



ORCHARD
SCHOOL
BRISTOL

Mathematics Intervention Teacher

ORCHARD SCHOOL BRISTOL
A member of Amplify Education

Application Pack – March 2026
Start date – September 2026

Dear Applicant

Thank you for your interest in our 0.5 (Part time) **Mathematics Intervention Teacher** vacancy. We are seeking an enthusiastic teacher to join our Maths Faculty as soon as possible on a fixed term contract for one year.

This role involves some whole class teaching and some tutoring work. You will be skilled at pinpointing where misconceptions have arisen for children and finding effective ways to help students make meaningful progress. You have excellent subject knowledge and are keen to work in a wonderful Faculty to deliver outstanding outcomes.

You are a teacher or experienced with Maths GCSE, who would like a different type of teaching role, which is partially based in a small intervention room delivering small group lessons. We are open to different possibilities within this role. You may be just qualified, seeking to become qualified, or alternatively an experienced or possibly retired teacher looking for a different type of role. We are looking for 1.5 days per week and exact details of when these times would be shall be discussed at interview with the successful candidate. You will be enthusiastic, a great communicator, and someone who can contribute well to a fantastic staff team with positivity and enthusiasm, and with our diverse and vibrant community of children. Fluency in English is essential to this post.

Orchard serves a richly diverse community in North Bristol, with a high proportion of disadvantaged children who recognise that you can make a real difference to their lives. The mission statement of the school, **“inspire today, empower for life”**, lies at the heart of all that the school does. As a school we are building our success on our core values, being Open-minded, Respectful, Creative & curious, Healthy, Ambitious, Responsible and Determined. We place no limits on our aspirations for our students.

Please read our Ofsted report which demonstrates we are a seriously good school, alongside the Staff Prospectus and our website too.

We particularly welcome applicants who speak one or more community languages, and applicants from currently under-represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. We are committed to taking steps to increase the diversity of our employees and removing any barriers to opportunities and success.

If what we are doing resonates with you, and you are keen to work with us, please do apply.

If you have any questions relating to this role, please contact Emma Snell, PA to Headteacher on esnell@osb.ampedu.co.uk

I warmly welcome your application.

Mel Sweet, Headteacher

About the Faculty

The Maths team include a Head of Faculty, Second in Faculty, and 6 other teachers. The team aims to inspire and engage our students so they develop as confident and competent mathematicians who make excellent academic progress.

At Key Stage 3 we strive for student mastery – really understanding each topic before moving on, and we are working together as a team co-planning and supporting each other to enhance our exciting curriculum. At Key Stage 4 we currently teach the AQA GCSE course. We also deliver Statistics GCSE and Further Maths.

We are a highly ambitious team and strive for excellence at GCSE level and beyond. Many of our students go on to study mathematics-related courses for their post-16 choices. Our aim is to build skills in all students to equip them fully for exam success and to have fulfilling and enriching opportunities in adulthood.

We have an excellent range of teaching and learning resources to support the creative delivery of high quality teaching. Every classroom has a Big Pad interactive screen and a visualiser, in addition to relevant textbooks and full sets of mini whiteboards. Students have access to over 300 laptops, and to quizzing programmes such as Sparx maths.

Classroom atmosphere and behaviour for learning across the Faculty is good, reflecting the strong relationships between staff and students. We have a Ready to Learn policy in place, so teachers can get on with teaching without low level disruption. There is a maths workroom which provides space away from the classroom for planning, preparation and support from the team.

You will be:

- A maths teacher or very familiar with the Maths curriculum, passionate about the amazing discipline of maths.
- absolutely committed to building and sustaining relationships over time with our diverse group of students, knowing you are making a difference every day
- skilled to unpick misconceptions in basic numeracy
- committed to the highest achievement for all students
- keen to learn and share best practice as part of a vibrant team, and contribute to curriculum development, resources and assessments
- Prepared to roll up your sleeves and get involved across the school to help our students live our **ORCHARD values** and deliver the excellent provision our community deserves.

Job Description

Job Title: Mathematics Intervention Teacher

Responsible to: Head of Faculty

This job description is to be performed in accordance with the provisions of the School Teacher's Pay and Conditions document and within the range of teacher's duties set out in that document. Performance of these duties is under the reasonable directions of the Headteacher made known through the staff handbook and other appropriate communications made known from time to time.

It is expected that staff at Orchard School Bristol agree with, abide by and promote the aims and objectives of the school. The school is an institution where each member is valued as part of our school community which is committed to equality of educational opportunity.

PURPOSE OF THE POST:

- ❑ To deliver a broad, balanced, relevant and differentiated curriculum to students of varying ages and abilities, who need further intervention to help them catch up to age-related expectations
- ❑ To establish a positive learning experience which supports students to achieve their full academic potential
- ❑ To monitor and support the progress and development of students
- ❑ To raise standards of attainment and contribute to closing of gaps between groups of students
- ❑ To share and support the delivery of students' personal development and academic growth

MAJOR FOCUS OF ACCOUNTABILITIES

The Major Focus of Knowledge and Skills

Classroom or intervention teachers should demonstrate strong knowledge and understanding of:

- ❑ Their teaching subject(s)
- ❑ Principles and practices of effective teaching and learning
- ❑ Principles and practice of monitoring, assessment and evaluation
- ❑ Preparation and development of schemes of work and resources to enhance the curriculum
- ❑ The application of information and communications technology (ICT) to learning, teaching and assessment

Teaching and Learning

- ❑ Prepare and teach lessons of a high standard to the students according to their educational needs:
 - Follow designated programmes of study

- Secure engagement and enjoyment of learning by students in your charge
 - Assess, record and report on attendance, progress, development and attainment
 - Ensure effective and efficient deployment of classroom support
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- Maintain discipline in accordance with school policies and procedures and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework and maintenance of a pleasant subject focused learning environment.
 - Contribute to and adhere to school quality procedures, including monitoring, evaluation and review
 - Contribute positively and effectively to your teams and to working relationships across the school through positive contribution in academic, pastoral and other school meetings
 - Contribute to the process of curriculum development, working closely with and consulting teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students in line with the school's strategic priorities
 - Organise and participate in exciting and motivating trips and events
 - Communicate effectively with parents/carers and take part in liaison events with parents and agencies outside school, as appropriate
 - Maintain regular and productive communication with parents about their child's progress and behaviour and development, including attending after school parent meetings as required
 - Participate in the applications of the department homework policy which includes setting and marking of homework and monitoring homework diaries.

GENERAL AND REVIEW:

A teacher and tutor will carry out the above responsibilities under the general supervision of the Headteacher or her designate.

Undertake such duties as may from time to time be reasonably assigned by the Headteacher operating within the provision of the School Teacher's Pay and Conditions of Employment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time, following discussion.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct, whilst working at the school.

Members of staff are expected to maintain high standards of ethics and behaviour within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a staff member having regard to the need to safeguard students, in accordance with statutory provisions

- Showing tolerance and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which could exploit students' vulnerability or might lead them to break the law
- Members of staff must have proper and professional regard for the ethos, policies and practice of the school in which they work, and maintain high standards in their own attendance and punctuality
- Code of conduct: The school expects all staff to ensure that their standards of conduct are, at all times, compliant with Orchard School/Amplify Code of Conduct.

Date of Job Description: March 2026

Signed:..... (Teacher)

Person Specification

This specification describes the qualifications, skills and personal qualities needed by the successful applicant for the post

| | ESSENTIAL | DESIRABLE |
|---------------------------------|---|---|
| QUALIFICATIONS | <ul style="list-style-type: none"> • Good Honours Degree • Qualified Teacher Status | <ul style="list-style-type: none"> • Higher degree/qualification |
| KNOWLEDGE AND EXPERIENCE | <ul style="list-style-type: none"> • Knowledge of main curriculum at KS3 and KS4 • Awareness of national developments and research in teaching/your subject • Experience of setting challenging and ambitious targets for students and of developing strategies to improve the quality of teaching and learning in your subject • Knowledge of what excellence across a series of lessons looks like • Knowledge and understanding of how children learn | <ul style="list-style-type: none"> • Teaching experience in a good or outstanding secondary school • Teaching experience at KS5 • Knowledge of curriculum at KS2 • Experience of working in a school's pastoral system as a tutor • Curriculum knowledge of a second subject • GCSE examiner or moderator |
| ABILITIES AND APTITUDES | <ul style="list-style-type: none"> • Ability to set high expectations, maintaining high standards of participation, achievement and behaviour • Excellent communication skills using a range of media • The ability to demonstrate strong practice of effective teaching and learning • Creativity and the ability to think and act innovatively • High level administrative and organisational skills; systematic with good attention to detail • Ability to work as a proactive team worker and independently • Ability to listen, adapt and reflect • A willingness to use ICT to enhance learning opportunities | <ul style="list-style-type: none"> • Ability to contribute to cross-curricular and enrichment work • Ability to speak one or more community languages |
| EDUCATIONAL VALUES | <ul style="list-style-type: none"> • Supportive of Orchard School's ethos, values and community • Commitment to inclusive education and belief that all students can succeed • Commitment to continuing professional development and awareness of your own training needs • Commitment to embedding equality in all aspects of your work | |
| PERSONAL QUALITIES | <ul style="list-style-type: none"> • Personal integrity and sensitivity • Resilient and optimistic • Meet Fitness to Teach expectations | |

Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our web site: <https://www.amplifyeducation.co.uk/>

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Amplify Education is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Additional duties/ responsibilities

To comply with any reasonable request to undertake work of a similar level that is not specified in this Job Description.

Equalities

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, undertake appropriate training and challenge racism and all forms of discrimination.

Health and Safety

Every employee is responsible for their own Health and Safety, as well as that of colleagues, students and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management personnel.

Explanatory Notes / How to Apply

Application Form

Applications will only be accepted from candidates MyNewTerm. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Personal Statement

Your letter of application should be written to the Headteacher and address the person specification points carefully. You should write how and why you feel that you are equipped to fulfil this role noting your experience, skills, personal attributes and values. We are particularly interested to know why you want to work at Orchard School.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the Job Description and Person Specification carefully before you complete your form.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Closing Date: 9am, 27 April

Interview Day: TBC

Applying: Via MyNewTerm