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*Achieving Excellence Together in a Caring Community*

**Job Description and Person Specification**

**Maths Specialist/Small Group Intervention Teacher**

**Hours and Scale**

5 mornings per week 8:45 – 12:15 - 17.5 hours per week plus 1.75 hours for planning, preparation and assessment.

**Core Purpose of Role**

To support, develop and engage children and young people through daily maths lessons for group of year 3/4 children, ensuring strong progress and outcomes.

To provide additional learning support intervention and booster groups daily in Year 6 in maths and English.

To cover 1 hour per week leadership release time in Year 6.

**Specific Responsibilities and Duties**

The following list of duties is not exhaustive and there is an expectation that this list will evolve over time. Where duties or responsibilities significantly alter from the list, this will be discussed at the annual appraisal or during ongoing meetings to review the benefits of the role.

1. To plan, teach and assess daily maths for the Year 3 or 4 group in collaboration with the Year 3 and 4 team.
2. To plan, prepare and deliver a range of interventions and booster sessions in Year 6.
3. To liaise with colleagues prior to sessions where appropriate, to ensure plans are appropriate and all needs and expectations are met.
4. Ensure Health & Safety requirements are met, including Risk Assessments which are continually checked and updated.
5. To differentiate and support children with varying needs while delivering sessions.
6. To give clear and effective feedback both verbally and in line with the school’s feedback policy in response to varying/changing needs of children.
7. To ensure that all sessions are well prepared and of an appropriate challenge.
8. To be aware of and comply with all school Policies and Procedures.
9. To participate in training and other learning activities/meetings as required.
10. To be aware of and work towards the targets and prior attainment of the children in order to ensure progress.
11. To observe confidentiality at all times.
12. To undertake all duties reasonably requested by the Senior Leadership Team

**Level of Contact with Children and Young People**

The responsibilities of the post require the post-holder to have substantial, unsupervised and daily contact with children and is subject to an enhanced Disclosure and Barring Service check.

**Person Specification (E- Essential, D- Desirable)**

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| --- | --- |
| **Relevant skills and qualities** | |
| Ability to teach well planned sessions to children in Key Stage 2 | E |
| Ability to inspire a love of maths and core curriculum subjects | E |
| Ability to communicate effectively with children, parents, staff and other stakeholders | E |
| Ability to work on own initiative, to plan and to evaluate practice | E |
| Flexible, responsive style of working | E |
| Ability to work within Child Protection and Safeguarding guidelines | E |
| Ability to maintain professional boundaries | E |
| Ability to manage a complex workload | E |
| **Experience** | |
| Experience of teaching groups of primary aged children | E |
| Experience of work with children, including those from disadvantaged backgrounds | E |
| Experience of small group work or booster sessions | D |
| Experience of working in a team | D |
| **Relevant education, training and qualifications.** | |
| At least 5 GCSE qualifications at grade C or above including English and Maths (or 'O' level equivalent). | E |
| A relevant qualification and/or experience in the field of education/teaching | E |
| Qualified teacher Status (QTS) or HLTA status or equivalent or willingness to train for HLTA status/prepare for Initial Teacher Training | E |
| **Requirements person appointed must be able to demonstrate** | |
| Have completed a relevant course of further education and show a commitment to lifelong learning. | E |
| Have good people skills and an ability to communicate well with children and colleagues | E |
| The ability to work as part of a team and participate actively in meetings and training and contribute to the relevant teams within school | E |
| The ability to prioritise and plan work and to work on own initiative and without day to day supervision | E |
| The ability to reflect on practice, welcome feedback and adapt practice accordingly | E |
| Be willing to provide sessions out of school hours from time to time (e.g. before school/lunchtime boosters) | D |