JOB DESCRIPTION

Maths Teacher

Reporting to	Deputy Headteacher
Responsible for	Therapeutic Education Practitioners (Learning Mentors)
Salary	£43,377 - £47,487 per annum (TCES Salary Band 4.01)
Location	Community spaces throughout London, based out of TCES Create in the Community Therapy and Life Skills Hub (E16)
Contract and hours	Permanent, Term time only.

Purpose

TCES have a strong set of **community values**. We strive to ensure that our services are inclusive, thriving, socially and emotionally healthy communities, to meet our values, where pupils can feel safe and secure. At the core of this is our belief that the key to increasing self-esteem and success lies within our pupils themselves.

Our Community Values are:

- Very high expectations
- Hard work
- Mutual respect and tolerance for all
- Authentic 'real' inclusion
- Genuine, pupil, parent and staff voice and participation
- A 'we never give up' philosophy' for our pupils and staff

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictability (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Our expectation is that you will share our commitment to our Community Values and our Principles of Therapeutic Education and play a key role in actively ensuring they are embedded in everything we do within TCES.

Job Purpose

To deliver high quality Maths education to pupils working in community settings due

to historic exclusions from mainstream education or those who are non-attenders.

To promote interests and ensure the safety and well-being of pupils in accordance with good practice and the policies and procedures of TCES and the service.

Main duties and responsibilities

Work alongside Therapeutic Education Practitioners (specialist community-based learning mentors) in the planning, preparation and differentiation of all aspects of Maths community teaching and learning using the support and guidance of Senior Teachers.

Ensure all pupils make appropriate and sustainable progress in their subject specialism.

Deliver direct teaching time (virtual or face to face) to meet the needs of the cluster groups and pupils, ensuring they are pupil-focused and creative, according to an agreed timetable.

To look at our pupils holistically and to draw on a wide range of social care and teaching strategies to meet pupils needs whilst promoting interest and sure the safety and well-being of pupils.

Delivering lessons that are pupil-focused and creative, according to an agreed timetable, including cover lessons when necessary.

Differentiate curriculum delivery with a particular emphasis on Nurture approaches/teaching styles.

Monitor community learning lessons to ensure they are pupil-focused and creative, accordingto an agreed timetable.

Be responsible for a team of Therapeutic Education Practitioners, supporting them with differentiating the curriculum to meet the needs of our neurodiverse pupils and devising Individual Education Plans to reflect their development needs.

Implement interventions arising from Individual Education Plans.

Working flexibly to meet the needs of individuals within the clusters including facilitating the TCES Blended Offer of live and online teaching and learning through Microsoft Teams.

Reinforce positive reinforcement as a key behaviour management tool, initiating a consistent and predictable system of rewards that are transferable for all pupils no matter their learning environment.

Actively plan for and ensure rapid improvement in the literacy and numeracy skills of all pupils.

Attend meetings, training and other group events as required.

Provide opportunities for pupils to experience/understand numeracy in a range of contexts.

Maintain good personal and professional boundaries, always respecting, and maintaining the confidentiality of all service users and others.

Assessing, tracking and reporting on pupils' progress in line with agreed timeframes.

Supporting pupils that display challenging behaviour in emotional regulation, understanding that behaviour is a means of communication.

Facilitating and encouraging a sense of responsibility.

Line Management

You will be responsible for the line management of Therapeutic Education Practitioners(Learning Mentors) assigned to your cluster.

The line management will have the following expectations –

- To set up supervision meetings on a half-termly basis with the Therapeutic Education Practitioners as well as supporting the individual in their day-to-day practice and professional development.
- To be responsible for addressing any concerns expressed by the Therapeutic Education Practitioners and for the passing on of any concerns to your line manager. This includes addressing substandard performance concerns with the support of your line manager.
- To have responsibility for recording and satisfactorily addressing and passing on to your line manager any complaints as per the TCES Complaints Procedure.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Qualified Teacher (holds QTS or QTLS), with specialism in Maths

Evidence of ongoing professional development in education.

Knowledge and Experience

Substantial experience of supporting neurodiverse children or with ASC and/or SEMH and an understanding of potential implications for communication, learning and behaviour patterns.

Working knowledge of National Curriculum, KS requirements and Code of Practice for SEND.

Knowledge and awareness of Safeguarding & Child Protection Procedures.

Recent proven experience as an outstanding teacher.

Demonstrable achievement in improving learning outcomes.

Skills and abilities

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Hold very high expectations of yourself and others (behaviours etc.), with the ability to reflect on own practice and to always seek self-improvement.

Good organisational skills with the ability to plan workloads and prioritise tasks.

Prioritise workload effectively; organised with attention to detail.

Differentiate the national curriculum across Key Stages 2 – 4, and A Level curriculum.

Proficient IT skills.

Work collaboratively and solve problems creatively.

Effective communication skills and the ability to adapt to a range of audiences.

Able to contextualise learning.

Able to support pupils in forming and sustaining effective relationships.

Resilient, committed, and a hard worker – able to keep going in the face of adversity and never giving up.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

November 2026