

Role description

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| Role title: | Upper School Maths Support |
| Accountable to: | Upper School Lead |
| Role purpose: | The primary focus of post is to support the teaching of Maths classes in classes 6-10 (years 7-11) both within a class setting and for intervention sessions, working with the Steiner Waldorf curriculum, methodology and developmental approach and with GCSE curriculum, enabling pupils to develop their full potential in the subject. There may also be some teaching, based on skill and experience |
| Remuneration: | Salary: £18,000 for a full time post |
| Position: | Permanent |
| Role relationships: | <p>Maths Lead - line manager Maths teachers Phase Leads SENDCo - liaison and advisory Designated Safeguarding Lead - liaison and advisory</p> <p>In addition you will liaise with the administration and support staff, parents, families, external agencies and support professionals as necessary.</p> |

Accountability

The Upper School Maths Support is accountable for:

- Ensuring pupils in Upper and Middle School receive support to fully achieve their potential in the subject.

Key Tasks

| AREAS OF ACCOUNTABILITY | KEY TASKS |
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| Teaching and learning | <ul style="list-style-type: none"> To support the teacher in Maths lessons, using the Steiner Waldorf curriculum. To deliver support to pupils, within and outside timetabled lessons, to enable them to access all parts of the Maths GCSE curriculum. This will include work with gifted and talented Maths students. supervising and managing pupil behaviour, working closely with the SEND team; management of the classroom environment; In addition to timetabled lessons, the postholder may be asked to teach cover lessons as required and to supervise outside of timetabled lessons, including before and after school and during break and lunch times. Teaching some maths lessons as agreed/appropriate. |
| Recording and assessment | <ul style="list-style-type: none"> Contributing to the recording and assessing the pupil progress in line with the school's assessment framework; liaising with colleagues and parents; |

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| Administration and support | <ul style="list-style-type: none"> To assist the teacher in lesson planning, preparation and marking participating in the open days, inductions for new pupils/classes; |
| Leadership and Management | <ul style="list-style-type: none"> There are no leadership and management tasks in this role. |
| Standards and quality assurance | <ul style="list-style-type: none"> To work within the teaching group and the wider school workforce to help the smooth day-to-day running of the whole school; To support the aims and ethos of the school; To maintain confidentiality at all times; Set a good example in terms of dress, punctuality and attendance; Attend and participate in open evenings and student performances; To undertake appropriate preparation, study and training as necessary both for the effective discharge of this role and also to advance the school's ethos, principles and objectives; Attend team and staff meetings; To be aware of the school's policies and procedures and to fully compliant in their implementation; Promote a love of your subject within the school among students, colleagues and parents, including: <ul style="list-style-type: none"> demonstrate good teaching and passion in your subject area, promote student achievement and evidence pathways, culminating in the Steiner Academy Exeter Upper School Portfolio, promote students' broader capacities for self-discovery and teamwork, promote students' progression beyond class 10 (year 11) via externally validated qualifications, liaise with other individuals, projects and institutions that can enhance students' experience and learning. |

The above list is not exclusive or exhaustive and the post holder will be required to undertake such duties as may reasonably be expected within the scope of the post. All members of staff are required to be professional, co-operative and flexible and undergo reasonable and directed professional development. This may require out of 'normal hours' and personal study which may be unpaid.

Person Specification

| Essential | Desirable |
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| <i>Qualifications, training and experience</i> | |
| <ul style="list-style-type: none"> a teaching or assisting qualification relevant to the subject; extensive experience of supporting or teaching the subject. | <ul style="list-style-type: none"> QTS or HLTA status; experience of working in a Steiner Waldorf setting; |
| <i>Knowledge, understanding & attitudes</i> | |
| <ul style="list-style-type: none"> Excellent understanding of the Steiner Waldorf curriculum as it relates to class 8 upwards; Understanding and experience of the GCSE framework in the UK; Ability to work effectively in a team and keen to work with colleagues in the development of the school in its pioneering phase and beyond, and with its curriculum; | <ul style="list-style-type: none"> A flexible approach to working patterns; a commitment to bringing Steiner education to children who would not otherwise have access to this form of education. |



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| <ul style="list-style-type: none"> • awareness of the challenges and opportunities that attach to working in a Steiner school within the maintained sector; • Understanding of child protection and safeguarding procedures; • Understanding of procedures and legislation relating to confidentiality; | |
| <i>Professional qualities</i> | |
| <ul style="list-style-type: none"> • Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues; • Ability to set appropriate expectations of all pupils and be committed to raising educational achievement; • Ability to motivate and empower students and colleagues; • Excellent verbal and written communication skills, with the ability to communicate effectively with pupils, colleagues and parents; • Ability to forge network and links with internal and external partners; • Ability to work effectively as part of the team • Ability to work independently, in an organised manner under tight deadlines; • Good time management skills | <ul style="list-style-type: none"> • To be proactive and initiate action |
| <i>Skills</i> | |
| <ul style="list-style-type: none"> • Excellent ICT skills; • Excellent organisational skills; | <ul style="list-style-type: none"> • Experience of using School Management and Safeguarding Information Systems (we use Arbor and CPOMS) |

Essential application information

Steiner Academy Exeter is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. Candidates must be suitable to work with children and will be expected to undertake an advanced DBS disclosure. Candidates must have the right to work in the United Kingdom. Candidates from abroad will be asked to provide criminal records clearance from countries of residence, as well as evidence of eligibility to work in the United Kingdom.

Applications for the post must be made on the standard application form, which can be found on our website at <http://www.steineracademyexeter.org.uk/current-vacancies> .

Deadline for receipt of completed applications: 6th February 2019

Interviews will be w/c 11th February

Please be aware that the SAE is not able to guarantee a school place for the children of staff. Whilst every effort will be made to ensure that staff who wish to enrol their children in SAE will be able to do so, the school's admissions arrangements and its statutory commitments to inclusion mean that no commitment can be made or certainty offered.

Paul Hougham, Acting Principal, January 2019