Job Description for the Post of Maths Teacher at Nightingale Community Academy

Job Purpose:
To plan, deliver, and evaluate high-quality Mathematics teaching and learning for pupils with Social, Emotional, and Mental Health (SEMH) and ASD needs, supporting their academic, social, sensory and emotional development. The postholder will lead high-quality Maths provision within their classes, supporting pupils to develop confidence, fluency, reasoning and problem-solving skills while playing a key role in the continued development of Nightingale Community Academy.

Key Responsibilities:

1. **Teaching and Learning**
   • Plan, prepare, and deliver high-quality, differentiated Mathematics lessons tailored to pupils with SEMH and ASD needs and a wide range of starting points.
   • Develop Mathematics schemes of work, lesson plans, interventions and learning resources in line with the school's specialist curriculum, National Curriculum expectations and individual pupil needs.
   • Use a range of evidence-informed Mathematics teaching strategies and interventions to develop fluency, mathematical reasoning and problem-solving while supporting engagement and emotional regulation.
   • Assess, monitor, and record progress in Mathematics, using formative and summative assessment, data and observations to identify gaps, inform planning and provide timely intervention.
   • Set clear mathematical learning objectives, success criteria and behavioural expectations, adapting explanations, modelling and resources to meet the needs of all pupils.
   • Promote mathematical confidence, numeracy for everyday life, independence, resilience and positive attitudes towards Mathematics.

2. **SEMH, ASD and Pastoral Support**
   • Create a safe, structured, and nurturing learning environment that supports pupils' emotional wellbeing and self-esteem.
   • Provide consistent pastoral care, guidance, and support for pupils with complex SEMH/ASD needs.
   • Work collaboratively with colleagues, parents, and external agencies to implement effective support plans and strategies for individual pupils.
   • Promote positive behaviour and emotional regulation, using de-escalation techniques and restorative approaches where appropriate.

3. **Contribution to School and Satellite Centre Development**
   • Contribute to the phased establishment and growth of the new satellite site, supporting the development of its culture, policies, and operational practices.
   • Collaborate with colleagues across the academy and the wider OHCAT Trust to ensure consistency of practice and effective transition planning for pupils.
   • Support the integration of new pupils both girls and boys into the new secondary provision and promote an inclusive environment that meets the needs of all learners.
   • Contribute to the development of an engaging and ambitious Mathematics curriculum, including specialist SEMH/ASD teaching strategies, resources and curriculum innovation.

4. **Professional Development and Accountability**
   • Participate in ongoing professional development to enhance skills in SEMH/AS education, safeguarding, and inclusive teaching practices.
   • Engage in performance management, self-evaluation, and peer review to maintain high professional standards.
   • Maintain accurate and timely records of pupil progress, interventions, behaviour, and communication with stakeholders.
   • Contribute to staff meetings, planning sessions, and multi-agency reviews to support pupils' holistic development.
5. **Administrative and Other Duties**
   • Ensure compliance with all statutory requirements, safeguarding procedures, and school policies.
   • Contribute to extracurricular activities, school events, and community engagement initiatives as required.
   • Undertake any other duties reasonably required by the Headteacher that are consistent with the responsibilities of the role

6. Whole School Responsibilities

- Contribute to school improvement planning and self-evaluation.
- Participate in appraisal processes.
- Comply with all Academy policies and procedures.
- Play a full and active role in the life of the school**.**

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities
- The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Nightingale Community Academy

Person Specification for the Post of Maths Teacher

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications	Qualified Teacher Status (QTS) or equivalent, with the ability to teach Mathematics	Essential
	Evidence of recent safeguarding training relevant to children with SEMH/ASD needs	Essential
	Postgraduate qualification in Special Educational Needs (SEN), SEMH, ASD or related area	Desirable
	Training in Trauma-Informed Practice, Attachment, or similar SEMH-specific frameworks/ ASD structure TEACH approach	Desirable
Experience/Knowledge	Proven experience teaching Mathematics to pupils with SEMH/ASD needs	Essential
	Experience teaching Mathematics, ideally in a special school or specialist SEND/SEMH setting	Essential
	Strong knowledge of the Mathematics National Curriculum and relevant statutory guidance for SEN provision	Essential
	Experience adapting Mathematics teaching and personalised learning to meet the needs of pupils with complex needs	Essential
	Knowledge of effective behaviour management strategies, including de-escalation techniques and restorative approaches	Essential
	Understanding of social, emotional, and mental health issues affecting children and strategies to support them also autism.	Essential
	Experience liaising with multi-agency teams, parents, and carers	Essential
	Experience supporting pupils' transitions (between phases or schools)	Desirable
Skills & Abilities	Ability to create a safe, structured, and supportive learning environment for pupils with SEMH/ASD needs	Essential
	Excellent classroom management skills and resilience in managing challenging behaviour	Essential
	Strong Mathematics planning, organisational and assessment skills, including the ability to identify gaps in learning and monitor progress against EHCP targets	Essential
	Effective communication and interpersonal skills with pupils, colleagues, parents, and external agencies	Essential
	Ability to differentiate and scaffold Mathematics teaching to meet the individual needs and starting points of all pupils	Essential
	Competence with IT tools for teaching, assessment, and	Desirable

	communication in a school setting	
	Capacity to contribute to Mathematics curriculum development, enrichment and the continued development of the school	Desirable
Personal Attributes	Empathy, patience, and resilience in supporting pupils with complex SEMH/ASD needs	Essential
	Commitment to the ethos, values, and inclusive culture of Nightingale Community Academy and OHCAT	Essential
	Passion for improving outcomes and life chances for pupils with SEMH/ASD needs	Essential
	Reflective practitioner who actively engages in continuous professional development	Essential
	Enthusiasm for contributing to the development of a new SEMH/ASD provision and innovative approaches to teaching	Desirable

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*