



## **Job Description & Person Specification**

Numeracy Specialist



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**Job Title** : Numeracy Specialist  
**Scale** : Scale 6

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### Reporting Arrangements

Reporting to : Trust Director of SEND  
Accountable for : N/A

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### Job Purpose

- To raise levels of Numeracy across the school by providing targeted intervention and support within and outside of the classroom.
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### Main Responsibilities

#### 1. Provision for Students with Numeracy Difficulties

- Deliver small group and one to one lessons to support students with numeracy difficulties, following the schemes of learning in place.
- Lead on and support the mathematical development of the most vulnerable students in each cohort.
- Lead on and develop the provision of Entry Level Mathematics qualification and Lessons in Financial Education (LiFE).
- Manage and lead extra-curricular activities and after school intervention for students with numeracy difficulties.
- Ensure that the needs of students with numeracy difficulties are well communicated across the school.
- Guide teachers on strategies to support students with numeracy difficulties.
- Create school focused plans for students with numeracy difficulties to profile the needs of these students.
- Plan and deliver staff training to support an understanding of numeracy difficulties.
- Contribute to the development of provision for students with numeracy difficulties across the whole school.
- Work with staff and students to ensure realistic and challenging expectations of progress, attainment and achievement is set for students with numeracy difficulties.
- Prepare and maintain learning resources according to the needs of students with numeracy difficulties.
- Work collaboratively with parents of students with numeracy difficulties, to agree joint outcomes and to review progress.
- Collect and interpret assessment data gathered on pupils with numeracy difficulties to inform practice, target individual difficulties and to measure impact.
- Attend all Maths department meetings to ensure subject knowledge is up-to-date.

## **2. Learning Support Team**

- To work collaboratively with all members of the pastoral team to support the progress of students with SEND.
- Contribute to the Learning Support Development Plan.
- Encourage inclusive practice in teaching and learning across the team and throughout the school.
- Maintain and develop up-to-date knowledge of national and local initiatives which may impact upon policy and practice.
- Attend staff meetings and participate in staff training as required.
- Maintain accurate and up to date records for students with SEND.
- Provide general in class support for students with SEND.
- Supervise the activities of individuals or groups of students both in and out of the classroom.
- Contribute appropriately to lesson cover and duties.
- Contribute to the Learning Support Mentoring Programme.
- Be a point of contact for students and their parents/carers.
- Attend Annual Review and multi-agency meetings as appropriate.

### **Trust Responsibilities**

- Adhere to all Trust policies and procedures.
- Take responsibility for promoting and safeguarding the welfare of all pupils.
- All staff are expected to be committed to the Equal Opportunities Policy, to work positively and inclusively with colleagues so that the Trust provides a workplace and delivers services that do not discriminate against people on the grounds of their age, gender, sexual orientation, marital status, race, religion, creed, colour, nationality, ethnic origin or disability.
- Work flexibly in the interests of the service (this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities).
- Travel between different sites of the Laurus Trust as required.
- Actively participate in performance reviews at regular intervals in accordance with Trust procedures.
- Undertake training courses organised by the Trust where these will assist in the carrying out of the above duties, develop skills which may be required to fulfil those duties in the future or are required to fulfil legal requirements.
- Refrain from smoking in any areas of Trust premises.
- Behave in a manner that ensures the security of property and resources.
- All staff are expected to demonstrate consistently high standards of personal and professional conduct as defined in The Laurus Trust Code of Conduct Policy.

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### **Safeguarding**

The Laurus Trust and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.

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### **Core Behaviours**

It's important for all Support Staff to be able to demonstrate some or all of the core behaviours on a regular/daily basis:

- **Adaptable** - Open to change, to be flexible.
- **Courageous** - Willing to speak up, offer ideas, challenge the norm.
- **Hard Working** - Strong work ethic, prepared to go the extra mile.
- **Inclusive** - Treat others fairly and equally.
- **Engaged** - Involved/absorbed in your work, participate at all times.
- **Value** - Add value to your role, your team and the Trust.
- **Enquiring** - Have an enquiring mind, curious, improve and find solutions.
- **Motivated** - Pro-active, wanting to achieve goals, willingness to try, can do attitude.
- **Encouraging** - Giving/offering support and confidence to others, working together.
- **Navigator** - Providing guidance, leading when necessary.
- **Tenacious** - Perseverance, never giving up, whatever it takes.

# Person Specification

Attributes	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> <li>• Sound educational background including GCSE's Maths and English (A*-C) or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant NVQ3 or equivalent qualification</li> <li>• First Aid qualification or willingness to take such a qualification</li> </ul>
Knowledge and Experience	<ul style="list-style-type: none"> <li>• Experience of working with young people who are vulnerable and/or who have special educational needs</li> <li>• Prior experience in a similar role</li> <li>• Experience of delivering to deadlines and achieving set targets to a high standard</li> <li>• Experience of allocating and prioritising workload effectively to gain maximum productivity</li> <li>• Strong IT Skills including Microsoft PowerPoint, Excel, Word and Outlook</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering intervention to small groups of students or on a one to one basis</li> <li>• Experience of developing student profiles</li> <li>• Experience of working collaboratively with parents to secure better outcomes for young people</li> <li>• Experience of working with children and young people within an educational environment</li> <li>• Evidence of working with outside agencies linked to school</li> <li>• Experience of working in a school environment</li> <li>• Experience of working with confidential information</li> <li>• Awareness of current issues in education</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Ability to support teaching staff to enable students to achieve their full potential</li> <li>• Ability to motivate and encourage individuals and small groups of students under supervision</li> <li>• Ability to assess, record, monitor and report on the progress of learners</li> <li>• Solution focused</li> <li>• An understanding of safeguarding issues</li> <li>• An understanding of the principals of child development and learning processes</li> <li>• An up to date knowledge and understanding of the practices and procedures within SEN, relating to the welfare, safety and education of students</li> <li>• Excellent communication skills with pupils, parents and other staff.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the current provision for students with special educational needs and current developments in SEN</li> </ul>

	<ul style="list-style-type: none"> <li>• Excellent planning and organisational skills</li> <li>• Ability to work independently to organise own workload</li> <li>• Strong interpersonal skills</li> <li>• Highly motivated individual with an innovative approach</li> <li>• Problem solving and analytical skills</li> </ul>	
Other Qualities	<ul style="list-style-type: none"> <li>• Ability to make effective decisions</li> <li>• Ability to work accurately and methodically</li> <li>• Excellent time management</li> <li>• Ability to remain calm under pressure</li> <li>• Flexible</li> <li>• Good team player</li> <li>• Willingness to undertake further training</li> <li>• Commitment to safeguarding and promoting the welfare of children</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to undergo training where required</li> <li>• Full driving licence</li> </ul>