

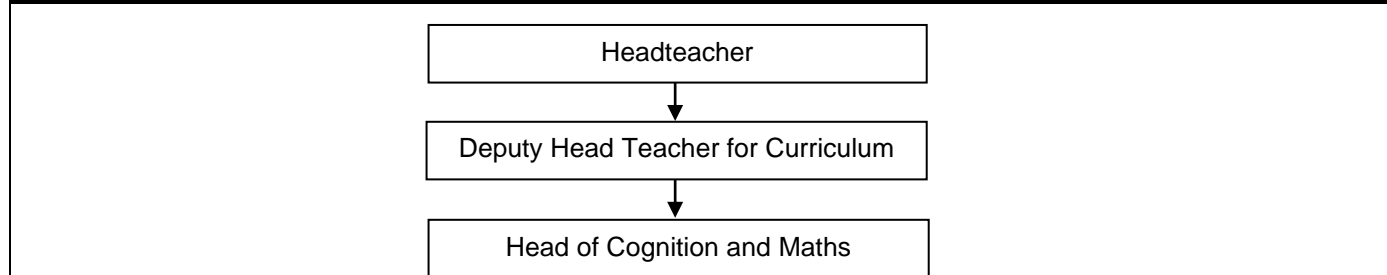
## JOB DESCRIPTION

<b>School:</b> Brookfields School	<b>Location:</b> Tilehurst, West Berkshire
<b>Job Title:</b> Head of Cognition and Maths	<b>Grade / Salary Range:</b> TMR / UPR + TLR2b + SEN Allowance

The job description concerns:

- Responsibilities required of a class teacher in relation to the teaching of pupils with a statement of special educational needs.
- Wider school responsibilities
- Specific teaching and learning responsibilities linked to the whole school co-ordination of a core subject

### DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



**To promote equality as an integral part of the role and to treat everyone with fairness and dignity.**

**To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.**

**To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.**

- Responsibilities required of a class teacher in relation to the teaching and learning of pupils with a range of special educational needs.**

You will be required to:

- ☐ Support the Head of Strand / Department in which you teach in all matters of Strand / Department policy
- ☐ Ensure on-going assessment of pupils' work and abilities through comprehensive and detailed record keeping and where required moderated work in line with school guidance
- ☐ Provide suitably differentiated work to meet the individual needs of pupils in your teaching groups.
- ☐ Write annual reports, annual reviews and any other reports required by the Headteacher
- ☐ Attend report evenings, annual review meetings and Strand / Department evenings
- ☐ Attend weekly meetings outside school hours relating to the work of the Strand / Department.
- ☐ Establish and maintain contact and good working links with parents
- ☐ Maintain good discipline within the parameters set down within school and Strand / Department guidelines.
- ☐ Establish and maintain good relationships with support staff working in the classroom
- ☐ Work, as required, in close co-operation with other staff in the Strand / Department
- ☐ Contribute to the decision-making process within Strand / Department and be actively involved in the implementation of Strand / Department action plans
- ☐ Where required work in partnership with other professionals as part of a multi-disciplinary team

## **b) Wider School Responsibilities**

You will be required to:

- ☐ Be an active and involved member of the school
- ☐ Support the Headteacher in all matters of school policy
- ☐ Work for the advancement and development of the whole school being particularly aware of those problems, both organisational and administrative, which might affect the daily routine
- ☐ Show a sense of responsibility for all pupils within the school in all matters of welfare and discipline
- ☐ Attend staff meetings outside school hours or any other meetings, which the Headteacher considers to be important
- ☐ Contribute to the decision-making process within the school and be actively involved in the implementation of school action plans
- ☐ Work, where appropriate, in close co-operation with staff from other Strands / Departments
- ☐ Support the school's consultancy service in a way that is appropriate to your skills and abilities

## **c) Specific teaching and learning responsibilities agreed with the Headteacher.**

Whole school responsibility for teaching and learning in **Cognition and Mathematics**. This will include:

- ☐ Development of subject policies and planning across the school in accordance with agreed practice and taking into account requirements of current national requirements. This will include how the subject contributes to pupils' development in SMSC.
- ☐ Ensuring, through monitoring of teaching, planning and recording in the subject across the school, that teachers regularly evaluate pupils' achievements in the subject with a view to improving standards. This will include ensuring teachers monitor pupil progress using agreed school procedures, including moderation of pupils' work.
- ☐ On a regular basis co-ordinate whole school moderation in the subject, following agreed timetables. This will involve maintaining a moderation portfolio.
- ☐ Ensuring the development and effective promotion of Cognition and Maths in all subjects across the curriculum, through regular audits.
- ☐ Identifying, in consultation with Strands / Departments, appropriate resources for use across the school and thus ensure that the budget available is used in an efficient and effective manner
- ☐ Producing on an annual basis (Spring Term) a written evaluation of the year, which will identify strengths and areas for development. This will provide the basis for identified priorities for the next year and probable budget requirements. Consequently, an action plan will be written that feeds into the school development plan.
- ☐ Using own subject expertise to develop teaching expertise across the school in the subject.
- ☐ Making sure that every opportunity is taken to ensure that the subject contributes to the ECM agenda in a positive and effective way.
- ☐ Ensuring that school responds to national initiatives / days in an appropriate and relevant manner.
- ☐ Attending Inset in the subject and disseminating information as appropriate.

## **Budgetary Scope**

- ☐ Management of Maths budget

## PERSON SPECIFICATION

<b>Job Title:</b>	Head of Cognition and Maths	<b>School:</b>	Brookfields School
<b>Reports to (job title):</b>	Deputy Head	<b>Location:</b>	Tilehurst, West Berkshire

\* E = Essential Criterion (required at point of recruitment)    D = Desirable Criterion (can be developed over time)

<b><u>Qualifications and Experience</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Qualified Teacher with a strong background in working with pupils with special educational needs</li> <li><input type="checkbox"/> Experience / training in working with pupils in either the primary or secondary phases</li> <li><input type="checkbox"/> Successful experience of working with other specialisms and agencies</li> <li><input type="checkbox"/> Additional qualification in Special Educational Needs</li> <li><input type="checkbox"/> Experience of teaching Cognition/ Maths to pupils with SEN</li> <li><input type="checkbox"/> Additional qualification in Mathematics</li> </ul>		E E E E E D	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Qualified Teacher provides key guidance and training on working with children that is necessary for this role</li> <li><input type="checkbox"/> Working with pupils with a range of abilities and adapting methods and resources to suit individual needs.</li> <li><input type="checkbox"/> All pupils within the School have SEN and experience of this across the School is always encouraged</li> <li><input type="checkbox"/> Qualification in Special Educational Needs provides key guidance training on working with children in an SEN environment</li> <li><input type="checkbox"/> Qualification in Mathematics provides key guidance and training on working with this specialism</li> </ul>
<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of current methodology in the education of pupils with special needs</li> <li><input type="checkbox"/> Knowledge of the current National Curriculum for Maths. Subject-specific Cognition/ Mathematical knowledge. Knowledge of the different formal assessments for Maths</li> <li><input type="checkbox"/> Ability to work as part of a team and manage the deployment of other adults working in the class</li> <li><input type="checkbox"/> Ability to work with other Heads of Curriculum to make decisions and lead on the curriculum across the school</li> <li><input type="checkbox"/> Awareness of the role and importance of multi-professional working arrangements</li> </ul>		E  E E E E	<ul style="list-style-type: none"> <li><input type="checkbox"/> Working at an appropriate level and pace to allow pupils to make maximum progress</li> <li><input type="checkbox"/> Dissemination of any changes of the curriculum to relevant staff; ability to use own subject expertise to develop teaching expertise across the school in the subject</li> <li><input type="checkbox"/> Provide training and/or coaching of staff in the development teaching and learning of mathematics as required</li> <li><input type="checkbox"/> It is essential that all staff are aware of child protection and bullying issues to ensure the safety of all pupils</li> <li><input type="checkbox"/> To be able to ensure that all pupils are included as part of the School</li> <li><input type="checkbox"/> To be able to feedback to parents and other professionals about the progress</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to compose clear written reports</li> <li><input type="checkbox"/> Ability to support on teaching and learning, curriculum developments and training across the school</li> <li><input type="checkbox"/> Able to construct an individualised curriculum / timetable for specific pupils</li> <li><input type="checkbox"/> Ability to form constructive relationships with parents</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>of children and to be able to work inclusively with everyone</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Overseeing assessment of maths throughout the school</li> <li><input type="checkbox"/> Using assessment data to advise on the use of interventions as appropriate</li> <li><input type="checkbox"/> Take a lead role teaching a class and directing other assistants</li> <li><input type="checkbox"/> To ensure that the children that you work with in School gain as much as they can from each task</li> </ul>
<p><b><u>Skills and Abilities</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to work effectively as part of a team and plan jointly</li> <li><input type="checkbox"/> Ability to work with other Heads of Cognition/ Maths from local schools (mainstream and special)</li> <li><input type="checkbox"/> Commitment to undertaking a detailed induction programme</li> <li><input type="checkbox"/> Commitment to undertake additional training relevant to the post</li> <li><input type="checkbox"/> Firm understanding of the subject in relation to pupils with special needs</li> <li><input type="checkbox"/> Sound literacy and numeracy skills</li> <li><input type="checkbox"/> Ability to make use of ICT to support pupils' learning</li> <li><input type="checkbox"/> Able to confidently and competently apply knowledge and skills acquired from training into a practical context, in and outside formal classroom settings</li> <li><input type="checkbox"/> Good planning and organisational skills</li> <li><input type="checkbox"/> Ability to motivate and encourage pupils</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend LA and other relevant seminars relating to mathematics and disseminate information to staff as appropriate.</li> <li><input type="checkbox"/> Working at an appropriate level and pace to allow pupils to make maximum progress</li> <li><input type="checkbox"/> It is essential that all staff are aware of child protection and bullying issues to ensure the safety of all pupils</li> <li><input type="checkbox"/> To be able to ensure that all pupils are included as part of the School</li> <li><input type="checkbox"/> To be able to feedback to parents and other professionals about the progress of children and to be able to work inclusively with everyone</li> <li><input type="checkbox"/> Take a lead role teaching a class and directing other assistants</li> <li><input type="checkbox"/> To lead and manage staff by example</li> <li><input type="checkbox"/> To be able to feedback to parents and Teachers about pupil progress and to be able to work inclusively with everyone</li> <li><input type="checkbox"/> Take pupils for 1:1 sessions and small groups</li> <li><input type="checkbox"/> To ensure that the pupils that you work with in School gain as much as they can from each task</li> </ul>
<p><b><u>Work-related Personal Qualities</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flexible and adaptable</li> <li><input type="checkbox"/> Confident in a variety of situations</li> <li><input type="checkbox"/> Able to work independently and as part of a team</li> <li><input type="checkbox"/> Effective communicator</li> <li><input type="checkbox"/> Commitment to supporting the work of the consultancy service and training offered to parents and agencies beyond the school</li> <li><input type="checkbox"/> Ability to form effective relationships with colleagues and students, understand professional boundaries and demonstrate suitability to work with children</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> It is extremely important that the post holder enjoys working with children so that they are able to deal with all situations in a caring and sympathetic manner</li> <li><input type="checkbox"/> To meet the needs of pupils in a creative way</li> <li><input type="checkbox"/> To lead and manage staff by example</li> <li><input type="checkbox"/> Work in partnership with families</li> <li><input type="checkbox"/> To communicate effectively both orally and in writing</li> <li><input type="checkbox"/> Working with other members of staff at all levels is a key requirement of the role to ensure that the school runs smoothly</li> <li><input type="checkbox"/> To meet the needs of pupils in a creative way</li> </ul>

		<input type="checkbox"/> To lead and manage staff by example
<b><u>Other Work-related Requirements</u></b>		
<input type="checkbox"/> Suitability to work with Children <input type="checkbox"/> DBS Check <input type="checkbox"/> Patient and resilient <input type="checkbox"/> Willing to attend evening meetings as required <input type="checkbox"/> Willing to attend training, including intervention training, and implement actions <input type="checkbox"/> Able to manage the physical aspects of working with children with SEN <input type="checkbox"/> This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public (including pupils), providing advice and using any specialist terminology appropriate to the role is essential for the post	E E E E E E E	<input type="checkbox"/> To ensure the post holder is able to demonstrate the appropriate suitability to work with children <input type="checkbox"/> The post holder may be required to attend meetings outside of School hours both within School and with peers from other organisations