

## JOB DESCRIPTION

<b>Job Title:</b>	Teacher of Numeracy
<b>Responsible to:</b>	Principal/Associate Director of Special Educational Needs
<b>Salary:</b>	JCBA2
<b>Contract:</b>	Part-time, hours to be discussed. Occasional evening/weekend attendance, e.g. supporting parents' evenings, Saturday open day and Saturday learner induction days.

*This job description is current at the date shown, but, in consultation with the postholder, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.*

### Key responsibilities

- Enhance learners' numeracy skills to ensure they can competently perform fundamental and mathematical functions essential for everyday life.
- Identify learners that require numeracy intervention based on GL assessments and other baseline assessments.
- Create a numeracy programme of study that will help to reduce gaps in knowledge.

### Generic requirements

- Ensure the principles expressed in the mission statement of The JCB Academy and those of JCB, the sponsor, are evident in every aspect of the discharge of the duties of the post.
- Model the highest professional standards to staff and learners in all aspects of the role, maintaining a visible presence around The JCB Academy and leading by example.
- Be committed to working in a cohesive, supportive and forward-thinking team of colleagues which shares an ambitious vision to secure flagship status for The JCB Academy.
- Contribute to the formulation and implementation of The JCB Academy Development Plan.
- Be prepared to work 'across the piece' being flexible and interested in other areas of The JCB Academy.
- Work at all times to the standards as set out in the Staff Code of Conduct.

## Specific responsibilities and duties

- Deliver targeted numeracy interventions and support programmes for identified learners.
- Collaborate with class teachers, SENDCO, Assistant SENDCO and pastoral staff to embed evidence-based numeracy strategies.
- Monitor and track learner progress using both qualitative and quantitative data.
- Support the development of key skills in number, ratio and algebra.
- Contribute to whole-school literacy and numeracy initiatives.
- Ensure that all learners involved in the Inclusion Hub have access to careers workshops and guidance.
- Plan, prepare and deliver learning activities that facilitate active experiences for young people.
- Develop programmes of study which conform to the requirements of The JCB Academy.
- Establish and communication clear objectives for all learning activities.
- Prepare thoroughly at all times for learning activities.
- Provide a variety of learning materials and resources for use in educational activities, and identify and select different resources and methods to meet learners' varying needs
- Use relevant technology to support the learning process and ensure that all such learning resources are available to learners.
- Observe and evaluate learners' performance and development.
- Set and grade learners' work, provide appropriate feedback and encourage and monitor the progress of individual learners.
- Maintain accurate and complete electronic records of all learners' progress and development and update all necessary records accurately and completely as required.
- Participate in subject, academy and parent/carer meetings, and communicate necessary information regularly to learners, colleagues and parents/carers regarding learner progress and learner needs.
- Manage learner behaviour in the learning environment by establishing and enforcing rules and procedures in accordance with the rules and behaviour management systems of The JCB Academy.
- Keep up to date with developments in subject area, teaching resources and methods, and make relevant changes to schemes of work and lesson plans as appropriate.
- Carry out additional tasks at the request of the Associate Director of SEND and/or the Associate Director of Mathematics and Teaching & Learning and/or Principal.

## Key accountability measures

- At the end of Y9:
  - Clear progress made for learners shown to improvement in GL scores.
  - All learners are considered to be confident in basic mathematical functions.

## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Relevant degree or relevant level qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching qualification or equivalent.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working in an educational setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to extra-curricular activities.</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• Able to inspire and motivate learners of all abilities to achieve their potential.</li> <li>• Positive role model to learners, showing enthusiasm, positivity and patience.</li> <li>• Understands how to modify teaching and learning to meet the needs of the most able and those with special educational needs.</li> <li>• Able to develop excellent relationships with learners, parents/carers, colleagues and other professionals</li> <li>• Strong verbal and written communication skills.</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continued professional development.</li> </ul>	