



## Job Description : Priestley Smith Specialist School

<b>Title of Post</b>	<b>Maths teacher</b>
<b>Area</b>	Secondary
<b>Line Manager</b>	Assistant Headteacher

### Job Purpose

#### The post holder will:

- Be learning-centred
- Reflect the highest possible professional standards
- Provide high quality Maths education for children in the Secondary department
- Support the Maths curriculum development in collaboration with the Primary subject lead
- Deliver additional subjects across the secondary department
- Participate in the delivery of the Curriculum Framework for Vision Impairment

### Main Responsibilities

#### • **A) SEN SPECIALIST TEACHER**

##### • **General duties and responsibilities:**

- To carry out the duties of a school teacher as set out in the 'School Teachers Pay and Conditions' document.
- To meet the required National Teaching Standards and Threshold standards.

##### **Strategic direction and development of SEN provision nationally and regionally:**

- To understand changing perceptions of SEN as reflected in national and local contexts.
- To understand key issues as they apply to pupils with SEN such as stereo-typing, equal opportunities, disability, rights, discrimination and associated legislation.
- To take account of the expectations of parents/carers and work with them to secure an appropriate education for their child.
- To understand the structure, roles and responsibilities of those who contribute to SEN programmes including voluntary, advocacy, and statutory agencies.
- To seek to integrate as appropriate multi-disciplinary or specialist advice into the teaching and learning process.
- To access and use relevant research, inspection and school self-evaluation evidence to inform assessment, curriculum and teaching arrangements.

##### **Identification, assessment and planning:**

- To make effective use of specialist and multi-disciplinary techniques to plan and deliver appropriate curriculum teaching and support to all pupils.
- To plan a wide range of highly differentiated, individualised, active, concrete and relevant learning opportunities to engage pupils with complex needs, including visual impairment, and to fulfil the requirements of the National Curriculum and Key Stage 3-5 programmes of study. These will be presented in termly schemes of work and day to day planning.
- To use the targets in Education and Health Care Plans to develop criteria by which to judge pupils' progress, and to establish a timescale for review and evaluation, whenever possible, including pupils and parents/carers in the key processes and procedures, and ensuring that all understand what targets have been set and why.
- To assess and record pupil progress; to prepare and write accurate assessment reports for reviews which give direct evidence of pupil progress, strengths and areas to develop and which can be understood and used by teachers, other professionals and parents/carers; to contribute to multi-professional assessment and placement decisions, where required.
- To maintain up to date records of each child's progress in line with school policy.

##### **Effective teaching, ensuring maximum access to the curriculum for all ages:**

- To have knowledge of and keep up to date with the National Curriculum and national and local assessments and accreditation/qualifications.
- To use knowledge of the school's curriculum and assessment criteria to develop, adapt and evaluate teaching strategies for the maximum benefit of pupils with SEN.
- To follow a **Stage not Age** approach to the curriculum, ensuring highly differentiated, practical, first hand learning experiences for pupils with complex learning needs.

- To set small and achievable targets for pupils whose progress is not clearly demonstrated when set solely against conventional assessment criteria.
- To identify individual learning outcomes and develop, implement and evaluate a range of approaches to help pupils achieve their learning outcomes.
- To use, manage efficiently and evaluate techniques, specialised aids and resources, including ICT where appropriate, to give greater access to the curriculum and assist in the promotion of independent learning and living skills.
- To take account of the effects on learning and behaviour of medications, medical treatments and therapeutic regimes.

**Promotion of social and emotional development and wellbeing, positive behaviour and preparation for adulthood:**

- To work with parents and carers and all involved agencies to agree approaches to each pupil's personal development, taking account, as appropriate, of cultural, social, medical and physical differences.
- To structure learning tasks to take account of pupils' individual learning styles so that their learning is maximised, they are clear what is expected of them and are encouraged to persevere when difficulties arise.
- To develop pupils' emotional resilience.
- To encourage the development of independent living and self care skills.
- To use positive, consistent and non-confrontational approaches and techniques (including with regard to conflict resolution and physical intervention) so as to promote positive relationships between pupils and/or adults in line with the school's Behaviour Policy and to help pupils to develop, understand and show appropriate behaviours towards others.
- To support pupils to develop into tolerant, well informed, respectful citizens of the future.

**Other Professional Requirements**

- To carry out the role of form teacher and learning mentor.
- To understand professional responsibilities and be aware of relevant legislation.
- To be aware of the importance of a mainstream/special partnership in ensuring effective inclusion opportunities for children and to develop greater shared understanding.
- To establish and maintain effective working relationships with professional colleagues and parents.
- To contribute significantly to and chair Educational Health Care Plan review meetings.
- To set a good example through own presentation or personal and professional conduct.
- To contribute to the corporate life of the school through meetings, whole school agreements, assemblies, shared projects and school functions.
- To participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- To be aware of the need to take responsibility for own professional development and keep up to date with research and developments in teaching pupils with SEN.
- To develop and enhance links with outside agencies such as Birmingham Thinktank and STEM Ambassadors.

**B. Subject teacher MATHS**

**Core purpose:**

All teaching staff within Priestley Smith School lead on a specified area of the curriculum. The postholder in this role will provide subject leadership and management of Secondary Maths and collaborate with the Primary lead for Maths to ensure a high quality educational experience for all pupils. There may be the requirement to teach Primary Maths in KS2.

**Strategic direction and development of the subject**

- To clearly identify the Intent of the Maths curriculum across the Secondary department and collaborate with the Primary Maths subject lead, and produce a structured Implementation Plan for Maths in line with this intent.
- To use national, local and school management data effectively, to monitor standards of achievement and impact across relevant sections of the school in Maths.
- To co-ordinate the development of long, medium and short term planning of this subject involving:

resources, staff professional development requirements, the aims of the school, and its policies and practices, the School Improvement Plan, targets for realistic but challenging improvements.

- To monitor the progress made towards achieving plans and targets, and use this information to plan future developments.
- To support and guide colleagues to select the most appropriate teaching and learning methods and resources in Maths to meet the needs of the full range of pupils and where appropriate, contribute to effective curriculum adaptations to meet the needs of pupils with a vision impairment.

### **Teaching and Learning**

- To ensure curriculum coverage of Maths, together with continuity and progression throughout the school.
- To have a strong, up to date knowledge of teaching objectives in Maths, and to understand the sequence of teaching and learning in Maths, communicating this to pupils.
- To ensure that opportunities for key skills are identified and developed.
- Through the school's established assessment processes, to monitor pupil progress in Maths and identify any areas for development.
- To use this analysis to identify effective practice and areas for improvement in Maths and take action to improve further the quality of teaching in Maths.
- To ensure effective liaison across all phases, including the Primary department, to ensure effective continuity and progression in learning.
- To take part in the induction of new support staff to ensure they have the necessary skills to support pupils in Maths lessons.
- To ensure that the Headteacher, senior leaders and Governors are kept well informed about subject policies, plans and priorities and the success in meeting objectives and targets.

### **Efficient and effective deployment of staff and resources**

- To establish resource and staff requirements for the subject and inform the Headteacher of costs and timetable priorities.
- To distribute subject resources to meet the objectives of the school and keep up to date records of stock.
- To ensure the effective and efficient management of learning resources for the subject.
- To ensure relevant Health and Safety issues are identified and assessed.

### **Line Management**

- Responsible to Head of Secondary

### **Person Specification**

#### **Qualifications:**

- Qualified Teacher Status.
- Relevant degree or Post Grad subject specialism.
- Evidence of commitment to continuous professional development.
- QTVI qualification, or a commitment to undertake the qualification.

#### **Skills and Abilities**

- Evidence of consistently good or outstanding Maths teaching and its impact on pupil progress in Maths.
- Evidence of planning and delivering a creative Maths curriculum.
- High expectations of pupils' learning and achievement.
- An ability to plan, assess and deliver a curriculum appropriately differentiated to meet individual needs.
- Strong commitment to school improvement and raising achievement for all pupils.
- Good communication and interpersonal skills.
- Ability to build and maintain good relationships.
- Well-developed written skills for reports and record keeping.
- Good time management skills, with the ability to prioritise and organise own workload.
- An ability to lead and work as a member of a cohesive, dynamic team.
- An ability to co-ordinate, manage and support effectively the work of others.
- An ability to monitor and analyse pupil progress and behaviour.

- An ability to maintain and develop a highly effective partnership with parents/carers.
- An ability to incorporate Equal Opportunities into every aspect of the work and to ensure inclusion for all.
- An ability to work effectively with professionals from other disciplines.

**Knowledge and Experience**

- Good working knowledge of teaching and assessment of the National Curriculum requirements.
- The monitoring, assessment, recording and reporting of pupils' progress.
- Developments in theory and practice of effective teaching and learning in Maths.
- The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, Safeguarding and Child Protection.
- An excellent understanding of personalised learning.
- Experience and knowledge of teaching pupils with Special Educational Needs in either the mainstream or special school sector.
- Experience of working with pupils with visual impairment (desirable).

**Personal Qualities**

- Professionalism, dedication and flexibility.
- Commitment to the development and maintenance of positive partnerships between the school and parents and the wider community.
- Energy, stamina, enthusiasm, sense of humour.
- Commitment to maintaining and extending community and partnership links.
- Ability to show innovative thinking, particularly with regard to new developments.
- Willingness to support extra-curricular enrichment activities for pupils.