

CANIDATE PACK

Class Teacher



Start date:
September 2026

Location:
South Gypsy Road
Welling
DA16 1JB

Part of

Our Mission

Passionate about potential, we promise to realise the unique talents and abilities of the children and young people entrusted to London South East Academies Trust.

Ambitious for every child, we will work tirelessly to ensure that progression and their 'next step' is always in reach. We recognise and respect the diversity and strength that our different schools bring to our community, within the school and beyond.

Our mission is to create a network of outstanding schools that:

- Promote excellence
- Celebrate diversity
- Enable personal development and achievement
- Foster social value in their communities





Our Vision

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools
- Maximise the strength of our diversity
- In areas of social and economic deprivation we will improve the life chances of children and young people
- We will actively challenge social inequality
- Create a diverse network of high performing schools



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The Trust's commitment to improving outcomes for some of the most vulnerable children in Surrey has been impressive and continues to make a significant difference enabling these boys to achieve and thrive.

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Maria Dawes - CEO, Schools Alliance for Excellence

Job Description

Job Title: Class Teacher

Salary: MPS1 to UPS3 on the Teachers' Outer London payscale

Contract Type: One year maternity leave cover

Hours: 32.5 hours per week over 52 weeks

Reporting To: Headteacher

About the role

This is truly a unique and rewarding opportunity to make a lasting difference in the lives of pupils at Aspire Academy.

As a Class Teacher, you will play a key role in creating a safe, structured, and nurturing environment where every child can thrive.

By leading and embedding effective teaching and learning approaches, you will deliver high-quality programmes to our learners and support the creation of a calm and productive working environment, contributing to the improvement of pupils' participation in learning and Academy life.

At Aspire Academy Bexley, we offer a bespoke programme of continuous professional development throughout the year and have a strong track record of nurturing and developing staff at every stage of their careers.

This role would particularly suit candidates with experience in primary settings or specialist provisions who are confident supporting pupils with social, emotional and mental health (SEMH) needs, including those who may have faced challenges in mainstream education.

This is an excellent opportunity for professionals who thrive in a collaborate, supportive, and forward-thinking environment, and who are passionate about helping children build resilience, confidence, and a positive relationship with learning.

We are especially keen to hear from candidates who have experience in building strong, trusting relationships with pupils, supporting behaviour and engagement, and contributing to personalised approaches that enable every child to achieve success within a nurturing specialist setting.



Job Description

Purpose of the role:

We are looking for a committed candidate with previous experience as a classroom teacher with QTS, and a desire to work with local children who have social, emotional and mental health needs. You will have demonstrable experience in securing successful academic outcomes and in managing challenging behaviour. You will also have sufficient command of spoken English as defined under the Code of Practice on English language requirements for public sector workers.

Key responsibilities

- Teach pupils in Key Stage 1 or 2 with Education Health Care Plans for social, emotional and mental health needs
- Identify and address the educational, social and behavioural needs of pupils
- Prepare lessons and resources appropriate to the learning and behavioural needs of the pupils
- To develop and lead on a specific curriculum area by agreement with the Head Teachers (e.g. Science)
- Ensure pupil progress is commensurate with baseline testing and information received prior to entry as well as termly progress data through on-going moderated teacher assessments
- Contribute to the whole school ethos of restorative practices and solution-focused work to support children and young people in making the right decisions and developing improved personal strategies for managing and modifying their own behavior
- Provide pastoral support for students as a Class Teacher, making at least weekly contact with parents / carers to encourage positive links with education as well as overseeing the progress made by students for whom the teacher is responsible and acting as the key point of contact with regard to overall engagement with the services offered



- Develop a stimulating and safe learning environment for all students and take responsibility for own classroom / work area as well as contributing to the overall professional appearance of the school building through displays etc.
- Ensure that educational reports are produced as required by the Head of School and meet with parents / carers to feedback during Parent Review Days
- Ensure that all records are kept electronically and updated throughout the school day as part of the agreed management information processes
- To contribute to transition planning and information sharing with other stakeholders as part of the sharing of strategies related to behavior and engagement for any pupil at the point of transition
- Attend daily briefing meetings as well as other staff meetings and team training as directed by the Heads of School
- Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills
- Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Head Teacher
- Adhere to Team Teach procedures to ensure the health and safety of all pupils and staff
- To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities
- To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder
- Adhere to Team Teach procedures to ensure the health and safety of all pupils and staff.
- To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities.
- To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder.



Post-Threshold Teacher

Teachers working as Post-Threshold Teachers on Upper Pay Scales are expected to provide additional services to the organisation as outlined below and will be set targets as part of Performance Management in line with their status.

As well as meeting all core standards for teachers, post threshold teachers should:

- Contribute significantly to implement workplace policies and practice and to promoting collective responsibility for their implementation.
- Lead by example in the implementation of systems and procedures and be willing to support less experienced members of staff in adhering to these systems.
- Have extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning provide opportunities for all learners to achieve their potential.
- Demonstrate consistently good or better teaching.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Be able to make judgements around how best to intervene to accelerate learning from monitoring progress data.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Be able to lead less experienced staff on curriculum development and delivery and take responsibility as a mentor for unqualified or newly qualified staff entering the profession.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Have teaching skills which lead to learners achieving beyond expectations relative to their prior attainments, making progress as good as, or better than, similar learners nationally.
- Be able to coach and mentor less experienced staff on effective classroom strategies.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Take on additional responsibilities with whole school impact at the discretion of the Head of School and in order to meet the business needs of the organisation.

General

- To work across the Academy as directed by the Senior Leadership Team.
- To promote a high level of safeguarding understanding for all pupils.
- To carry out the duties and responsibilities of the post in accordance with Aspire Academy policies and relevant to health and safety guidance and legislation.
- To use IT systems as required to carry out the duties of the post in the most effective manner.
- To participate in performance management and undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required by SLT.
- To ensure that all services within the areas of responsibility are provided in accordance with Aspire Academy's commitment to high quality provision.
- At all times carry out the responsibilities of the post with regard to Aspire Academy Equal opportunity policies.
- Attend school-based meetings and complete relevant administrative tasks.
- Be physically fit and prepared to undertake positive handling training with all staff as required by the SLT.
- Be prepared to use, and support other staff, using positive handling techniques as a last resort in conflict management.

The scope of this profile reflects the needs of the Academy at the present time; it is not intended to be a fully inclusive or exhaustive list. The post holder may therefore be expected to work flexibly and perform such other duties other than those given in the job description.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. The profile will be subject to continuous review as the needs and requirements of the Academy change over time.

General Requirements

Safeguarding: Demonstrate a clear commitment to safeguarding and promoting the welfare of children and young people, adhering to all policies and statutory guidance, and reporting concerns promptly in line with our procedures.

Equity, Diversity and Inclusion: Promote an inclusive culture that values diversity, ensures equality of opportunity, and challenges discrimination in all its forms.

Health and Safety: Take reasonable care for your own health and safety and that of others, complying with all relevant policies, procedures and risk assessments.

STARS Values: Consistently model and promote our STARS values, contributing positively to our culture and reputation.

Sustainability: Support our commitment to environmental sustainability through responsible use of resources and sustainable working practices.

What we offer

- Friendly, enthusiastic, delightful pupils and students who teach us something new every day
- A committed and caring staff team who support and develop each other A proactive and supportive SLT who are actively mindful of workload
- A collaborative approach to planning and problem-solving
- A comprehensive induction and an ongoing extensive CPD programme
- Opportunities to develop your skills and talents
- Small class sizes with high staff/pupil ratio
- Free parking on site
- Advantages of belonging to a multi-academy trust, e.g. discounts on gym and wellbeing services, access to free and confidential Occupational Health and Employee Assistance Programmes
- Excellent Pension Schemes - Including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest.
- Professional Development - Access to high-quality training, leadership development, and career progression opportunities
- Employee Assistance Programme - Providing free, confidential support.
- Travel Support - annual season ticket loan and cycle-to-work scheme.
- Well-being and Lifestyle Benefits - including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments.
- Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.

Our Values

SUCCESS

Success is for all. We create a culture of continuous improvement, encouraging all learners and staff to strive to be better, and succeed.

TEAMWORK

We work together to maximise the talent and abilities of all, with our learners central to every choice we make.

ACHIEVEMENT

We have ambition for our learners and staff so that they can achieve and exceed with courage, resilience and determination, realising their own unique potential

RESPECT

We empower our learners and our staff to be respectful, to value diversity and to maximise this as a talent and strength.

SERVICE

Our purpose is to serve our learners and our communities. Leaders at every level serve with integrity, ensuring our learners achieve and progress in society.

Person Specification

Attributes	Essentials
<p>Knowledge and Experience</p>	<ul style="list-style-type: none"> • Experience of teaching SEN pupils with evidence of achieving successful outcomes in relation to progress and achievement. • Experience of working effectively with disaffected pupils who display emotional and behavioural difficulties and/or on the autistic spectrum and to evidence progress and outcomes for those pupils which are in line with their potential • Knowledge of and recent experience of curriculum development in at least one area with the willingness to lead on this • Recent experience of working effectively with other professionals within a classroom setting. • Experience of working effectively with teams of teachers and support workers, displaying team commitment, professionalism and loyalty.
<p>Skills and Abilities</p>	<ul style="list-style-type: none"> • Ability to engage pupils positively whilst maintaining consistent boundaries. • Confidence in managing highly challenging behaviour and ability to resolve issues independently, showing experience in supporting young people in addressing their behavioural barriers to learning and reintegration beyond school. • A commitment to curriculum and pastoral innovation. • A strong belief in the importance of supporting children and young people and inclusion in the widest sense. • A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns. • Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other Children's Services agencies. • Evidence of development of new curriculum materials to engage disaffected young people, children and young people with emotional and behavioural difficulties and those on the autistic spectrum. • A strong belief in the importance of supporting children and young people and inclusion in the widest sense.

Person Specification

Attributes	Essentials
<p>Qualifications and Training</p>	<ul style="list-style-type: none"> • Possession of a recognised teaching qualification or willingness to engage in further training / development to obtain qualified teacher or instructor status (taking into account current level of education and qualifications already held) together with an in-depth knowledge of formal education of children and young people. • To be 'Team Teach' trained and willing to undergo training and implement the training undertaken.

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.

How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form, please view our vacancies page [here](#)

Part of

