

## Job Description

### **PURPOSE OF THE POST**

- To promote the aims and objectives of the school as laid down by the trust.
- To promote the development of the trust's Equal Opportunities Policy throughout all aspects of school life.
- To deliver appropriate teaching, learning and accreditation pathways with a focus on Mathematics, while supporting delivery across other areas of the curriculum, to meet a wide range of pupil needs.
- To provide high quality, inclusive learning opportunities that enable all pupils to make academic, social and emotional progress.
- To support pupils to develop confidence, independence and engagement in learning through a structured and supportive classroom environment.
- To deliver teaching that is adapted and responsive to pupils with Special Educational Needs and Disabilities (SEND), ensuring access to a broad and balanced curriculum

### **DUTIES AND RESPONSIBILITIES**

#### **Teaching and Learning**

- Plan and prepare courses and lessons across a range of subjects, with a primary focus on Mathematics, while contributing to other curriculum areas as required.
- Teach pupils according to their individual educational needs, including the setting and marking of work carried out in school and elsewhere.
- Deliver high quality, inclusive teaching that supports pupils' academic, social and emotional progress.
- Record teaching activity in line with school expectations.
- Maintain a stimulating, organised and structured classroom environment that promotes engagement and independence.
- Maintain good order and discipline, ensuring a safe and supportive learning environment at all times.
- Adapt teaching and resources to meet a wide range of SEND needs.

#### **Assessment, Progress and EHCP Responsibilities**

- Implement assessment, recording and reporting processes in line with school policy.
- Monitor and track pupil progress in Mathematics and across other curriculum areas.

- Maintain accurate and up-to-date records of pupil attainment, progress and wellbeing.
- Plan, implement and review individual, group and class programmes of work.
- Contribute to EHCP processes, including Annual Reviews and professional meetings.
- Use assessment information to inform future planning and teaching.

### **Classroom Leadership and Organisation**

- Take responsibility for the day-to-day organisation and management of the classroom.
- Lead and direct teaching assistants and other support staff effectively.
- Ensure appropriate resources are available, adapted and accessible to support learning.
- Maintain and organise classroom resources and stock securely and efficiently.
- Create a positive learning environment through effective classroom displays and organisation.
- Promote high expectations of behaviour, engagement and achievement.

### **Collaboration with Families and Wider Teams**

- Promote and support parental engagement in pupils' learning and development.
- Communicate effectively and sensitively with families and carers.
- Liaise with teaching staff, support staff and external professionals to support pupils' progress and wellbeing.
- Support the effective transition of pupils between classes, phases and key stages.
- Contribute to multi-agency working where appropriate.
- Fulfil the role of a pastoral class teacher, supporting pupils' personal development and wellbeing.

### **Behaviour, Wellbeing and Safety**

- Maintain a safe, secure and inclusive classroom environment.
- Support pupils' emotional regulation using proactive and relational approaches.
- Use Team Teach de-escalation strategies consistently and effectively.
- Use Team Teach positive handling strategies appropriately, in line with training and policy.
- Respond to behaviour in a calm, consistent and supportive manner.
- Promote pupils' wellbeing, independence and positive engagement in learning.

### **Professional Responsibilities**

- Maintain up-to-date professional knowledge of developments in Mathematics, primary education and SEND practice.
- Participate in CPD, training and professional development opportunities.
- Attend and contribute to meetings, briefings and training sessions as required.
- Work collaboratively with colleagues to support curriculum development and school improvement.

- Implement school and trust policies in a professional manner.
- Uphold the ethos, values and vision of the school and trust.

### **General Responsibilities**

- Work flexibly to meet the changing needs of the school and trust.
- Comply with all policies relating to safeguarding, child protection, health and safety, confidentiality and data protection.
- Report safeguarding concerns in line with school procedures.
- Attend meetings and events outside normal working hours as required.
- Undertake additional duties as reasonably requested by the Headteacher.
- Keep professional knowledge up to date in line with DfE guidance and legislation.

## **CORE RESPONSIBILITIES AND DUTIES**

- Ensure that you understand and comply with the trust Health and Safety policy by following the relevant procedures that are in place.
- Read, uphold, and promote the safety and wellbeing of students as set out in the trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the trust Employee Code of Conduct.
- Please note that the job description provided is not an exhaustive list of all responsibilities and duties associated with this position.

## **SAFEGUARDING**

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion.

All our employees are expected to demonstrate a commitment to our shared principles and the Oak Way.

Oak Learning Partnership is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

# General Subject Teacher Focus on Mathematics Person Specification

CRITERIA	
<b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS).</li> <li>Degree or equivalent qualification.</li> <li>Experience of teaching within a <b>primary or similarly structured setting</b>.</li> <li>Experience of teaching <b>Mathematics as part of a broad and balanced curriculum</b>.</li> <li>Evidence of positive impact on pupil progress, engagement and learning.</li> <li>Commitment to ongoing professional development and reflective practice.</li> <li>Ability to build positive and effective relationships with pupils, families and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with pupils with Special Educational Needs and Disabilities (SEND).</li> <li>Additional qualification or professional development in SEND.</li> <li>Training or experience in behaviour support approaches (e.g. Team Teach).</li> <li>Experience of teaching across a range of primary curriculum subjects.</li> </ul>
CRITERIA	
<b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>An effective classroom practitioner with the ability to deliver <b>high-quality teaching with a focus on Mathematics</b>, alongside other curriculum areas.</li> <li>Strong understanding of the <b>primary curriculum and pedagogy</b>.</li> <li>Ability to plan, deliver and evaluate lessons that meet a range of learning needs.</li> <li>Ability to differentiate effectively to support all pupils to make progress.</li> <li>Secure understanding of assessment and the ability to monitor and respond to pupil progress.</li> <li>Ability to create a structured, engaging and positive learning environment.</li> <li>Strong classroom management skills and ability promote positive behaviour for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge or experience of adapting teaching for pupils with SEND.</li> <li>Understanding of strategies to support communication, regulation and engagement.</li> </ul>

## CRITERIA

**Personal style and behaviour:** In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

## ESSENTIAL

- A reliable and professional approach to work.
- A strong commitment to high expectations and inclusive education.
- Ability to lead, support and work effectively with teaching assistants and other adults.
- A collaborative, flexible and supportive team member.
- Approachable, positive and sensitive to the needs of pupils and families.
- Ability to build strong relationships and create a positive classroom culture.
- Willingness to develop skills in supporting pupils with additional needs.
- Resilience, adaptability and a proactive approach to problem solving.
- Experience of working with pupils with additional or complex needs.
- Willingness to undertake further training in SEND and behaviour support.