



Person Specification — Specialist Teacher: Mathematics (and Second Subject)

Qualifications and Training

- Qualified Teacher Status (QTS/QTLS). — Essential
- Degree in Mathematics or closely related discipline. — Essential
- Second subject specialism (preferably Science, IT or English). — Essential
- Evidence of recent CPD in inclusive/neuro-affirming or trauma-responsive pedagogy. — Essential
- Examiner/moderator experience (AQA, Edexcel, OCR). — Desirable

Experience

- Successful Maths teaching at KS3–KS4 with demonstrable progress for diverse learners. — Essential
- Adapting curriculum, instruction and assessment for autistic and neurodivergent pupils; confident with assistive technologies. — Essential
- Teaching a second subject to at least KS3 standard. — Essential
- Building high-trust relationships that improve engagement, attendance and regulation. — Essential
- Working collaboratively within a multi-disciplinary team and in partnership with parents/carers. — Essential
- Designing alternative/stepped pathways (Entry Level, Functional Skills or bespoke accreditation). — Desirable
- Leading or contributing to enrichment, clubs or learner-voice projects. — Desirable

Knowledge

- Strong command of Maths curriculum, pedagogy and assessment for learning. — Essential
- Neuro-affirming principles, sensory processing, co-regulation and low-arousal practice. — Essential



- Familiarity with person-centred planning frameworks such as the Dynamic Development Plan. — Essential
- Safeguarding (KCSIE), GDPR and safe-working practices in UK schools. — Essential
- Understanding of broader progress measures (wellbeing, agency, executive function). — Desirable

Skills and Abilities

- Instructional design: clear sequencing, multiple representations, scaffolding and challenge. — Essential
- Communication: attuned, adaptable language; high-quality written reports and records. — Essential
- Assessment. set meaningful goals, collect proportional evidence, evaluate impact. — Essential
- Relational practice: restorative approaches, positive behaviour support, de-escalation. — Essential
- Collaboration: work productively with therapists, support staff and leaders; co-produce plans with learners and families. — Essential
- Digital fluency with classroom platforms, maths/graphing tools and accessibility features. — Essential
- Initiative and organisation to run clubs, projects or showcases that connect maths to real life. — Desirable

Personal Attributes

- Child-centred, strengths-based mindset; assumes competence and celebrates difference. — Essential
- Reflective, research-informed and open to feedback, supervision and coaching. — Essential
- Warmth, optimism and resilience; maintains professional boundaries and consistency. — Essential
- Equity-driven advocate who challenges deficit narratives and promotes inclusion. — Essential
- Creative, curious and willing to prototype and iterate new ideas. — Desirable



Safeguarding and Compliance

- Commitment to safeguarding and promoting the welfare of children and young people. — Essential
- Enhanced DBS and right-to-work documentation. — Essential
- Strong attendance, punctuality and professional conduct record. — Essential

Candidates should use the application to provide specific, evidence-based examples against each essential criterion, clearly state their second teaching subject, and list any exam-board experience.