



## Job Description

### Mathematics Teacher

#### Job Summary

We are seeking a compassionate, adaptable, and skilled Mathematics Teacher to support learners within an Alternative Provision setting, specifically students experiencing Emotionally Based School Avoidance (EBSA). This role involves delivering differentiated and trauma-informed maths education in a nurturing environment, helping students re-engage with learning and build confidence in their abilities.

#### Key Responsibilities

- Plan and deliver tailored mathematics lessons that meet the individual needs and learning levels of students with EBSA.
- Create a safe, supportive, and flexible classroom environment to reduce anxiety and encourage participation.
- Use trauma-informed and relational approaches to teaching and behaviour management.
- Developing and maintaining outstanding subject knowledge.
- Developing and maintaining a range of teaching strategies and methodologies to meet the differing needs of pupils.
- Build trusting relationships with students to support their emotional well-being alongside academic progress.
- Work closely with pastoral staff, SENDCos, mental health professionals, and families to develop individual education and support plans.
- Track and monitor academic progress and emotional engagement, using this data to adapt teaching strategies.
- Providing pupils with appropriate formative feedback on their work, which enables further learning and progress to take place.
- Support students with reintegration to mainstream education or onward pathways as appropriate.
- Participate in training and development around mental health, trauma, and SEND strategies.
- Maintain records and contribute to EHCP reviews and multi-agency meetings as required.
- Work to the Teaching Standards.
- Setting high expectations and levels of challenge in pupils' work and behaviour.
- Adhere to provision policies and expectations.
- Be vigilant about safeguarding and promoting the welfare of pupils.

#### Qualifications and Experience

- Qualified Teacher Status (QTS) or equivalent (experienced UQTs will be considered).
- Proven experience teaching mathematics at secondary level.
- Experience working with students with SEMH (Social, Emotional, and Mental Health needs), EBSA, or in alternative provision preferred.
- Strong understanding of trauma-informed practice and relational approaches.
- Excellent communication, patience, and resilience.
- Ability to work flexibly and collaboratively as part of a multidisciplinary team.

**Desirable**

- Training in therapeutic approaches (e.g., Thrive, PACE, or Zones of Regulation).
- Knowledge of safeguarding and child protection in vulnerable settings.

**Working Conditions**

- Based in a small-group or 1:1 setting, on-site.
- Emphasis on flexible timetables and reduced anxiety learning environments.
- Ongoing CPD provided to support staff well-being and professional growth.