

# HIGHGATE

## **Teacher of Mathematics (Learning Support Specialist) September 2019**



A Mathematics specialist who is also a very able and fully qualified Learning Support teacher is required to teach pupils with learning difficulties and/or disabilities with specific responsibility for Mathematics. The teacher will report to the Director of Learning Support, and through her, to the Deputy Head (Academic). Independent and creative thinkers (who are nevertheless willing to work within established and regulatory guidelines and structures, and to mandatory Code of Practice requirements) are especially encouraged to apply.

This is an exciting opportunity for an experienced practitioner who enjoys the company of bright, ambitious and well-motivated pupils and who wishes to enjoy the rich variety of work encountered in an academically successful school. Alternatively, the post may suit a specialist who is recently qualified, and wishes to take on new responsibilities and challenges. Teachers of Mathematics with a demonstrable interest in Learning Support are particularly suited to this role.

## **Learning Support at Highgate**

At Highgate we aim to enable pupils with special educational needs or learning difficulties and/or disabilities (LDD) to achieve their full potential. We do this by working with them to enhance their learning skills and abilities; by liaising and working with their teachers to ensure the best programmes of study for each pupil, and also by liaising with outside agencies where necessary. Pupils should thus have the greatest access to opportunities to make progress in their school work, in their programmes for examinations, and in their preparation for future study or careers.

It is our aim to provide appropriate material resources, dedicated support and suitable guidance to support pupils with LDDs who are on the learning support register and to develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning of those pupils, and to ensure that that support is provided throughout the curriculum.

The emphasis is very much upon nurturing pupils through the curriculum. Of course some pupils attend regular one-to-one classes for as long as is necessary; but much of the work of the department involves guiding classroom subject teachers in their support of those children with LDDs, and the new appointment will enable us to expand this role. Such an approach has been embraced here by a very committed and open-minded teaching staff, which has contributed to and supported this philosophy very positively.

### **The Role**

The successful applicant will embed themselves in the Learning Support Department, taking responsibility as the key link individual with the Mathematics Department. This role will involve both the administration of learning support and providing individual and group tuition to pupils requiring extra assistance with their mathematical knowledge and application. The precise parameters of the post are open to discussion.



Teachers at Highgate enjoy a welcoming, comfortable and exceptionally well-resourced environment and are provided with significant assistance from a range of support staff. Salaries are competitive. The School pays the employer's contribution to the Teachers' Pension Scheme. Terms are shorter than in the maintained sector. Staff have free access to the School's sports facilities.

Candidates are encouraged to contact either Sue Bambrough, the Director of Learning Support, or James Newton, Deputy Head (Academic), with any queries ([sue.bambrough@highgateschool.org.uk](mailto:sue.bambrough@highgateschool.org.uk)) or ([james.newton@highgateschool.org.uk](mailto:james.newton@highgateschool.org.uk)).

---

### **APPLICATION PROCEDURE**

Please complete the on-line application form and attach a full curriculum vitae - including the names, addresses, telephone numbers and email contacts of two referees.

**Closing date 8:00am on 29 January 2019 but applications will be considered as they are received.**

## Criteria for the post of Learning Support Teacher (to be read in conjunction with the details of the post)

### 1 Essential professional criteria

Criteria	How will these be tested or verified?
A good honours degree in Mathematics with a suitable postgraduate qualification in special education, SPLDs or Educational Psychology.	Original degree certificate(s) Questions about subject specialisation (and course content for more recent graduates) Opportunities at interview to discuss methodology and ethos.
Experience of assessing pupils, and delivering learning sessions on a one-to-one basis. The ability to administrate independently, producing and maintaining Individual Education Plans, registers, liaising and when necessary providing staff training.	A 30-minute session to be spent with a suitable pupil. Questions at interview about formulating IEPs etc
Excellent communication skills	Two panel interviews; session with pupil (as above)
The ability to adapt quickly to a new environment, establish good and calm relations with pupils and gain their confidence	Opportunities at interview to recount experiences where these skills have been demonstrated Questions which referees will be asked as part of the confidential reference request
Sympathy with, and knowledge of, fundamental British values	Questions at interview to test this
Awareness and understanding of safeguarding and welfare of children	Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare Questions which referees will be asked as part of the confidential reference request

### 2 Desirable professional criteria

Criteria	How will these be tested?
A teaching qualification (eg PGCE, GTP); a suitably accredited diploma in special education	Original certificate
Expertise in Mathematics and teaching mathematics	Opportunities at interview to recount professional experience
To demonstrate the academic knowledge and research underpinning personal and more general current practice	Opportunities at interview to recount professional experience and examples of applying one's knowledge.
A willingness to be involved in the wider life of the department (eg psychologists' society, visits, reading clubs, etc.)	Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these

### 3 Person specification

Highgate seeks to appoint teachers who will have, in addition to the professional qualities outlined above, the following proven personal qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- Profound and continuing interest in the academic subject/s to be taught.
- The depth of knowledge and agility of mind to allow flexibility in lessons, adapting delivery as appropriate in the light of pupils' responses.
- Empathy with pupils across the age and ability spectrum at Highgate and the ability to implement a range of teaching strategies to cater for each individual pupil.
- Capacity to deal sensitively with problems raised by pupils, in line with Highgate's pastoral policies and sanctions system, working in partnership with Highgate's designated staff i/c pastoral care.
- Ability to create effective rapport and a sound relationship with pupils, earning their respect and trust but maintaining proper professional boundaries by not deliberately courting popularity or friendship.
- The energy, dynamism and stamina to contribute broadly to the life of a busy co-educational independent day school.
- Willingness to contribute to the extensive range of activities provided for pupils and to support them in their co-curricular pursuits.
- Capacity for industry and initiative in both independent work and as part of teams of colleagues in academic work, pastoral care, sports and co-curricular activities.
- Awareness and understanding of matters relating to the personal, social, health and emotional development of Highgate's pupils.
- Willingness and ability to liaise effectively and professionally between pupils, staff and parents when required, making accurate records of these exchanges.
- Patience and thoughtfulness to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives.
- The ability to defuse difficult situations using different strategies such as careful listening, sensitive use of humour, praise and recognition where due, utilising the School's reward system.
- Retention of a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.