



Post Title	Teacher of Maths
Salary range/grade	Grade T1 - T3 Paypoint 1-19 £23,345 to £27,695
Responsible to	Senior Management Team
Type	Full time, term time only 40 weeks)
Base	ALP Sittingbourne, 60 Bell Road, Sittingbourne, ME10 4HE
Job Purpose	
<p>The post holder will lead the teaching of Maths in school. This includes teaching and managing and supporting others to ensure all learners are engaged and making good progress in the subject.</p> <p>All maths in the school is delivered to learners with learning difficulties/disabilities and special educational needs in both individual and small group learning sessions. The school will have a maximum of 40 learners.</p> <p>The post holder will be able to plan, deliver and assess their own teaching and learning activities and support others. They will work all key stages and will be able to tutor learners in accordance with the school's curriculum policy. They will be accountable for developing a creative curriculum that engages learners and deepens their subject knowledge.</p> <p>The post holder may also be required to assist and deliver lessons in other subjects and will be required to support the school's ethos of developing the personal and social development of the learners.</p>	
Key Tasks and Activities:	
<ol style="list-style-type: none"> 1. To plan and deliver a maths curriculum for the school. 2. To use the school's curriculum and assessment policies to guide teaching practice. 3. To assess learners' work and provide appropriate feedback. 4. To implement and share a suitable system to ensure all learners maths progress is tracked 5. To have an overview of mathematics being delivered to primary learners and support where required 6. Be responsible for making maths creative, ensuring all learners are engaged with and enjoy the subject and that approaches are allowing them to remember more. 7. Apply maths mastery 8. Support other teachers and Tutors to be able to deliver maths 9. Consider effective use of LSA's in maths and help LSA's support maths effectively. 10. Manage a resource budget to be used to enhance the maths curriculum 11. Maintain and update maths displays around the school 12. Ensure you are completing CPD to deepen your own subject knowledge and so to are others in the school responsible for maths delivery. 	

13. Complete maths lesson observation and ensure a system is in place for helping others improve.
14. Be a manager on Skills Forward and ensure it is being effectively used by those who have access
15. Support the schools curriculum lead on arranging exams, tracking exams, preparing students and parents, entering learners as required for mathematics exams and arranging exam invigilation.
16. Ensure any learners on the schools outreach provision are receiving suitable opportunities to progress in the subject
17. To assist other lessons within the school and in alternative provision where necessary.
18. To build and maintain successful relationships with pupils, treat them consistently with respect and consideration and be concerned for their development as learners.
19. To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
20. To maintain appropriate course files and learner portfolios to meet the required standards.
21. Where appropriate, trial new maths courses/curriculums and report back to the Senior Management Team on their suitability.
22. Act as a line manager for Tutors and LSA's who have a specific responsibility for maths delivery. To assist, guide and effectively use Assistant Teachers, LSA's, volunteers and work experience placements who may support maths.
23. Work alongside the schools' ICT technician to ensure that the ICT resources within the school are in working order and are fit for purpose to be able to support the Maths curriculum.
24. To develop an understanding of the special educational needs of the student/s concerned.
25. To consider the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
26. To model good practice.
27. To participate in the school quality assurance process

Teaching and Learning Activities:

- a. To use clearly structured teaching and learning activities that interest and motivate pupils and advance their learning.
- b. To communicate effectively and sensitively with pupils to support their learning.
- c. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- d. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- e. To advance pupils' learning in a range of settings, including working with individuals and small groups.
- f. To be able, where relevant, to guide the work of other adults supporting teaching and learning in the learning environment.
- g. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- h. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons.
2. To select and prepare teaching resources that meet the diversity of pupils' needs and interests.
3. To plan opportunities for pupils to learn in out-of-centre contexts, in accordance with ALP school's policies and procedures.

4. To create and update course files and learner portfolios/workbooks relevant to subject criteria.

Monitoring and Assessment

1. To evaluate pupils' progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

1. To have sufficient understanding of mathematics to support pupils' learning, and can acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
2. To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
3. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
4. To know how to use ICT to advance pupil's learning and can use common ICT tools for their own and pupils' benefit.
5. To know the key factors that can affect the way pupils learn.
6. To know the legal definition of Special Education Needs (SEN), and be familiar with the guidance about meeting SEN given in the SEN Code of Practice.
7. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRT philosophy.
2. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
3. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
4. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in ALP School's duty rota as directed

Key Performance Indicators

1. Attendance and participation of target group
2. Learner(s) gaining appropriate accreditation or progress in Maths
3. Student and parent/carer level satisfaction.
4. Knowledge and performance in the planning, delivery and assessment of maths within the school.
5. Imagination and creativity of the maths curriculum to engage learners

Expectations and Values

ALP Schools are committed to continuous progress and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the school's dress code.
3. Follow and where appropriate enact all relevant school policies and procedures.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school's policy
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Equality and Diversity Statement

ALP Schools committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have a relevant Maths qualification (E)
- To have a relevant teaching qualification (E)
- Educated to degree level (D)

Experience

- Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of planning and delivering maths lessons (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)

Knowledge, Skills and Abilities

- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and tutor effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to use coaching and mentoring skills with staff and pupils (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)

- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate in all areas covered in the curriculum (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (D)
- Willingness to drive a company vehicle (D)