



Clovelly House School

Job description: Maths teacher/tutor and Behaviour Support

Job details

Salary: Negotiable

Hours: 40 hours per week

Contract type: Full time, Permanent

Reporting to: Principal

Responsible for: Teaching Assistants, and other staff as appropriate

This job description may be amended at any time following discussion between the Principals and members of staff, and will be reviewed annually.

Main purpose

The purpose of the role is to teach maths up to GCSE and to support the Principal staff with behaviour management across the school.

Duties and responsibilities

Maths Tutor/teacher

1. To have high expectations of children and young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
2. To demonstrate the positive values, attitudes and behaviour you expect from children and young people.
3. To be aware of the professional duties of teachers and the statutory framework within which they work.
4. To be aware of the policies and practice of the workplace and share in collective responsibility for their implementation.
5. To communicate effectively with children, young people, colleagues, parents and carers.
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 have a commitment to collaborative and co-operative working.
8. To reflect on and improve practice and take responsibility for identifying and meeting your developing professional needs including identifying priorities for your early professional development.
9. To have a creative and constructively critical towards innovation, being prepared to adapt practice where benefits and improvements are required.
10. To act upon advice and feedback and be open to coaching and mentoring.
11. To have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

12. To be able to use the organisational assessment processes to evaluate and measure the progress of the pupils within the curriculum subject.
13. To know the assessment requirements and arrangements for the subjects/curriculum areas you are trained to teach, including those relating to public examinations and qualifications.
14. To have a secure knowledge and understanding of your subjects/curriculum areas and related pedagogy to enable you to teach effectively across the age and ability range for which you are trained.
15. To know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities.
16. To understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic cultural and linguistic differences.
17. To work with the SENCO to support provision for students with Special Educational Needs and have a working knowledge of the SEN Code of Practice and the new 2014 Code of Practice.
18. To be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
19. To undertake any other duties commensurate with the pay-scale as identified and directed by the Principal.

Behaviour Support

1. To support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all students irrespective of background, ethnicity, gender or disability.
2. To ensure the effective and proficient use of student data from a variety of sources, both internal and external, in the process of monitoring and behavioural target setting.
3. To be a strong advocate for change and champion school improvement.
4. To convey a positive 'can do' attitude, motivate and inspire staff and present a united front to secure successful outcomes of school initiatives.
5. To establish good relationships, encourage good working practices and support and lead teachers and others on the staff team with a focus on behaviour management and self-regulation.
6. To understand the implications of SEND on understanding and managing behaviour.
7. To embrace the therapeutic ethos of the school and to apply it to managing challenging behaviour.
8. To manage and evaluate the outcomes of behavioural intervention programmes.
9. To support the evaluation of the effectiveness of the school's behavioural policies and developments and analyse their impact on students.
10. To ensure that parents are well informed about the individual pupil's progress, achievement and behaviour.
11. To provide training opportunities for learning support assistants and other teachers to learn about positive behavioural management.
12. To undertake any professional duties which may be delegated from time to time by the headteacher.

To be alert to issues of child protection, ensuring that the welfare and safety of children attending the School is promoted and safeguarded and to report any child protection concerns to the DSL using safeguarding policies procedures and practice.

Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed

Signed: _____ Date: _____

Person specification

| CRITERIA | QUALITIES |
|------------------------------------|--|
| Qualifications and training | <ul style="list-style-type: none">• Higher level qualification in English and Maths• Safeguarding, Behaviour management Training |
| Experience | <ul style="list-style-type: none">• At least two years in a behaviour unit• Experience of tutoring maths to secondary school pupils |
| Skills and knowledge | <ul style="list-style-type: none">• Secure knowledge of safeguarding• Sound knowledge of therapeutic approaches to behaviour management• Secure knowledge of at least one curriculum area• Knowledge of SEND |
| Personal qualities | <ul style="list-style-type: none">• Reliable and punctual• Be able to build relationships with pupils and staff as well as holding boundaries• To be able to manage under pressure• To have good organisational skills• To have good communication skills• To be able to teach using a variety of teaching methods and strategies |

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: 10th December 2020

Next review date: 9th December 2021

Principal/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____