



Establishment: Derby Research School

Post title: Programme Coach within the 'Maths Masterclasses for Parents' project

Pay range: SLE / ELE rate - £350 per day

Hours/weeks: 3 days during the spring term

Reporting to: Paul Carpenter (Project Lead)

Location: Flexible, as mostly virtual at this time

According to the outcomes of the National Numeracy's parental engagement project, 24% of parents said that their largest barrier to engaging with maths was their confidence, and 40% stated it was the 'new methods of teaching'. With these two barriers in mind, and the knowledge that 'parent support programs which focus on both academic outcomes and training in parent skills are more effective than [those] that do not include such training' (Department for Education's parental engagement report, 2010), the 'Maths Masterclasses for Parents' were developed.

The programme was designed with the support of a focus group of parents at Wyndham Primary Academy, as the DfE's report states that 'effective interventions are informed by a parental needs analysis and [target] particular groups of parents' – in this case, parents with children considered to be 'disadvantaged' or 'underachieving'. They agreed that if parents of the school were to 'buy in' to the programme, it needed to have the following aims:

- *To further our understanding of how our children learn number*
- *To enhance our confidence in supporting our children at home*
- *To develop a more positive attitude towards maths*
- *To provide a 'stepping stone' into formal learning / raise our aspirations*

And so it was decided that the 'Maths Masterclasses' would give parents the opportunity to explore the progression of addition, subtraction, multiplication, division and fractions from Early Years to Year 6, drawing out the small steps necessary for deep and sustainable learning. Each session would allow parents the opportunity to develop their own subject knowledge of the given area whilst learning strategies that would help them effectively support their child in progressing their mathematical understanding.

As an additional incentive for engaging with the programme, parents suggested offering some take-home resources that replicated those used within the classroom. A list of manipulatives was drawn up including

tens frames, double-sided counters, blank number lines, multi-link cubes, place value counters, place value mats and base ten. The University of Derby was also contacted and they offered to endorse the certificate parents received on completion of the programme. This would act as an incentive for parents of some of the school's most disadvantaged children who have little to no formal qualifications, as during initial discussions, they had spoken openly about there being no courses out there that would acknowledge their efforts – and this was important to them.

The Education Endowment Foundation (EEF) acknowledge that developing effective parental engagement to improve children's attainment is challenging. When the programme was initially piloted at Wyndham Primary Academy, parents were asked to comment on this. They suggested that this was due to the majority of support being offered online and commented that the pitch of the material was often 'off-putting' (even that aimed at the child). They said that the main difference between support offered online and the 'Maths Masterclasses' offered by the school was that the 'Masterclasses' were designed specifically with their children in mind, making the support much more personal. Moreover, they felt able to ask questions within the sessions to help develop their understanding and challenge the approaches that have been taken as a school in the teaching of mathematics.

With the support of SHINE in the year 2018-19, the programme was rolled out across 28 primary schools, 'training the trainers' so that teachers, who are not necessarily maths specialists, could have the opportunity to develop their mathematical subject knowledge and deliver the masterclasses to a high standard themselves. The approach was kept flexible, whilst within a framework, so that all schools were allowed the opportunity to adjust the programme to suit the needs of their teachers, parents and pupils. SHINE agreed to support the programme for two more years, and have since extended this support into the programme's fourth year.

Due to the challenges the global pandemic has presented schools, the programme has understandably not run as intended over the past two years and so we are looking to add a valued member to the team who can give the programme the time and energy it deserves at this stage.

Overall purpose of post

To work collaboratively with the Project Lead and the Project Coordinator to support participating schools to effectively implement a version of the Maths Masterclasses for Parents programme in their schools.

Main responsibilities

- Engage in initial half-day session with Project Lead to familiarise self with the project aims and structure and better understand responsibilities as a coach within the project.
- Reach out to 15 allocated schools to ask for sign up to group coaching sessions (offer 3 x 2-hour slots = 5 schools per session twice over).
- Facilitate group coaching sessions, providing a space where schools can work closely through structured professional learning conversations to help them realise their own ability to take risks, find solutions and make changes.
- Complete attendance registers throughout to support in tracking school engagement.
- Engage in evaluation session with Project Lead, offering insight into schools' potential to successfully deliver the Maths Masterclasses for Parents.

How do I apply?

If you wish to apply for the role, please provide an **expression of interest** by **Monday January 10th** – please **ensure that you have the support of your line manager before applying**

Both should be sent to **Tammy Elward** on tammyelward@satrust.com