



Additional Support Numeracy

Job Description

Reports to: SENCO/Head of Maths

Hours: 32.50 per week (term-time only)

Salary scale: R3 Scale point 16 – R3 Scale point 18 (FTE £22,554 - £23,453)

Job Purpose

- To provide specialist skills and knowledge, plan, resource, deliver, monitor and review progress for pupils' additional numeracy interventions.
- Numeracy assessment of all potential pupils and students.

Key Accountabilities

- To ensure that pupils/students who have numeracy-related special educational needs or other needs affecting numeracy make progress.
- To deliver wave 2 and 3 numeracy interventions across the school.
- To assess all pupils and students in numeracy.
- To ensure that interventions are matched by practice in the classroom.
- To plan and oversee provision mapping of wave 2 and wave 3 interventions in numeracy

Main Duties and Activities

- To teach pupils and students with numeracy difficulties, planning and running Wave 2 interventions in class and 1:1 Wave 3 interventions to accelerate learning and narrow the gap
- To act as a role model for Teaching Assistants and other staff in supporting pupils and students with numeracy difficulties in the classroom and through interventions
- To plan and oversee provision mapping of wave 2 and wave 3 interventions in numeracy and report to the SENCO/Head of Maths stating intervention and impact
- To support the progress team in reviewing progress of learners and to write and update wave 2 and 3 provision interventions
- To oversee diagnostic testing to help identify specific barriers to learning
- To carry out yearly testing of numeracy age and level

- To assess and write reports for pupils on assessment
- To attend progress team meetings when directed
- To adopt a philosophy of sharing of good practice and support team members with professional development activities such as team teaching and shadowing
- To share good practice developed in schools at both LEA and National levels.
- To contribute to LEA and National dissemination of good practice.

Responsibility:

- You will work with Teaching Assistants to plan numeracy interventions, directing their time and overseeing their work with students
- Keep records of interventions and impact analysis

Decision Making:

- Work with a high level of autonomy
- Prioritise intervention based on pupil/student needs
- Set own timetable
- Make recommendations for placements
- Keep records of interventions and impact analysis
- Reporting numeracy across the curriculum

Commented [VW1]: I assume this is recommendations for Wave intervention?

Main contacts and reason for the contact

- Pupils and students – to instruct, help and motivate them to learn by providing numeracy support and guidance in groups and individually. To identify appropriate objectives and targets for each pupil/student in discussion with them and assess their progress against numeracy targets
- Teachers – to work collaboratively with the teaching team supervising the pupils'/students' numeracy development
- Therapists – to work jointly with them to provide a child centred package of support to each pupil/student where all support is well integrated and complementary
- Teaching Assistants – to direct their support to improve numeracy standards across the school
- Senior managers – to take direction and receive professional support. To work as part of a team to plan lessons and schemes of work. To discuss difficulties and seek guidance when concerns arise about particular pupils/students
- Parents/Carers – to communicate and work collaboratively with parents/carers

Person Specification

Criteria		
<p>Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A</p>		
Qualifications and Training		
<ul style="list-style-type: none"> • GSCE or equivalent in maths and English • NVQ Level 2 or 3 in Working with Children • Other relevant training eg First Aid, Child Protection, Behaviour Management, Working with children with ASC, Team Teach • Full Clean Driving Licence 	E D D D	A A A A
Knowledge and Experience		
<ul style="list-style-type: none"> • Working with children • Working in an educational setting • Working with children with special needs • Working as part of a team • Working with children from a variety of cultural backgrounds 	E E D E D	A, I A, I A, I A, I I
Skills and Abilities		
<ul style="list-style-type: none"> • Ability to think, write and speak clearly and concisely • Ability to communicate well with parents, pupils, care workers, outside agencies • Ability to work collaboratively as part of a team • A calm, reassuring and responsive approach • Ability to manage behaviour in the classroom • Ability to organise and prioritise work and resources • Good ICT skills • Practical and theoretical knowledge of behaviour management 	E E E E E E E D	A, I I A, I I I A, I I
Personal Attributes		
<ul style="list-style-type: none"> • Confident and self-motivated in exercising appropriate initiative • A positive, flexible and confident attitude to work and problems • A commitment to equality and celebrating diversity • Patience and resilience • Good level of physical fitness and general health • Enthusiasm and drive for working in a SEN school • Ability to take responsibility for own CPD • Good sense of humour • Unlimited empathy for working with children and a commitment to meeting the needs of the children and their families 	E E E E E E E E E E	I I I I I I I I I I
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.</p> <p>Date produced: January 2021</p>		