

Job Description

Teacher of Maths (CUD Provision)

Salary: £32,000

Contract Type: Full Time

Start Date: September 2026

Reporting to: Headteacher / Senior Leadership Team

1. Purpose of the Role

To deliver high-quality teaching, primarily in **Mathematics**, to Key Stage 3 pupils within the school's **CUD (Catch Up and Diagnose) provision**, supporting pupils who are working below age-related expectations.

The role involves identifying gaps in learning, diagnosing barriers, and delivering **targeted, personalised teaching** to enable pupils to make **rapid and sustained progress** towards age-related outcomes.

This role would be highly suitable for an **Early Career Teacher (ECT/NQT)**, with appropriate support, mentoring, and professional development provided.

2. Context of the Role

The school is a **small SEMH specialist setting**, supporting pupils with social, emotional, and mental health needs, often alongside additional SEND.

Classes are small (typically **3–6 pupils**), enabling highly personalised teaching and strong relationship-building. Pupils may present with:

- Gaps in foundational knowledge and skills
- Barriers to learning linked to SEMH needs
- Low confidence and previous disengagement from education

The school's **CUD (Catch Up and Diagnose)** model focuses on:

- Accurately identifying each pupil's current learning level
- Diagnosing gaps and barriers to learning

- Delivering targeted teaching to accelerate progress

3. Key Responsibilities

Teaching and Learning

- Plan and deliver engaging, differentiated Maths lessons tailored to individual pupil needs
- Teach pupils working below age-related expectations, focusing on **foundational knowledge and skills**
- Adapt teaching strategies to support a wide range of learning needs
- Contribute to teaching across **other subject areas**, where required
- Use ongoing assessment to inform planning and next steps
- Create a positive, structured, and safe learning environment

Assessment and Progress

- Assess pupils' starting points accurately within the CUD framework
- Identify gaps in knowledge, understanding, and skills
- Monitor and track pupil progress regularly
- Use assessment to **diagnose barriers to learning** and adapt teaching accordingly
- Contribute to reports and progress reviews

Behaviour and Relationships

- Build strong, consistent, and positive relationships with pupils
- Implement the school's behaviour and support strategies effectively
- Support pupils in developing emotional regulation and engagement in learning
- Maintain high expectations of behaviour and learning

Pastoral Responsibilities

- Contribute to the wider pastoral support of pupils
- Support pupils' personal development, confidence, and resilience
- Work closely with colleagues to support pupil wellbeing

Team Contribution

- Work collaboratively with colleagues, including teaching staff and support staff
- Contribute to planning, resource development, and school initiatives
- Engage in regular staff meetings, training, and professional development

4. Safeguarding Responsibilities

- Promote and safeguard the welfare of all pupils
- Adhere to the school's safeguarding and child protection policies
- Report any concerns promptly in line with statutory guidance
- Maintain appropriate professional boundaries at all times

5. Professional Responsibilities

- Maintain high professional standards at all times
- Engage fully with the school's ethos and values
- Participate in performance management and appraisal processes
- Commit to ongoing professional development

6. Support for Early Career Teachers (ECT/NQT)

This role is fully suitable for an **Early Career Teacher**, and the school is committed to providing:

- A structured **induction programme**
- Regular **mentoring and coaching**
- Opportunities to observe experienced practitioners
- A supportive and collaborative working environment
- Ongoing professional development tailored to individual needs

7. Person Specification

Essential

- Qualified Teacher Status (QTS) or working towards QTS
- Ability to teach Maths at Key Stage 3
- Understanding of how to support pupils working below age-related expectations
- Strong classroom management and relationship-building skills
- Flexible and adaptable approach to teaching
- Commitment to inclusive education

Desirable

- Experience working with SEMH or SEND pupils
- Experience teaching in small group or alternative provision settings
- Knowledge of assessment strategies for identifying learning gaps

8. Why Join the School

- Small class sizes allowing for meaningful impact
- A **friendly, supportive, and collaborative staff team**
- Opportunities for **career progression** as the school expands
- A chance to make a **genuine difference** to pupils' educational journeys
- A flexible and creative teaching environment

9. Additional Information

This job description is not exhaustive and may be amended in line with the evolving needs of the school.

