updating activities including curriculum and professional are undertaken and agreed with the line manager.
- To observe and have responsibility for the College Health and Safety policies. This includes the duty to take reasonable care to avoid injury to themselves or others by their work activities or omissions, and to co-operate with their Employer in the discharge of its statutory duties
- Lecturers will be required to carry out any other duties commensurate with the grade of post and conditions of service which may be required from time-to-time.

Role Dimensions

- Managed by SGS Create Headteacher
- Working with up to 200 learners
- Teaching GCSE to groups of 20 learners
- KS4 learners aged 14-16

Key Interfaces					
<ul style="list-style-type: none"> ● SGS Create Headteacher & Deputy Headteacher ● SGS Create teaching and support staff ● SGS College staff ● Learners / Parents / Carers ● Local Educational Authority ● External partners ● Employers 					
Supporting College Goals and Values – all roles					
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> ● Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. ● Promoting the image of the College as one that is committed to the highest standards of delivery and service. ● Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. ● Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy. ● Promoting and implementing best practice in Health and Safety, 					
Measurable Performance Standards for this role					
<ul style="list-style-type: none"> ● Excellent attendance above 90% ● Excellent progress data that clearly shows 100% of learners are progressing in learning outside of Progress 8 ● At least 75% progress from Year 11 into SGS College ● Safeguarding dealt with efficiently and effectively 					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Tom Beer February 2024					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the College/Centre change, the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

SGS Create English Teacher

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Qualified Teacher Status	✓		Application form
Degree in relevant subject	✓		Application form
Experience and knowledge			
Successful management experience in a school/education setting		✓	Application form/interview
Substantial relevant subject experience.	✓		Application form/interview
Involvement in school self-evaluation and development planning		✓	Application form/interview
Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation.	✓		Application form/interview
Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of 14-16 year olds	✓		Application form/interview
Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve	✓		Application form/interview
Data analysis skills, and the ability to use data to set targets and identify areas for development		✓	Application form/interview
Knowledge of child development, attachment difficulties, trauma, ASD, ADHD, ODD.		✓	Application form/interview
Skills and abilities			
Ability to develop and implement effective plans that improve the outcomes for young people	✓		Application form/ test at interview

Criteria	Essential	Desirable	Assessed by
Ability to use data effectively to monitor, evaluate and review decisions.	✓		Application form/ test at interview
Ability to develop an innovative curriculum and to maximise the contribution of staff to improve the quality of education.	✓		Application form/ test at interview
Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improving service delivery.	✓		Application form/ test at interview
Ability to deal with sensitive issues in a supportive and effective manner.	✓		Application form/ test at interview
Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested.	✓		Application form/ test at interview
Essential College attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
Circumstances of role (if applicable)			