



JOB DESCRIPTION – TEACHER OF MATHEMATICS

Post	Teacher of Mathematics
Contract	Full-Time
Start Date	Monday 9 November 2026
Responsible to	Head of Mathematics / Head of Department
Location	Westside School, West London

ABOUT WESTSIDE SCHOOL

Westside School is an Alternative Provision setting supporting young people who may have experienced challenges within mainstream education. Our pupils have a wide range of educational, social and emotional needs, including SEND and Education, Health and Care Plans (EHCPs), disrupted education, gaps in learning and low attendance.

Our ambition extends beyond qualifications. We want every young person to develop the confidence, resilience, independence and skills needed to progress successfully into further education, training and employment.

Relationships are at the heart of our work. We therefore need a Mathematics teacher who understands that progress begins with engagement: getting pupils into the classroom, building trust, establishing clear expectations and delivering lessons in which pupils can experience success.

THE ROLE

Westside School is seeking a committed, resilient and enthusiastic full-time Teacher of Mathematics to teach across KS3 and KS4, including GCSE Mathematics.

The successful candidate will combine strong subject knowledge and effective classroom practice with an understanding that pupils in Alternative Provision may require flexible, adaptive and relational approaches to teaching and learning. They will meet pupils at their current starting points while maintaining high expectations for where they can progress to.

Working closely with the Mathematics team, Senior Leadership Team, SEND/Inclusion team, Heads of Year, mentors and other professionals, the postholder will contribute to improved engagement, attendance, progress and outcomes.

KEY RESPONSIBILITIES

Teaching, Learning and Assessment

- Plan and deliver high-quality, engaging and appropriately challenging Mathematics lessons across KS3 and KS4.
- Teach GCSE Mathematics and prepare pupils effectively for external examinations.
- Develop pupils' confidence in numeracy, reasoning and mathematical problem-solving.
- Identify gaps in knowledge and misconceptions, and use assessment evidence to plan responsive teaching and intervention.
- Adapt teaching for pupils with SEND, EHCPs and different starting points without reducing curriculum ambition or expectations.
- Use effective strategies including modelling, scaffolding, worked examples, questioning, retrieval practice and regular checks for understanding.
- Break learning into manageable steps while progressively developing pupils' independence.
- Provide regular opportunities for pupils to practise, apply and consolidate mathematical skills.

- Provide clear, purposeful feedback that helps pupils understand what they have achieved and what they need to do next.
- Maintain accurate assessment and progress information and complete reporting requirements within agreed deadlines.

GCSE Outcomes and Intervention

- Prepare Year 10 and Year 11 pupils effectively for GCSE Mathematics, with a strong focus on securing core knowledge, fluency and examination skills.
- Use question-level analysis, assessment information and classroom evidence to identify gaps and plan targeted support.
- Support pupils working towards a range of GCSE outcomes, including Grades 1–3 and Grade 4 and above.
- Deliver targeted intervention, revision and examination preparation where required.
- Teach pupils practical examination techniques and strategies for approaching unfamiliar questions.
- Work collaboratively with colleagues to identify pupils at risk of underachievement and implement timely support.

Working with Our Pupils

Working successfully at Westside requires staff to understand the circumstances that may sit behind behaviour and disengagement, while maintaining clear, consistent and ambitious expectations.

- Build positive, professional and respectful relationships with pupils and create a classroom in which they feel safe to make mistakes and try again.
- Maintain high expectations for attendance, punctuality, behaviour, effort and achievement.
- Implement the school's Culture for Learning and behaviour expectations consistently and fairly.
- Use calm, consistent and restorative approaches to de-escalation and support pupils to return to learning following difficulties or incidents.
- Recognise that behaviour can be a barrier to learning but is not a measure of ability.
- Celebrate progress, effort, resilience and achievement while continuing to raise expectations.
- Develop pupils' belief that they are capable of succeeding in Mathematics.

SEND and Adaptive Teaching

- Read, understand and implement relevant pupil information, SEND strategies and EHCP recommendations.
- Work collaboratively with the SENDCo, Inclusion team and other professionals to remove barriers to learning.
- Use clear language, visual support, chunking, modelling, repetition and appropriate scaffolding where needed.
- Consider pupils' processing needs, literacy levels and prior learning when planning and teaching Mathematics.
- Support pupils with low confidence or anxiety around Mathematics to re-engage with the subject and build independence.

Attendance, Punctuality and Engagement

Attendance is a whole-school priority. Every member of staff has a responsibility to help pupils understand that consistent attendance at school and lessons is fundamental to achievement.

- Promote excellent attendance and punctuality and establish routines that support purposeful engagement.
- Notice patterns of absence, lateness or disengagement and communicate concerns promptly through agreed school systems.
- Support pupils returning to Mathematics after periods of absence and help them catch up on essential learning.
- Work with Heads of Year, Attendance staff, Inclusion and families, where appropriate, to improve engagement.
- Recognise and celebrate improvements in attendance, punctuality and participation.

Behaviour and Culture

- Establish clear routines and expectations from the beginning of every lesson.
- Challenge inappropriate language, disrespect, disruption, lesson walk-outs and refusal to engage through agreed school procedures.
- Record behaviour information accurately and communicate appropriately with parents/carers about both concerns and successes.
- Model the calm, respectful and professional behaviour expected from pupils.

Curriculum and Departmental Responsibilities

- Contribute to the continued development of a well-sequenced Mathematics curriculum that builds knowledge over time.
- Work collaboratively with Mathematics colleagues, sharing resources, expertise and effective teaching strategies.
- Contribute positively to departmental meetings, curriculum discussions and whole-school numeracy development.
- Participate in Quality Assurance activities, including lesson visits, learning walks and book scrutiny, and respond constructively to feedback.
- Support the development and delivery of intervention programmes where required.

Safeguarding

All members of staff at Westside School are responsible for safeguarding and promoting the welfare of children and young people.

- Follow all school safeguarding and child protection procedures and report concerns immediately through the appropriate systems.
- Maintain appropriate professional boundaries and complete all required safeguarding training.
- Work collaboratively with the Designated Safeguarding Lead and safeguarding team.
- Recognise that changes in attendance, behaviour, presentation or engagement may indicate that a pupil requires additional support.

Working with Families and Professionals

- Develop professional and constructive relationships with parents and carers, communicating both concerns and successes.
- Work collaboratively with Heads of Year, Inclusion, SEND, Attendance, mentors, Senior Leaders and external professionals.
- Attend relevant meetings concerning pupil progress, support and safeguarding, and contribute appropriately to multi-agency working where required.
- Maintain accurate records and professional communication.

Professional Responsibilities

- Demonstrate consistently high professional standards and uphold the Teachers' Standards.
- Participate fully in the school's CPD programme and engage positively with coaching, line management and performance management.
- Contribute to the wider life of the school and attend meetings, training, parents' events and other school activities as required.
- Maintain confidentiality and complete administrative responsibilities accurately and within agreed deadlines.
- Model the punctuality, language, conduct and professionalism expected across the school community.

PERSON SPECIFICATION

TEACHER OF MATHEMATICS

ESSENTIAL CRITERIA

Qualifications and Knowledge

- Qualified Teacher Status (QTS) or an appropriate recognised teaching qualification.
- Strong subject knowledge in Mathematics and secure knowledge of the KS3 and KS4 curriculum.
- Knowledge and understanding of GCSE Mathematics requirements.
- Understanding of effective assessment, adaptive teaching and strategies for addressing gaps in learning.

Teaching and Learning

- Ability to deliver engaging, effective and appropriately challenging Mathematics lessons.
- Ability to explain complex mathematical concepts clearly and identify and address misconceptions.
- Ability to adapt teaching for pupils with SEND, EHCPs and different starting points.
- High expectations of pupil achievement and a commitment to improving outcomes.

Relationships, Behaviour and Inclusion

- Strong classroom management and the ability to establish positive relationships while maintaining professional boundaries.
- A calm, consistent and solution-focused approach when working with challenging behaviour.
- Resilience and the ability to re-engage positively with pupils following difficult lessons or incidents.
- Understanding of the importance of consistency within Alternative Provision.
- Commitment to equality, inclusion and safeguarding.

Professional Qualities

- Excellent communication and interpersonal skills.
- Reliability, sound judgement and strong organisational skills.
- Ability and willingness to work collaboratively as part of a multidisciplinary team.
- A reflective approach and commitment to continuous professional development.
- A firm belief that pupils' previous educational experiences should not determine their future outcomes.

DESIRABLE CRITERIA

- Previous experience of teaching GCSE Mathematics.
- Experience within Alternative Provision, a PRU, SEND provision or a similar setting.
- Experience supporting pupils with EHCPs or pupils who have experienced disrupted education.
- Experience delivering Mathematics intervention or supporting pupils working below age-related expectations.
- Knowledge of trauma-informed or relational approaches to education.
- Experience improving outcomes for pupils who have previously disengaged from education.

Previous Alternative Provision experience is not essential. We welcome applications from excellent mainstream teachers who understand our pupils, share our values and are prepared to adapt their practice.

THE PERSON WE ARE LOOKING FOR

We are looking for more than someone who can teach Mathematics well. We need a teacher who combines excellent practice with persistence, warmth, clarity and high expectations.

- Does not give up on young people.
- Can be warm and approachable while maintaining clear professional boundaries.
- Understands that behaviour is not the same as ability and can remain calm when a pupil is struggling.
- Challenges pupils because they believe they are capable of more.
- Understands that small successes can lead to significant long-term change.
- Works as part of a team rather than in isolation.
- Can celebrate attendance, engagement and completed work while continuing to raise expectations.
- Understands that strong relationships and excellent teaching must work together.
- Wants to make a measurable difference to young people's educational outcomes and future opportunities.

OUR EXPECTATIONS

At Westside School, all staff contribute to our shared priorities:

- High-quality teaching.
- Improved attendance and punctuality.
- Consistent behaviour expectations.
- Strong SEND provision.
- Improved GCSE outcomes.
- Positive destinations for every pupil.

Our pupils may not always arrive believing that Mathematics is something they can succeed in. The successful candidate's role is to help change that belief.

SAFER RECRUITMENT

Westside School is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to undertake all appropriate safer recruitment checks, including an enhanced DBS check and satisfactory references.

This job description sets out the principal responsibilities of the role. It is not intended to be exhaustive, and the postholder may be required to undertake additional reasonable duties consistent with the level and responsibilities of the post.