

Job Title:	Maths Teacher
Job Location:	Stepping Stones School
Responsible to:	Executive Headteacher
Salary Range:	M2 – M3 plus SEN point (depending on experience)
Qualifications:	QTS

Stepping Stones has grown rapidly over the past decade. It is spread across high quality two sites within 200 meters of each other. We currently make provision for 85 children aged 7 – 19 years, with a range of mild disabilities including acute or chronic medical conditions, a range of mild physical disabilities and those youngsters whose mental and/or emotional health is at risk.

MAIN RESPONSIBILITIES

- Implement and teach a Maths curriculum at Key Stage 3 and 4 in line with national guidelines and pupil abilities and needs.
- Teach relevant and appropriate courses at key stage 4, i.e. GCSE, Entry Level
- Adapt the curriculum to meet the needs of all learners.
- Assess pupil progress.
- Work closely with the teaching team.
- Work effectively as a form tutor managing and supporting assigned Teaching assistants.

HOURS OF WORK

Full Time , Teachers Pay and Conditions.

GENERAL RESPONSIBILITIES

1. Contribute, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies to support pupils and students with SEN.
3. Show that in all lessons evidence of personalisation, differentiation for all learners is made to enable them to achieve their potential.
4. Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subject's / curriculum areas they teach, including those related to public exams and qualifications.
5. Have an up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
6. Have a more developed knowledge and understanding of their subject / area and related pedagogy including how learning progresses within them and how this can be used to support pupils and students with SEN.
7. Have sufficient depth of knowledge and experience to give advice on the development and well-being of children and young people.
8. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the SEN needs of learners which integrate recent developments including those that relate to their subject / subjects' areas.
9. Have teaching skills which lead to learners with SEN achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
10. Ensure recording of data around progression and achievement is recorded for each student. Action the School Marking policy consistently for all learners' work.
11. Promote collaboration and work effectively as a multi-professional team member.
12. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.

PROFESSIONAL ATTRIBUTES

1. To have high expectations of children and young people with SEN including a commitment to ensuring that they can achieve their full educational potential and to establishing, their respectful, trusting, supportive and constructive relationships with them.
2. To hold positive values and attitudes and adopt high standards of behaviour in their professional role.
3. To communicate effectively with children and young people.
4. To communicate effectively with colleagues, parents, carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
5. To recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
6. To recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
7. To evaluate their performance and be committed to improving their practice through appropriate professional development.
8. To have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
9. To act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

1. To implement a range of approaches to assessment, including those specific to SEN and the importance of formative assessment / AfL.
2. To know how to use local and national comparative statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
3. To know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment progress and areas for development, including action plans for improvement.
4. To have a secure knowledge and understanding of their curriculum areas and related pedagogy including how learning progresses' within them.

5. To know and understand the relevant statutory and non-statutory curricula and frameworks, for their curriculum areas and other relevant initiatives across the age and ability range they teach.
6. To know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
7. To understand how children and young people with SEN's develop, how they progress, rate of development and well-being of learners are affected by a range of developmental, LDD, speech and language difficulties, social, religious, ethnic, cultural and linguistic influences.
8. To know how to make effective well differentiated provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
9. To understand the roles of colleagues and the contributions they can make to the learning, development and well-being of children and young people.
10. To know how to draw on the expertise of colleagues and to refer to sources of information, advice and support from external agencies.
11. To know the current legal requirements on the safeguarding and promotion of well-being of children and young people.

PROFESSIONAL SKILLS

1. To plan for progression across the age and ability range they teach designing effective learning sequences within lessons and across a series of lessons informed by secure curriculum knowledge and knowledge of pupils SEN's.
2. To design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
3. To plan set and assess homework, out-of-class assignments and coursework for examinations (where appropriate).
4. To teach challenging, well-organised lessons and sequences of lessons to meet individual SEN's across the age and ability range they teach.
5. To teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
6. To provide learners, colleagues, parents and carers timely, accurate and constructive feedback on learner's progress and areas for development.
7. To support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
8. To use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

9. To review the effectiveness and impact of their teaching on learners' progress and attainment and well-being.
10. To establish a purposeful and safe learning environment.
11. To identify and use opportunities to personalise and extend learning.
12. To establish and maintain a clear and positive framework for discipline, in line with school's behaviour policy.
13. To promote learners' self-control, independence and cooperation through developing their social emotional and behavioural skills.
14. To work as a multi-professional team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them, carrying out joint target setting and implementation where applicable.
15. To ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil through clear planning and instructions.

HEALTH AND SAFETY

- Adhere to Stepping Stones Health, Safety and Welfare policy at all times.
- Promote Health and Safety in all session plans and objectives.
- Maintain tools and equipment to a high standard.
- Carry out all activities with the learner in mind.
- Develop a Health and Safety culture amongst all learners.
- Report all incidents and accidents to Health and Safety Officer.

EQUALITY AND DIVERSITY

- Promote equality of access to education, training and employment opportunities for disabled people, and advocate a positive attitude.
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower students.
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age.
- Recognise the importance of inclusion by using appropriate means of communication at all times.
- Be flexible, trying to meet the changing needs of both students and environment.

CONFIDENTIALITY

- Respect confidentiality. All personal information about students to which you have access should be treated as confidential. Information about the student's needs, progress and assessment should only be shared with the team to aid support
- Remain objective and do not favour any gender, language or culture and comply with the School policy.

GENERAL

- Other reasonable duties at the discretion of the Executive Headteacher