



## Northumberland Church of England Academy Trust

### JOB DESCRIPTION

**JOB TITLE:** Interventional Teacher of Maths  
**SCHOOL/SECTOR:** Duke's Secondary School  
**SALARY:** MPS  
**RESPONSIBLE TO:** Director of maths

#### PURPOSE OF JOB:

This is a bespoke role where you will work in a one to one setting or with small groups of students on an interventional basis, although some whole class teaching will also be required.

You will mainly focus on preparing KS4 students for their up-coming GCSE's exams. This is a new role for the school, which you can help shape and one which we hope will have a real impact on the outcomes for our students in Maths.

Due to the bespoke nature of this role we would welcome applications from teachers at all stages of their career, but a knowledge of current educational thinking and strategies to raise attainment is expected, with the experience of having taught to GCSE level being desirable.

#### EMPLOYMENT DUTIES:

##### Support for Pupils:

- To prepare KS4 students fully for their up-coming GCSE's exams
- To inspire students to be the best that they can be through your passion for Maths.
- To deliver consistently excellent interventional experiences for our students, ensuring that they are energetic, enthusiastic, creative and resilient
- Deliver whole class teaching as and when required to do so as per the school timetable. It is likely that the role will involve taking responsibility of whole classes alongside the intervention role
- Assess and identify the needs of pupils and use detailed knowledge and specialist skills to support pupils learning.
- Develop and implement bespoke Intervention Plans.
- Establish productive relationships with pupils, acting as a role model and responding to the needs of each individual child, acting as a role model and setting high expectations.
- To actively promote inclusive practice within the classroom setting to ensure acceptance of all pupils.
- Encourage pupils to interact with one another in a way that supports their learning.

- To have challenging expectations that encourage children to act independently and build self-esteem.
- Provide feedback to pupils in relation to progress and achievement against pre-determined targets

#### **Support for the School:**

- Comply with all school policies and contribute to the development of policy relating to:
  - Safeguarding
  - Health and Safety
  - Equal Opportunities
  - Child Protection
  - Confidentiality and data protection.
- Work in such as to promote the ethos and vision of the school.
- Participate in training and development, and activities that contribute to the management of performance.
- Assist with the management of pupils outside the classroom e.g. lunch times, break times and lesson transitions
- Attend and participate in regular meetings
- Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. You may be required to carry out additional duties commensurate with the level of the role.

This job description will be reviewed regularly and will be subject to change in line with the School's changing needs or requirements.



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Post Title: Interventional Maths Teacher	Department:		Assessment Method
	<b>Essential</b>	<b>Desirable</b>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working in a comprehensive school</li> <li>• Excellent teaching</li> <li>• Excellent attendance and punctuality</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching at GCSE level</li> </ul>	
<b>Skills &amp; Competencies</b>	<ul style="list-style-type: none"> <li>• Value the education of every student as equally important</li> <li>• Be committed to equal opportunities</li> <li>• Believe in students' entitlement to a meaningful education</li> <li>• Recognise that it is the responsibility of teachers to provide active support and challenge to learners</li> <li>• Be committed to high quality in all aspects of their work</li> <li>• Know that reflection is the bridge between 'doing' and 'understanding'</li> <li>• Have understanding and experience of data tracking for students</li> <li>• Excellent teaching</li> <li>• Excellent attendance and punctuality</li> <li>• A highly professional approach to their work</li> <li>• Great energy, enthusiasm and hope</li> <li>• A real drive to make things happen</li> <li>• A passionate desire to make a difference</li> <li>• A warm, open and optimistic disposition</li> <li>• Loyalty, determination and persistence</li> <li>• Lead and inspire learners</li> </ul>	<ul style="list-style-type: none"> <li>• The desire for further career progression</li> </ul>	

	<ul style="list-style-type: none"> <li>• Work on their own initiative and be part of a team</li> <li>• See tasks, plans and ideas through to completion</li> <li>• Have an 'eye for detail'</li> <li>• Assimilate information quickly and prepare helpful summaries</li> <li>• Communicate effectively in a wide variety of forms to a range of audiences</li> <li>• Use emotional intelligence to manage learners and situations effectively</li> <li>• Use of data to enable student progress</li> <li>• Use ICT effectively and with confidence</li> <li>• Manage students attitudes and behaviours</li> </ul>		
<b>Knowledge &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Knowledge of current educational thinking and strategies to raise attainment</li> <li>• A proven track record of success</li> <li>• A good Honours degree</li> <li>• Prepared themselves for the post through appropriate professional development</li> </ul>		
<b>Physical, mental and emotional demand</b>	<ul style="list-style-type: none"> <li>• Commitment to helping provide a high quality service to children and families</li> </ul>		
<b>Other</b>	<ul style="list-style-type: none"> <li>• Willingness to participate in training and development</li> </ul>		