



JOB DESCRIPTION & PERSON SPECIFICATION

Post Title: Lead Maths Teacher

Main purpose of job: Lead the development, delivery and evaluation of mathematics across WHHTS, alongside high quality direct teaching. Enable children and young people whose physical or mental health needs interrupt school attendance to maintain educational continuity, rebuild confidence and achieve ambitious outcomes appropriate to their starting points and circumstances.

The role combines subject leadership with individual and small-group teaching across Key Stages 1 to 5, as appropriate to pupil needs and agreed deployment. Work collaboratively with families, home schools and health professionals to support access to learning and successful transitions.

Responsible to: Assistant/Deputy Headteacher

Grade: MPS/UPS

Hours: Full time

CURRICULUM LEADERSHIP AND IMPROVEMENT

- Lead a coherent and adaptable maths curriculum that develops conceptual understanding, fluency, reasoning and problem-solving, while accommodating different ages, attainment levels and lengths of placement.
- Develop and review curriculum plans and appropriate qualification pathways, including Entry Level, Functional Skills, GCSE and A-level support where required. Maintain knowledge of relevant specifications and different examination boards.
- Create, implement and evaluate a maths action plan linked to the service development plan, identifying priorities, timescales and evidence of impact; report progress and recommendations to SLT.
- Provide subject guidance, model effective practice and support colleagues, including non-specialists, through coaching, collaborative



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planning and relevant professional development. Prepare accessible teaching materials for colleagues to deliver when continuity requires it.

- Lead proportionate review of maths planning, teaching, pupils' work and assessment, including moderation with colleagues and relevant partner schools; use findings to improve provision.
- Coordinate the selection, organisation and review of maths resources, including accessible digital materials. Identify purchasing priorities and manage any delegated resource budget within agreed limits.
- Promote numeracy across the wider curriculum and contribute subject expertise, innovation and evidence-informed approaches to service policies and improvement.

TEACHING LEARNING & ASSESSMENT

- Establish pupils' mathematical starting points promptly using available home-school information, discussion and proportionate diagnostic assessment; identify gaps, strengths and barriers without delaying access to teaching.
- Plan, prepare and deliver engaging lessons for individuals and small groups in hospital classrooms, on wards, within Compass and through home or community tuition as allocated. Provide remote or blended learning where appropriate and agreed.
- Set suitably challenging learning goals and adapt teaching, pace, duration and resources to pupils' health, fatigue, treatment, anxiety, communication and learning needs. Maintain ambition for pupils with SEND and for higher-attaining learners.
- Incorporate relevant outcomes and adjustments from education, health and care plans and individual education plans, working with appropriate colleagues to identify and respond to additional needs.
- Create a calm and supportive learning environment that builds trusting relationships, mathematical confidence, and motivation. Use positive, relational approaches to help pupils regulate emotions and re-engage with learning, including pupils experiencing emotionally based school non-attendance.
- Use questioning, observation and assessment to check understanding, address misconceptions, and adjust subsequent teaching. Provide timely, accessible feedback and opportunities for pupils to apply it.
- Maintain accurate records of learning, attendance and achievement using service systems. Evaluate academic progress and engagement



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against starting points, available teaching time and changing medical needs; prepare required progress and discharge reports.

- Support preparation for appropriate qualifications and liaise with the Examinations Officer, home schools and relevant colleagues about entries, assessment evidence and access arrangements within the postholder's remit.
- Maintain teaching spaces and displays that are accessible, appropriately organised and conducive to learning, recognising pupils' achievements.
- Contribute to a broad and balanced educational offer and teach an agreed additional subject where appropriate to expertise and service needs, with suitable support and professional development.

PARTNERSHIPS & EDUCATIONAL CONTINUITY

- Liaise sensitively with pupils, parents or carers and home-school staff to agree educational priorities and maintain continuity with existing courses. Explain progress and next steps clearly and involve pupils in decisions about their learning.
- Work with clinical colleagues and other agencies through relevant multidisciplinary meetings and case conferences. Coordinate educational plans with treatment and care arrangements.
- Contribute to planning before admission and to discharge, reintegration and onward transitions, sharing relevant curriculum coverage, assessment information and recommended support with receiving settings through agreed procedures.

SAFEGUARDING INCLUSION & SAFE PRACTICE

- Promote pupils' welfare and follow current safeguarding guidance, service policies and reporting procedures. Recognise and record concerns promptly and report them to the designated safeguarding lead or through the appropriate escalation route.
- Observe professional and ethical boundaries when working with pupils and families affected by physical illness or mental health difficulties. Maintain confidentiality and share sensitive information securely, appropriately, and only through authorised systems.
- Follow relevant service and hospital health and safety procedures, including infection prevention, pupil risk assessments and safe working arrangements for ward, home, community and online teaching. Respond to changing circumstances and seek clinical or managerial advice where needed.



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- Promote equality and remove barriers to participation through accessible teaching and communication. Follow the service's Equality and Diversity and Communication policies, including arrangements supporting deaf pupils and staff.

PROFESSIONAL RESPONSIBILITIES

- Keep subject knowledge and teaching practice current through relevant research, examination updates, INSET and CPD; share useful developments with the wider team and identify further training needs.
- Participate in teacher appraisal, supervision and service meetings, reflecting on practice and working towards agreed professional objectives.
- Work cooperatively across sites, organise workload effectively and respond flexibly to changing pupil cohorts and service priorities, communicating deployment or workload concerns promptly.
- Undertake other reasonable duties appropriate to the role and level of responsibility, as directed by the Headteacher or designated manager, within applicable conditions of service.
- Travel between the service's hospital, Compass and community settings, including pupils' homes, as required by the agreed teaching timetable and deployment arrangements, following relevant travel, lone-working and health and safety procedures.
- Contribute to the overall ethos, work and aims of the school
- Appreciate and support the role of other professionals

CONDITIONS AND REVIEW

The post is subject to the current School Teachers' Pay and Conditions Document, Teachers' Standards and applicable local conditions. This description sets out the main responsibilities and will be reviewed through appropriate consultation as the service develops.

WHHTS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

It is implicit that these duties are carried out in accordance with service and Council policies on equal opportunities.

This job description will be reviewed by the postholder and the Line Manager annually.



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Signed: _____ Date: _____
(Postholder)

Signed: _____ Date: _____
(Headteacher) **Tara Bell**



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PERSON SPECIFICATION

We are seeking an excellent Maths teacher who can lead their work independently, develop effective provision, and introduce well-judged innovations that improve pupils' learning. The post combines direct teaching with subject leadership across hospital, Compass and home or community tuition settings.

Essential Criteria

- 1.** A recognised teaching qualification and Qualified Teacher Status (QTS), with secure mathematics subject knowledge.
- 2.** Evidence of effective Maths teaching and pupil progress across a broad age and attainment range, including GCSE teaching and the ability to support A-level mathematics.
- 3.** Ability to plan and deliver engaging, challenging lessons for individuals and small groups, developing mathematical understanding, fluency, reasoning and problem-solving.
- 4.** Ability to use assessment and feedback to identify gaps and misconceptions, adapt teaching and maintain accurate records of progress from pupils' starting points.
- 5.** Ability to adapt teaching for interrupted education, physical and mental health needs, SEND and emotionally based school non-attendance, applying relevant EHCP outcomes and maintaining ambition for all learners.
- 6.** Ability to build trusting relationships and a calm, inclusive learning environment that supports confidence, motivation and positive behaviour.
- 7.** Ability to lead maths curriculum development and appropriate qualification pathways, maintaining continuity with home schools and different examination boards.
- 8.** Ability to self-lead: identify priorities, take initiative, plan and deliver improvements with limited direction, and exercise sound judgement about when to seek advice.
- 9.** Evidence of introducing creative approaches to teaching or provision, evaluating their impact and refining them to improve pupil learning and engagement.
- 10.** Ability to support colleagues, including non-specialists, through subject guidance and shared practice; review teaching and assessment, contribute to moderation and report subject priorities and impact to SLT.



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- 11.** Effective communication and partnership working with families, schools and other professionals to coordinate learning, support reintegration and maintain professional boundaries.
- 12.** Secure understanding of safeguarding and child protection, with appropriate reporting of concerns and adherence to confidentiality, data protection and health and safety requirements.
- 13.** Effective organisation and digital skills, with the ability to manage resources and workload, meet deadlines and work flexibly across sectors and pupils' homes, including travel between settings.
- 14.** Commitment to equality, the Teachers' Standards, reflective practice and continuing professional development, with willingness to contribute to the wider curriculum and service aims.

Desirable criteria

- D1.** Experience in hospital education, a medical PRU, alternative provision, SEND or home tuition, including work with pupils experiencing medical or mental health difficulties.
- D2.** Experience of leading maths improvement, coaching colleagues or delivering staff professional development.
- D3.** Experience of Entry Level or Functional Skills mathematics, direct A-level teaching, or effective remote and blended learning.
- D4.** Experience of multidisciplinary working and reintegration; ability to teach Science or another useful additional subject.

Evidence may come from mainstream or specialist settings and from leading projects or initiatives; a previous formal leadership title is not required. Criteria will be assessed through the application, teaching task, interview and references.