

GCSE Maths Teacher (1 FTE)

Big Creative Academy (BCA) is a post-16 free school specialising in the creative industries. We believe that teaching skills employers want and empowering young people to think reflectively enables positive outcomes for students and our wider community. Big Creative Academy is committed to wellbeing and excellent teaching. Our mission is to improve the lives of young people through high quality training and creative industry experiences. We have 350 learners studying vocational programmes progressing to higher education and employment.

What we are looking for:

We are looking for an enthusiastic and lively person with experience of teaching GCSE Maths to join our dedicated team. Experience of working with 16-19 years olds is essential, QTS is not needed.

Main purpose of the role: Delivery of learning programmes and assistance to students.

For full details of the role, please see the job description and person specification. **If you wish to apply, please complete the application form and email it to bca-hr@bigcreative.education. The closing date for applications is the 06th November.**

To find out more about Big Creative Academy and our approach to education please see our website: www.bigcreative.education

Job application forms are available at: <http://www.bigcreative.education/jobs/>

Big Creative Academy is an equal opportunities employer and positively welcomes applications from all sections of the community. We are committed to safeguarding all learners enrolled on our programmes and appointment of successful applicants will be subject to satisfactory references being obtained, and an enhanced disclosure and barring service (DBS) check. Subject to timetables we are open to flexible working.



BIG CREATIVE
EDUCATION
APPRENTICESHIPS
TRAINING
ACADEMY



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JOB DESCRIPTION & PERSON SPECIFICATION

Post Title: GCSE Maths Teacher (1 FTE)

Salary: Up to £30,000 per annum, depending on experience.

Full/part time: Full time, permanent.

Hours: 35 hours per week.

Reporting to: Curriculum Manager for Maths & English

Purpose of the role: Delivery of maths learning programs and assistance to students.

Job Description

Principal Accountabilities:

- Prepare, teach and assess GCSE Maths courses
- Provide pastoral support to students
- Lead on exams and assessments

Key Tasks:

- Teaches groups including associated preparation and marking.
- Arranges, monitors and supervises learners on study programmes, educational visits and field trips.
- Designs and prepares innovative and creative learning materials to embed Maths in vocational areas.
- Assesses students, including formative and summative assessments, internal verification and supervision of assessments and exams.
- Maintains and provides records and statistical checks in relation to own teaching, including enrolment checks, attendance records and the like.
- Participates in activities to publicise courses.
- Assists in planning and developing courses and course materials.

- Participates as a member of one or more course teams in employer liaison (as appropriate), maintaining standards and targets, reviewing and evaluating course provision and joint action planning.
- Provides advice and guidance to prospective students together with interviewing and APL work.
- Participates in student enrolment and induction, diagnostics and initial assessments.
- To plan, manage and ensure the effective deployment of the resource requirements for the services that are the responsibility of the role.
- Promotes and implements all Academy policies, particularly those which refer to health and safety, equality of opportunity, maintaining standards of student behaviour and safeguarding young people and vulnerable adults. Participates in Academy programmes of staff appraisal and continuing professional development.
- Develop effective working relationships internally and with external partners.
- To operate at all times in line with the Academy's values and behaviours.
- To work towards the behaviours outlined in the Excellence in Teaching framework at Appendix A.

This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

Person Specification

| CRITERIA | ESSENTIAL | DESIRABLE |
|-----------------------------|--|-----------|
| Qualifications/Competencies | Degree or equivalent and qualified teacher status | |
| Relevant Experience | Evidence of the ability to deliver consistently good or better teaching, learning and assessment and a proven track record in planning and delivering an excellent learning experience Experience of teaching with the 16-19 age group | |
| Knowledge | A well-developed understanding of the particular needs of the 16-19 age group both in full-time education and employment and of the professional challenges by inner city students many of whom come from deprived backgrounds An understanding of and commitment to safeguarding young people and vulnerable adults. | |

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|-----------------|--|--|
| | <ul style="list-style-type: none"> • motivation to work with children/young people/vulnerable adults • ability to form and maintain appropriate relationships and personal boundaries with children and young people/vulnerable adults • emotional resilience in working with challenging behaviours • attitudes to use of authority and maintaining discipline | |
| Skills/Ability | <p>Ability to teach Functional Skills Maths courses</p> <p>Ability to provide learning and tutorial support for students</p> <p>Excellent planning, organisation, IT and administrative skills, the ability to see projects through to a successful conclusion, and a general high level of efficiency</p> <p>Excellent oral and written communication skills</p> <p>Ability to work as part of a team and on own initiative</p> | |
| Personal Skills | <p>Demonstrate enthusiasm</p> <p>Aptitude for hard work, the ability to take initiatives, a flexible approach and an ability to implement change</p> | |



EXCELLENCE IN TEACHING: BEHAVIOUR FRAMEWORK

A. In the classroom

- Passionate about subject area and passing knowledge onto learners
- Energetic in encouraging students' learning
- Understands and anticipates the changing needs of learners
- Listens to learners
- Creates a sense of order and routine to lessons
- Sets clear learning objectives
- Able to relate to learners
- Able to respond to learners and adapt accordingly
- Motivated to provide an inspiring environment for learners
- Able to signpost learners to relevant services
- Guides people through the focus on task
- Handles difficult situations with diplomacy and tact
- Helps to de-escalate potential conflict

B. Personal qualities

- Motivated to drive professional standards through personal development
- Has industry experience
- Able to maintain optimism in the face of constant change
- Acts with integrity
- Maintains high standards of accuracy throughout all communication

C. Interaction with management

- Builds effective relationships with colleagues and external stakeholders
- Is conscientious and timely in completing paperwork
- Solution-orientated to troubleshoot problems
- Motivated to analyse data about tasks
- Is open to new information, willingly adapting how we operate
- Creates the conditions for collaboration, co-operation and team capability
- Is tenacious in achieving results
- Invests time to seek long-term solutions

