

# Duty Statement: Mathematics Support Teacher

## 1. Role

The Mathematics Support Teacher is responsible for improving learning outcomes in numeracy for all students, with a particular focus on students who are underachieving or at risk of not meeting year-level expectations. The role involves collaborative planning, targeted teaching, ongoing assessment, and active support for classroom teachers to strengthen mathematics instruction and student engagement. The position also supports a whole-school approach to numeracy improvement through evidence-based interventions, data analysis, professional learning, and capacity-building within the teaching team.

## 2. Key Responsibilities

### *2.1 Student-Focused Numeracy Intervention*

- Identify students at risk of not meeting expected mathematics achievement standards using formative and summative data (e.g. NAPLAN, PAT Maths, MAI, class assessments, teacher observation).
- Design and implement structured, evidence-based intervention programs for individual students or small groups across various year levels (K–6).
- Use diagnostic assessments to determine specific learning needs and track the effectiveness of intervention strategies over time.
- Deliver engaging, developmentally appropriate instruction that focuses on building foundational number sense, problem-solving, mathematical reasoning, and fluency.
- Regularly monitor student progress, maintain detailed records of individual growth, and adapt intervention strategies accordingly.
- Liaise with classroom teachers and support staff to ensure intervention strategies align with classroom goals and the WA Curriculum.

### *2.2 Support and Collaboration with Teachers*

- Work in partnership with classroom teachers to analyse student data and co-develop differentiated learning plans for students at various proficiency levels.

- Model high-quality mathematics teaching practices, including the use of concrete materials, visual representations, mathematical discourse, and inquiry-based approaches.
- Assist in the planning and implementation of whole-class or year-level numeracy strategies, ensuring alignment with the school's Strategic and Operational Plans.
- Provide coaching and feedback to teachers on instructional strategies that support the development of numeracy in diverse learners.
- Attend and contribute to case management meetings, individual education planning (IEP) sessions, and collaborative team meetings.

### ***2.3 Data and Assessment***

- Collect and interpret multiple sources of assessment data to identify trends in student achievement and areas for school-wide improvement.
- Assist with the implementation of school-wide assessment schedules in mathematics, including moderation processes.
- Maintain up-to-date records on intervention participation, progress monitoring, and post-intervention reviews.
- Provide written reports and oral feedback to staff and leadership teams regarding student progress, achievement gaps, and the effectiveness of support programs.

### ***2.4 Professional Learning and Leadership***

- Engage in continuous professional development to stay current with research, pedagogy, and curriculum developments in mathematics education.
- Contribute to the development and delivery of professional learning sessions for staff focused on numeracy pedagogy, intervention strategies, and data use.
- Support a culture of reflective teaching by participating in professional learning communities (PLCs) or inquiry cycles focused on numeracy.
- Lead initiatives or working groups related to numeracy across the school, as required by school leadership.

### ***2.5 Resource Development and Management***

- Develop and curate high-quality teaching resources, including assessment tools, digital resources, games, and hands-on materials to support numeracy instruction.

- Advise staff on the selection and effective use of resources for differentiated teaching and intervention.
- Organise and maintain the Maths Resource Room or shared numeracy materials.

## ***2.6 Student Wellbeing and Inclusion***

- Work within an inclusive education framework to ensure all students have access to quality mathematics instruction that is responsive to their individual learning profiles.
- Collaborate with Education Assistants, and parents/carers to support students with additional learning needs, including students with disability, EAL/D learners, and high-achieving students requiring extension.
- Promote a growth mindset in mathematics by fostering confidence, persistence, and a positive attitude toward learning maths.

## **3. Selection Criteria**

1. **Demonstrated expertise in the teaching of mathematics in the primary years**, with a deep understanding of numeracy development, the Western Australian Curriculum, and current evidence-based pedagogical practices.
2. **Capacity to deliver targeted intervention programs** and monitor individual student growth through the use of diagnostic, formative, and summative assessment strategies.
3. **Ability to analyse and interpret student achievement data** to identify learning needs, inform teaching practices, and support evidence-based decision-making at individual, group, and whole-school levels.
4. **Strong interpersonal and collaborative skills**, with a proven ability to work effectively with students, teachers, school leaders, support staff, and families to improve student outcomes in numeracy.
5. **Commitment to professional growth and reflective practice**, including the ability to contribute to whole-school initiatives focused on numeracy improvement and teacher capacity building.
6. **Sound understanding of inclusive education principles**, with demonstrated ability to differentiate teaching to meet the diverse learning needs of all students, including those requiring support, extension, or EAL/D learners.
7. **Previous experience in a Maths Support Teacher or equivalent intervention-focused role** would be considered advantageous.