**Post:** Lead Maths Teacher

**Salary:** MPS/UPS

**Hours: Part-time or Full time**

# **Job description**

***The post is covered by the current Teachers’ Pay and Conditions Document and the additional duties include:***

1. Meet pupils’ entitlement to accessing the National Curriculum by teaching across Key Stages 1-5
2. Plan, prepare and deliver programmes of learning to groups and individuals; providing a broad and balanced curriculum.
3. Promote the achievement of pupils of all ages and ability levels through setting appropriate targets and designing programmes which challenge and stimulate the pupils.
4. Ensure that teacher planning reflects the needs of individual pupils through creating appropriately differentiated lessons and resources which meet the needs and aptitudes of each pupil.
5. When pupils are subject to the SEN Code of Practice, tailoring educational programmes to meet their needs as identified in their Individual Education Plans and/or EHCPs.
6. Mark and feedback on pupils’ work; ensuring that they have opportunities to learn from mistakes and achieve success.
7. Create and maintain an atmosphere in which pupils can gain self-confidence, enjoyment and motivation to learn.
8. Liaise, on behalf of pupils, with parents and schools to ensure that the educational curriculum and medical care are continuously co-ordinated.
9. Contribute to all established record keeping systems so that pupil progress and achievement is monitored and regularly reviewed.
10. Liaise with other Maths teachers across the service to share good practice and offer subject expertise.
11. Contribute any subject specific or other related expertise to the development of practice and curriculum policies.
12. Contribute to the wider development of the service through teaching and the sharing of innovation and ideas.
13. Create, review and work towards a subject action plan, linked to the service development plan.
14. Contribute to assessments of the educational functioning of individual pupils, including those with special educational needs, and complete other written reports as required.
15. Help to organise and maintain the Service’s teaching rooms to ensure that the organisation is appropriate for learners, and that the displays of pupils’ work are designed to promote learning and reflect achievement.
16. Maintain and monitor records of pupil attendance and provide required information for relevant reports.
17. Contribute to multi-disciplinary case conferences and team work.
18. With other colleagues, contribute to the planning process prior to the admission of pupils and liaise with their families and educational placements after discharge.
19. Keep up to date with knowledge, teaching resources and new initiatives in their subject areas and share this with the wider team.
20. Be aware of and sensitive to the particular ethical boundaries pertaining to the education of children with mental health issues.
21. To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and ‘Working Together’ in relation to child protection and safeguarding children and young people as this applies to the role in the organisation. To be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the role. To ensure that the line manager is made aware and kept fully informed of any concerns which the teacher may have in relation to safeguarding and child protection.
22. Undertake INSET and CPD activities to enable professional development.
23. Participate in the Service’s framework for teacher appraisal.
24. Work within an equal opportunities framework; according to the Service’s Equality and Diversity policy.
25. Adhere to the Service’s Communication Policy; ensuring maximum access for deaf staff and pupils.
26. Undertake any other duties as may be required by the Service in pursuit of its statutory obligations and other reasonable duties as may be delegated by designated manager/s.
27. HHTS is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.

**Essential attributes**

1. Possession of a recognised teaching qualification and QTS.
2. Evidence of effective Maths teaching experience with pupils within a broad age and ability range, including experience of supporting pupils at A Level.
3. Evidence of effective experience of teaching and safeguarding vulnerable pupils.
4. A clear understanding of the factors at classroom level which promote pupils’ progress and enhance achievement.
5. Evidence of the ability to plan, assess and differentiate work and maintain effective record keeping systems.
6. Evidence of the ability to contribute to the continuous development and improvement of the educational curriculum.
7. Evidence of effective interpersonal and communication skills with professionals, parents and pupils.
8. Evidence of the ability to design an engaging and challenging curriculum
9. Evidence of the ability to respond proactively to the demands of a developing service.
10. Evidence of competent ICT skills.
11. Evidence of understanding the equal opportunities issues in relation to hospital/ home education.
12. Evidence of understanding child protection and safeguarding issues.
13. Evidence of attending relevant INSET to advance professional development.
14. Evidence of the ability to work effectively as a member of a team.
15. Evidence of good organisational skills including the ability to meet deadlines.
16. Evidence of being able to manage change and being flexible and adaptable to an ever- changing cohort of students and their needs.
17. Evidence of taking initiative and having a solution focus approach to challenges.

**Desirable attributes**

1. Experience of working in multi-disciplinary contexts.
2. Experience of teaching pupils suffering from medical or psychological difficulties, including those experiencing emotional, social and mental health difficulties and/or pupils with complex learning difficulties and disabilities.
3. Experience of contributing to the reintegration of pupils with mainstream schools and/or further education.
4. Experience of team approaches to the development and writing of curriculum and practice policies.
5. Evidence of effective teaching of Science (or one of the Sciences) or ICT as a second subject