



Al-Hijrah School
مدرسة الهجرة

Teacher of Maths

Salary MPS/UPS, Permanent / Full-time

Al Hijrah School

Burbidge Road

Bordesley Green

Birmingham

B9 4US

Required for January 2018

Al-Hijrah has a long and proud history of providing excellent education in an Islamic context. We are always keen to change and develop to ensure we meet the needs of our children. We recognise that our children will grow up in a fast paced dynamic world and need to ensure they have the tools to succeed. It is our endeavour to create and develop an environment that is welcoming, an environment that is positive and celebrates the very best of Islamic and British heritage.

Al Hijrah School has a clear aim to provide outstanding education for all of its pupils. Key to the schools development is significant investment in innovative teaching.

Al-Hijrah School is looking to appoint a Maths Teacher. The ideal candidate would be an experienced teacher with a passion for Maths, who has the ability to engage our students to achieve their full potential in this core subject area. We require in the first instance a teacher of key stage 3 with opportunities for Key Stage 4.

Candidates must be dedicated to raising levels of achievement for all students as well as contributing to any activity that supports the school's overall aims and objectives outlined in the School Improvement Plan.

Closing Date for Applications: 24 November 2017

Shortlisting: 28 November 2017

Interviews: 11 December 2017

For further details or to arrange a school visit please contact:

N.mughal@al-hijrah.bham.sch.uk via email

Application Forms are available on our website at: www.alhijrahschool.co.uk.

Application forms should be returned via post or email to:

Enquiry@al-hijrah.bham.sch.uk

Al-Hijrah School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.



JOB DESCRIPTION: TEACHER of MATHS

Job title: Teacher

Responsible to: HoD Maths

MAIN PURPOSE

- To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

OVERALL RESPONSIBILITY

- To plan and develop high quality lessons and courses, using a variety of approaches, to continually enhance teaching and learning.
- To maintain and build upon the standards achieved in the award for QTS as set out by the Secretary of State.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning

1. Have secure knowledge and understanding of the subjects taught (including cross-curricular learning)
2. Know and understand the statutory and non-statutory frameworks including those provided through the national strategies for the subjects taught
3. Plan for progression across the age and ability range you teach, designing effective learning sequences (episodes) within lessons and across a series of lessons/ unit of work
4. Plan lessons appropriate to the needs, interests, experience and existing knowledge of the pupils in the class
5. Design opportunities for children to develop their literacy, numeracy, ICT and thinking and learning skills (as appropriate)
6. Plan and assess homework and other out-of-class work, where appropriate to ensure progress and to extend and consolidate learning
7. Teach challenging, well organised lessons and sequences of lessons in which you:
 - know and use an appropriate range of teaching strategies and resources, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
 - build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress;
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
 - adapt your language to suit the children you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
 - manage the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lesson and the needs of the learners.

8. Teach engaging and motivating lessons designed to raise levels of attainment
9. Personalise learning to provide opportunities for all learners to achieve their potential, (including EAL/ special needs/ disabilities/ G&T children) promoting equality and inclusion
10. Use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem
11. Nurture the growth of the whole child – spiritually, intellectually, socially, emotionally and physically
12. Understand how children develop and how progress, well-being and development are affected by a range of developmental, social, religious, ethnic, cultural, linguistic and personal circumstances
13. Challenge and inspire pupils to deepen their knowledge and understanding of the curriculum and of their faith
14. Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary
15. Review the impact of the feedback provided to children and guide them on how to improve their attainment.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
3. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
4. 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.
- 5.

Subject knowledge and understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy and the subject

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. 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.
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.

10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
 - have SEN
 - are gifted and talented
 - are not yet fluent in English

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
4. Contribute to the professional development of colleagues
5. Act upon advice and feedback and be open to coaching and mentoring

N.B: Every teacher will be expected to have pastoral responsibilities

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST 2017-2018

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme:

- To implement staff responsibilities as laid out in the Teacher conduct
- To be responsible for teaching of your given pupils
- To assist in the ongoing review and development of schemes of work
- To work closely with the other members of the team and, where required, with colleagues from other departments throughout the school
- To support the school's ethos and Aims & Objectives.
- To adhere to and fully implement whole school policies as laid down by the Head Teacher and the Governors

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.



PERSON SPECIFICATION: TEACHER

CRITERIA	ESSENTIAL	DESIRABLE
Initial Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> Evidence of continuous INSET and commitment to further professional development
Further Qualifications /Professional Development	<ul style="list-style-type: none"> Recent, relevant in-service training in current educational practice. 	<ul style="list-style-type: none"> Post Graduate study
Experience	<ul style="list-style-type: none"> Experience and proven skills in working with pupils and teaching KS3 A commitment to deliver a full range of relevant examination options Experience and good working knowledge of the National Curriculum 	<ul style="list-style-type: none"> Have an awareness of current legal requirements and national policies A commitment to involving the parents, governors and the community in the life of the school.
Skills & Abilities	<ul style="list-style-type: none"> Excellent classroom practitioner skills Ability to plan, monitor, evaluate teaching and learning. Ability to handle data and track pupil progress to secure effective learning. Evidence of having influenced the quality of teaching, learning and use of assessment. Ability to work effectively in teams Ability to communicate effectively all levels Confidence with ICT Promote the school's aims positively, and use effective strategies to monitor motivation and morale Create a happy, challenging and effective learning environment 	<ul style="list-style-type: none"> Ability to lead and inspire staff Commitment to developing the spiritual, moral, social and cultural aspects of the school's work Develop strategies for creating community links
Other	<ul style="list-style-type: none"> Promotion of positive behaviour strategies and constructive handling of problems A commitment to raising the quality of learning and use of data in-order to eliminate underachievement. Knowledge and understanding of Equal Opportunities, SEN and other legislation essential for the health, safety and well-being of the school community 	<ul style="list-style-type: none"> Ambition A sense of humour
Contra Indicators	<ul style="list-style-type: none"> Record of offences against children. 	

All the above elements will be assessed and evaluated through the application form and the selection process