

# High Grange

## Job Description

**Job Title:** *Specialist Maths Teaching Assistant (Dyscalculia Specialist)*

**Reports to:** *Senior Leadership Team, Individual Line Manager*

**Type of Position:** *Full Time (37.5 hours a week)*

## About High Grange School

High Grange School is an outstanding, specialist independent school for pupils with Autism Spectrum Condition (ASC) and associated needs, including PDA, ADHD and social, emotional and mental health differences.

Our provision is autism-informed by design, underpinned by our ACE + Independence framework:

- Adaptive Thinking
- Communication
- Emotional Wellbeing

Staff work as part of a highly effective multi-disciplinary team (MDT), ensuring that learning is personalised, structured and aligned to pupils' developmental needs.

As part of our continued development, we are strengthening our provision for pupils requiring targeted numeracy support, including those presenting with dyscalculia and significant barriers in mathematical understanding.

## The Role

This is a specialist Teaching Assistant role within the Maths department, working closely alongside the Maths Lead and wider staff team. You will support the delivery of high-quality Maths provision across the school while also delivering targeted 1:1 and small group interventions for pupils with dyscalculia and related numeracy needs.

This is not a teaching role; however, it is a skilled and specialist position requiring strong mathematical understanding, precision in support, and the ability to adapt approaches for pupils with autism and associated needs.

You will play a key role in helping pupils develop confidence, understanding and independence in numeracy, ensuring that support is carefully scaffolded and aligned with individual EHCP outcomes.

## Key Responsibilities

### Maths Department Support

- Support the day-to-day running of the Maths department alongside the Maths Lead
- Assist with the preparation, organisation and adaptation of lesson resources
- Maintain an organised, well-resourced and safe learning environment
- Support pupils during Maths lessons, developing their numeracy, problem-solving and reasoning skills
- Model accurate mathematical methods and use of terminology when working with pupils
- Support the differentiation of tasks and materials to ensure accessibility for all learners
- Contribute to displays and learning environments that support engagement and understanding

- Assist with administrative tasks, including recording progress and supporting marking

### **Targeted Intervention (Dyscalculia Support)**

- Plan, deliver and review 1:1 and small group numeracy interventions for pupils with dyscalculia or significant barriers in Maths
- Use structured, evidence-informed approaches to support number sense, mathematical understanding and confidence
- Adapt strategies to meet the needs of pupils with ASC, including those with PDA, ADHD and SEMH profiles
- Use assessment and progress tracking to inform intervention planning and next steps
- Monitor and evaluate the impact of interventions, contributing to reporting and review processes
- Support pupils in line with EHCP outcomes and individual learning targets

### **Collaboration**

- Work closely with the Maths Lead and SENCo to establish joined-up support
- Share strategies and approaches with teaching staff to support inclusive Maths provision
- Contribute to whole-school approaches to improving numeracy and accessibility
- Support the development of consistent practice across classrooms

### **Behaviour, Regulation and Environment**

- Support pupils using the school's Empowering Resilience (Behaviour) Policy
- Understand that behaviour is a form of communication and respond appropriately
- Create and maintain a calm, structured and supportive environment
- Undertake relevant training, including Team Teach, as required

### **Professional Responsibilities**

- Work in line with the Teaching Assistant standards and school expectations
- Engage with CPD, including training in numeracy support, dyscalculia and autism
- Maintain accurate records and uphold confidentiality and GDPR requirements
- Follow all safeguarding procedures in line with Keeping Children Safe in Education

## **The Practitioner We Are Looking For**

We are seeking a proactive and reflective practitioner who brings both technical understanding and relational skill.

The successful candidate will:

- Have a strong understanding of Maths (up to GCSE/A Level or equivalent)
- Have experience of, or a strong interest in, supporting pupils with dyscalculia and numeracy difficulties
- Have experience of, or a strong interest in, working with pupils with Autism Spectrum Condition
- Be able to break down mathematical concepts into clear, manageable steps
- Be calm, consistent and patient, able to build confidence in pupils over time
- Be organised, proactive and able to work both independently and as part of a team
- Be committed to inclusive, adaptive and person-centred practice
- Have strong communication skills and the ability to work collaboratively with staff and professionals
- Be fully committed to safeguarding and promoting the welfare of children

## **Safeguarding**

High Grange School is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment. The successful candidate will be required

to undergo an enhanced DBS check and comply with all safeguarding procedures in line with current statutory guidance.

## Person Specification

### Essential

- Level 3 Teaching Assistant qualification (or willingness to work towards)
- GCSE Maths at Grade B (or equivalent) or above
- Experience of working with children and young people, ideally within an educational setting
- Experience of supporting pupils with Special Educational Needs, particularly Autism Spectrum Condition (ASC)
- Experience of supporting learning in Maths or numeracy-based contexts
- Strong understanding of core mathematical concepts (e.g. number, algebra, geometry, data) up to GCSE level
- Ability to break down mathematical concepts into clear, manageable steps
- Understanding of how to adapt support for pupils with autism and diverse learning needs
- Ability to create structured, predictable and supportive learning environments
- Strong communication skills, particularly in explaining mathematical ideas clearly
- Ability to support pupils' confidence, engagement and independence in Maths
- Effective organisational and time management skills
- Ability to work collaboratively with teachers, support staff and external professionals
- Understanding of safeguarding and health & safety requirements in an educational setting
- Competent use of IT to support learning and administration
- A genuine commitment to supporting pupils with autism and associated needs
- A strong interest in Maths and supporting pupils to develop confidence and understanding
- Calm, patient and consistent approach
- Ability to build strong, trusting relationships with pupils
- Resilient and solution-focused when working with complex needs
- Flexible and adaptable to meet individual pupil needs
- Proactive and organised in approach to work
- Positive and professional attitude
- Ability to work effectively as part of a team
- Commitment to safeguarding and promoting the welfare of children

### Desirable

- Experience of working within a Maths department or structured numeracy provision
- Experience of delivering or supporting targeted interventions (e.g. dyscalculia or numeracy support)
- Experience of working with pupils with PDA, ADHD and/or SEMH needs
- Experience of working in partnership with parents/carers
- First Aid qualification
- Knowledge of dyscalculia and evidence-informed numeracy interventions
- Experience using assessment tools or progress tracking systems
- Experience of working within a multi-disciplinary team (MDT)
- Knowledge of EHCP processes and Annual Reviews
- Experience of using assistive or digital tools to support Maths learning
- Team Teach (or equivalent) training
- Experience of contributing to wider school life or enrichment activities
- Experience of working closely with families and external professionals