

UTC Warrington

Teacher of Maths

Information Pack





Vacancy: Teacher of Maths

Job start: September 2020

Interviews: w/c 18th May 2020

Salary: MPS

Location: Warrington

Contract type: Full Time

Contract term: Permanent

We are looking for an outstanding and enthusiastic Maths teacher to join our team of talented staff. A passion for Maths and the ability to motivate young people are among the qualities we seek. Embedding an innovative infrastructure within a 14-19 college that ensures all students receive an outstanding education at KS4 and post 16.

In particular, we are seeking an aspirational individual who is passionate about:

- Promoting outstanding achievement at all levels across the UTC;
- Working closely with university and employer partners to deliver a curriculum that addresses the disconnect between industry and education, specifically in the local context;
- Implementing a curriculum that will give students a competitive edge in the employment market or university application process.
- Accelerating learning for students at KS4, particularly the most able students who haven't been stretched and challenged at KS3.
- Delivering a post 16 curriculum that stretches both academic and technically minded students, as well as developing softer skills, ensuring students are career ready.
- Outstanding teaching and learning being at the heart of driving successful outcomes for students;
- The UTC context and the opportunities it presents to achieve outstanding learning outcomes and develop the whole student.

In addition, the post holder will be:

- A consistently outstanding / good teacher
- Have a passion for Maths with the ability to motivate and inspire students
- Provide a clear commitment to helping students reach their full potential
- Have a desire to develop excellence and be an outstanding teacher
- Be a committed team player with excellent interpersonal skills

UTC Warrington opened in September 2016 and was first inspected by Ofsted in May 2019 and secured a 'Good' judgement in all areas. UTC Warrington aims to become an Outstanding institution by our next Ofsted inspection.

Our key focus is to support young people in preparing for the world of work, develop technical skills, and to find meaningful careers – apprenticeships, university, or employment. Manchester Metropolitan University collaborated with employers such as Sellafield Ltd to create the UTC, providing students with valuable relationships and experiences within the STEM industry in the North West and beyond.



We are both a school and 6th form college, with a strong focus and vision that prepares students for a high quality role within science, technology, and engineering. Our students study academic subjects, with a range of GCSEs and post-16 qualifications. We also offer the opportunity for students to focus on developing their technical knowledge and skills and to work directly with the region's employers.

Our dedicated personal development programme encourages students to challenge themselves by using their skills in Leadership, Organisation, Resilience, Initiative, and Communication in all aspects of their UTC career. Combined with opportunities to take part in high quality enrichment (cadets, NCS, student leadership, sport) our young people are ready for the world of work.

Our school has fantastic facilities and state-of-the-art equipment. Students have contact with industry professionals and teachers with strong industry experience.

Closing date: Please complete an application form and submit a covering letter to recruitment@utcw.co.uk. CVs will not be accepted. **The closing date for applications is Friday 15th May 2020.**

We reserve the right to close this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

UTCW is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service Certificate will be required for all posts.

Follow us on Facebook, Twitter and LinkedIn. Further details can be found on our website at www.utcw.co.uk.

UTC Warrington – Job Description & Person Specification

1. Job Description

Job Title:	Teacher of Maths
Reference No:	UTCW041
Salary:	MPS
Contract:	Full Time/Permanent
Job Purpose:	<ul style="list-style-type: none"> • To carry out the professional duties of a teacher as set out in the current Teaching Standards document. • To deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher. • 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 school's responsibility to provide and monitor opportunities for personal and academic growth. • Accelerate learning for students at KS4, particularly the most able students who haven't been stretched and challenged at KS3; • Develop the UTC brand and the opportunities it presents to achieve outstanding learning outcomes and develop the whole student.
Part One: Teaching	<p>A Teacher is expected to:</p> <p>1 Set high expectations which inspire, motivate and challenge students</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for students, rooted in mutual respect • set goals that stretch and challenge students of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of students. <p>2 Promote good progress and outcomes by students</p> <ul style="list-style-type: none"> • be accountable for students' progress and outcomes. • analyse student data and exam performance to inform planning and intervention. • plan teaching to build on students' capabilities and prior knowledge • guide students to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how students learn and how this impacts on teaching • encourage students to take a responsible and conscientious attitude to their own work and study. <p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings. • demonstrate a critical understanding of developments in the subject and curriculum areas.

	<ul style="list-style-type: none"> • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject. <p>4 Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time. • promote a love of learning and students’ intellectual curiosity. • set homework according to the college timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. • reflect systematically on the effectiveness of lessons and approaches to teaching. • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <p>5 Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these. • demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students’ education at different stages of development. • have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. <p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • make use of formative and summative assessment to secure students’ progress. • use relevant data to monitor progress, set targets, and plan subsequent lessons. • give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback. • follow the college’s assessments reporting policies. <p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the college, in accordance with the college’s behaviour policy. • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them. • maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
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	<p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the college including extra-curricular and enrichment time. • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively. • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • communicate effectively with parents with regard to students' achievements and well-being. • Develop the UTC brand and the opportunities it presents to achieve outstanding learning outcomes and develop the whole student.
<p>Part Two: Personal & Professional Conduct</p>	<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:</p> <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. <p>Teachers must have proper and professional regard for the ethos, policies and practices of the college in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>
<p>Part Three: Personal Academic Tutor (if applicable)</p>	<ul style="list-style-type: none"> • To act as a Personal Academic Tutor within the Year system • To be responsible for the well-being and academic progress of their personal tutor group • To act as the first point of contact for parents • To monitor and improve attendance rates for the tutor group • To be responsible for the college's reward system within the tutor group • To support inter-form and extra-curricular activities as required • To ensure that students follow the college's uniform policy • To ensure that students follow the college's rules and policies • To set a good example in terms of dress, punctuality and attendance.

Other duties and responsibilities:	To carry out any other duties that the Principal may reasonably request.
Responsibilities common to all staff:	<p>All staff are expected to:</p> <ul style="list-style-type: none"> • Foster UTCW’s vision and objectives. • To ensure equality and diversity is celebrated and promoted through all practice, and that success is achieved through widening participation and encouraging access to a diverse range of students. • Effectively discharge UTCW’s responsibility for safeguarding students. • Work within the UTCW Health and Safety policy to ensure a safe working environment for staff, students and visitors. • Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. • To engage actively in the performance review process. • Adhere to policies and procedures as set out in the staff handbook or other documentation available to all staff. • Attending appropriate professional development/training sessions, courses or meetings to ensure that skills are maintained and developed to meet the changing needs of the college. • To comply with the provisions of the Data Protection Act and adhere to the requirements of all staff to maintain confidentiality in respect of governors, staff, parents, students and members of the general public. • To be responsible and accountable for carrying out the post with regard to the college’s Safeguarding Policy, Equal Opportunity Policy, Health and Safety at Work Act and any other relevant policies and procedures.

UTC Warrington is committed to safeguarding the welfare of children and expect all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff within the college.

April 2020

2. Personal Specification

	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> • PGCE/Qualified Teacher Status • Degree 	<ul style="list-style-type: none"> • Higher degree
Skills:	<ul style="list-style-type: none"> • The ability to establish and maintain relationships with staff and work as a member of a team. • The ability to handle potentially difficult situations sensitively. • To communicate effectively, both orally and in written form. • The ability to meet deadlines. • The ability to teach the subject effectively across all age and ability ranges. • A willingness to contribute to subject, faculty and whole school developments. • A commitment to put into effect the school's policies and priorities. • Ability to use ICT to support planning, delivery and administration through use of standard ICT packages. • A willingness to see beyond the subject specific boundary and flexibility to teach beyond the subject specialism. 	
Experience, knowledge and understanding:	<ul style="list-style-type: none"> • Up to date knowledge of the subject National Curriculum at all stages in terms of knowledge, skills and understanding expected within the National Curriculum programmes of study. • Knowledge of assessment, recording and reporting of students' progress and achievements in the subject and of the role of assessment for learning in ensuring student progress. • Knowledge of how students learn and are motivated in order to provide for the individual needs of all students, including those with special educational needs and the more able. • An understanding of the importance of the teacher as a role model for young people. • Knowledge of equal opportunities and anti-discriminatory practice in the context of the school community and of 	<ul style="list-style-type: none"> • Familiar with 14-19 education models. • Evidence of involving employers in curriculum development.

	<p>relevant strategies required to remove barriers to learning.</p> <ul style="list-style-type: none"> • Knowledge of subject specific health and safety requirements. • An understanding of the importance of wider key skills / functional skills delivery within the subject area and also of the importance of learning competences in supporting subject attainment. • A commitment to continuous learning. 	
<p>Characteristics:</p>	<ul style="list-style-type: none"> • Demonstrates a passion for the UTC model and delivering education that is student centred and cutting edge. • Is a dynamic self-starter, excited by the prospect of shaping and delivering the strategy for this innovative educational concept. • Highly personally credible and able to represent UTCW with external agencies, particularly employers. 	<ul style="list-style-type: none"> • Enhanced DBS