

ON TRACK EDUCATION



MATHS TEACHER/TUTOR
TOTNES

ON TRACK EDUCATION SERVICES



ON TRACK EDUCATION SERVICES LIMITED WAS ESTABLISHED BY A TEAM OF SEN TEACHERS IN 2004. WE NOW HAVE NINE INDEPENDENT SPECIAL SCHOOLS, AND ADDITIONAL SUPPORT SERVICES, AROUND THE COUNTRY FOR YOUNG PEOPLE WITH A RANGE OF DIVERSE SPECIAL EDUCATIONAL NEEDS.

ON TRACK TOTNES

On Track Education in Totnes is an independent special school registered for 60 full time pupils aged 11 – 19. It caters for pupils with a range of complex needs including behavioural, emotional and social difficulties and autism. The school opened in 2005. It was last inspected by Ofsted in June 2025 and received judgements of ‘good’ in all categories

The main school site has the facilities to deliver a wide ranging curriculum comprising academic and vocational programmes. Facilities include workshop facilities for motor engineering and construction, art and music studios, a food technology kitchen, a range of specialist classrooms, a gym and multi-use games area.

The school takes a wholly positive approach to behaviour management and supports a culture of tolerance and respect.



Each pupil’s behaviour support plan is carefully written and reviewed to identify the proactive and reactive strategies, early interventions and de-escalation techniques that work for each individual. The school focuses on each pupil’s positive characteristics, strengths and interests and every day at this school is a fresh start.

The successful applicant will be supported by the Head Teacher and Leadership Team and will be required to work across school sites and on an outreach basis. They will join a team of kind and compassionate professionals working within the ethos of placing children’s needs at the heart of the school.

RECRUITMENT AND SELECTION STATEMENT

The safe recruitment of staff is the first step in the effective safeguarding and promoting the welfare of our pupils. On Track Education is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

On Track Education recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. On Track Education is committed to ensuring that the recruitment and selection process is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. On Track Education will uphold its obligations under law to not discriminate against applicants.

On Track Education will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be required:

- Receipt of at least two satisfactory references, one from most recent employer*
- verification of the candidate's identity
- a satisfactory enhanced DBS check (including barred list information)
- verification of the candidate's mental and physical fitness for the post
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempted)
- the production of evidence of the right to work in the UK
- a check for a teacher prohibition order
- a check for a section 128 direction (for management positions)
- online searches may be conducted on shortlisted candidates to help identify any issues that are publicly available

NB It is illegal for anyone who is barred from working with children to apply for, or work in our schools in any voluntary or paid capacity.

- On Track Education will contact current and previous employers, if an applicant is shortlisted, as part of pre-appointment checks. In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. On Track Education will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.
- If the person has lived or worked outside the UK, further checks will be carried out, including overseas criminal record checks and obtaining a letter of professional standing from the professional regulating authority in the relevant country or countries

RECRUITMENT AND SELECTION STATEMENT

On Track Education will take up any discrepancies or anomalies in the information provided or issues arising from references at interview. On Track Education will contact current and previous employers of those applicants. On Track Education will keep and maintain a single central record of recruitment and vetting checks, in line with the statutory requirements.

On Track Education requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within On Track Education are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. You can obtain independent, confidential advice on which cautions or convictions that must be disclosed by contacting the following agencies:

NACRO: <https://www.nacro.org.uk/criminal-record-support-service/>

UNLOCK: <https://www.unlock.org.uk/advice-support>

A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances. On Track Education is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s).

EQUALITY, INCLUSION AND DIVERSITY

ON TRACK EDUCATION IS COMMITTED
TO THE PRINCIPLE OF EQUAL
OPPORTUNITY IN EMPLOYMENT

On Track Education is committed to the principle of equal opportunity in employment. The terms equality, inclusion and diversity are at the heart of this policy. 'Equality' means ensuring everyone has the same opportunities to fulfil their potential free from discrimination. 'Inclusion' means ensuring everyone feels comfortable to be themselves at work and feels the worth of their contribution. 'Diversity' means the celebration of individual differences amongst the workforce. We will actively support diversity and inclusion and ensure that all our employees are valued and treated with dignity and respect. We want to encourage everyone in our business to reach their potential.

We value people as individuals with diverse opinions, cultures, lifestyles and circumstances. All job applicants, employees and workers (including agency workers) are covered by this policy and it applies to all areas of employment including recruitment, selection, training, career development, and promotion. These areas are monitored and policies and practices are amended if necessary to ensure that no unfair or unlawful discrimination, intentional, unintentional, direct or indirect, overt or latent exists.

Equality of opportunity, valuing diversity and compliance with the law is to the benefit of all individuals in our Company as it seeks to develop the skills and abilities of its people. While specific responsibility for eliminating discrimination and providing equality of opportunity lies with managers and supervisors, individuals at all levels have a responsibility to treat others with dignity and respect. The personal commitment of every employee to this policy and application of its principles are essential to eliminate discrimination and provide equality throughout the Company.

Management will ensure that recruitment, selection, training, development and promotion procedures result in no job applicant, employee, or worker receiving less favourable treatment because of a protected characteristic within the Equality Act 2010 which are race (including colour, nationality, ethnic or national origin and caste), religion or belief, disability, sex, sexual orientation, pregnancy or maternity, gender reassignment, marriage/civil partnership and age. In accordance with our overarching equal treatment ethos, we will also ensure that no-one is treated less favourably on account of their trade union membership or non-membership, or on the basis of being a part-time worker or fixed term employee. The Company's objective is to ensure that individuals are selected, promoted, and otherwise treated solely on the basis of their relevant aptitudes, skills and abilities.



MATHS TEACHER/TUTOR

Responsible to:	Deborah Gill, Head Teacher
Location:	On Track Education Totnes
Salary:	£27,510 - £36,300 per annum, dependent on qualifications and experience
Contract type:	Full-time role, Monday to Friday, 8:45am - 4:45pm



SAFEGUARDING

All On Track staff are expected to maintain an awareness of equality and diversity in relation to pupils, staff and visitors to On Track.

On Track places safeguarding at the heart of all that it does and all staff are expected to:

- Adhere to the Staff Code of Conduct policy at all times
- Read and ensure their full understanding of all school policies
- Be mindful of safeguarding and child protection issues in relation to all pupils
- Report any concerns using the appropriate documentation
- Engage positively in all training opportunities



CORE REQUIREMENTS

In fulfilling the requirements of the post, you will demonstrate essential professional characteristics, and in particular will:

- Inspire confidence in pupils and colleagues
 - Work collaboratively, and foster positive relationships, as part of the school team
 - Engage and motivate pupils, promoting their progress and well-being
 - Have high expectations of every pupil
 - Role model professional conduct and presentation
 - Contribute positively to the school's continual improvement and development
 - Promote and safeguard the welfare of the pupils
 - Work within school policies at all times
 - Maintain confidentiality
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JOB PURPOSE

- The Maths Teacher/ Tutor will play a key role in supporting pupils to re-engage with learning, develop confidence and achieve meaningful progress in mathematics and general subjects.
 - Working within a specialist SEND environment, the successful candidate will deliver engaging and personalised learning experiences that meet the individual needs of pupils, helping them to develop mathematical knowledge, problem-solving skills and confidence in applying their learning to everyday life.
 - The role may include teaching across school sites and delivering outreach provision where required..
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JOB DESCRIPTION

Teaching and learning responsibilities

- Plan and deliver engaging, high-quality Maths and general subjects lessons that support pupils to make meaningful progress.
- Create a positive learning environment that encourages participation, confidence and achievement.
- Support pupils in developing and embedding key mathematical concepts within their long-term memory.
- Adapt teaching approaches to meet individual learning needs and EHCP outcomes.
- Set personalised learning targets based on prior attainment and individual needs.
- Use a variety of teaching strategies to engage and motivate learners.
- Promote mathematical understanding through practical, relevant and real-life learning opportunities.
- Ensure learning is sequenced and builds towards clearly defined end points.
- Support pupils in developing confidence and resilience within Maths and general subjects, particularly those who may have experienced previous barriers to learning.
- Contribute to curriculum development and the ongoing review of Maths provision across the school.
- Support preparation for adulthood by helping pupils develop functional numeracy skills and confidence in applying Maths in everyday situations.

Assessment and progress

- Assess pupil progress regularly and accurately.
- Provide meaningful feedback to support improvement.
- Use assessment information to inform future planning and interventions.
- Monitor pupil understanding and address misconceptions effectively.
- Maintain accurate records of pupil progress and achievement.
- Contribute to reporting processes in line with school policies.
- Use assessment data to identify trends, strengths and areas for development.
- Support pupils to achieve appropriate qualifications and accreditation pathways.
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Pupil support and wellbeing

- Build positive and trusting relationships with pupils.
- Promote positive behaviour and engagement in learning.
- Support pupils; emotional wellbeing and personal development.
- Work collaboratively with colleagues, families and external professionals.
- Contribute to a safe, supportive and inclusive school environment.
- Support young people to develop constructive strategies for managing behaviour, frustration and anxiety within learning situations.
- Contribute to attendance, engagement and wellbeing initiatives where appropriate.

Professional responsibilities

- Work collaboratively as part of the wider school team.
 - Attend meetings, training and professional development activities.
 - Contribute to the wider life of the school.
 - Maintain confidentiality and professional standards at all times.
 - Promote equality, diversity and inclusion.
 - Promote and safeguard the welfare of children and young people.
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This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the managers to undertake work of a similar level that is not specified in this job description.

Your normal hours of work may be varied to meet the needs of the service with which you are based. You may be required to work hours in addition to your contracted hours.

On Track Education Services is committed to safeguarding the welfare of children and young people in their care and expects all staff, contractors and volunteers to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory enhanced DBS certification and reference.

PERSON SPECIFICATION

EDUCATION	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
	<ul style="list-style-type: none"> • Hold a recognised teaching qualification (QTS, QTLS, PGCE preferred) with proven teaching experience • Experience of teaching Maths to secondary-aged pupils. 	<ul style="list-style-type: none"> • A degree or equivalent. • Higher degree qualification, postgraduate courses. • Qualified Teacher Status (QTS), QTLS, PGCE or equivalent teaching qualification.
EXPERIENCE		
	<ul style="list-style-type: none"> • Ability to teach Maths up to GCSE level, and general subjects • Ability to plan and deliver engaging learning experiences. • Strong understanding of effective teaching and learning strategies. • Ensuring pupils build knowledge and skills that lead to meaningful progress • Commitment to inclusive practice and safeguarding. • Experience and Understanding of Special Education • Full UK driving licence and access to a vehicle insured for business use. • Ability to build positive relationships with young people. 	<ul style="list-style-type: none"> • Experience within a SEND, SEMH or alternative provision setting. • Experience of supporting pupils with additional needs. • Understanding of EHCPs and personalised learning. • Knowledge of trauma-informed or therapeutic approaches. • Experience delivering GCSE Maths or equivalent qualifications.
KNOWLEDGE & UNDERSTANDING		
	<ul style="list-style-type: none"> • Knowledge of relevant Education Legislation. • Knowledge and understanding of Ofsted inspection requirements and compliance with DfE regulations and standards. • Ability to prepare and deliver a progressive curriculum using a range of teaching styles and methodologies • Knowledge and understanding of continuous assessment and how to use this to improve teaching and learning • Knowledge and understanding of national accreditation and exam board procedures • Awareness of strategies to effectively manage the behaviour of the most vulnerable and needy children and young people. • Understanding of how to set and monitor behavioural targets. • Knowledge and understanding of the SEN Code of Practice and its implementation 	<ul style="list-style-type: none"> • Knowledge of independent school standards
PERSONAL QUALITIES		
	<ul style="list-style-type: none"> • Able to establish and develop good relationships with all involved in the school. • Ability to communicate effectively in writing and orally. • Competent in the use of ICT. • Flexible and approachable. • Resilient under pressure. • Ability to maintain a good sense of humour • High levels of tolerance. • Professionalism. • Integrity. • Trustworthy and dependable. 	
ATTITUDES		
	<ul style="list-style-type: none"> • A commitment to the vision and values espoused by On Track Education. • A desire to meet each child's individual educational needs. • A belief in the intrinsic value of all pupils • A commitment to providing unconditional support and approval to all pupils • Commitment to own continuous professional development • Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to equality of opportunity. • Commitment to race and gender equality and social inclusion. 	



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