Teaching vacancy

Class Teacher (Beaufort School)

Teaching pupils with SEND, with a TLR 2 Pathway Lead opportunity for the right person

School	Beaufort Special School, Stechford Road, Hodge Hill, Birmingham B34 6BJ
Salary	MPR / UPR, plus SEN allowance. Potential TLR 2 available for a Pathway Lead post
Contract	Full time, permanent (5 days per week)
Start date	4 January 2027
Closing date	16:00 on 9th December2026
Interviews	TBC

If you are driven to enrich lives and unlock potential, we need you!

About Beaufort

This is not just another job. Beaufort is a special school in east Birmingham for children with special educational needs and disabilities (SEND). Our mission is simple: ***working together to achieve success for all.*** We are on a journey of rapid improvement and want great teachers with a genuine commitment to improving the life chances of the children they teach.

Are you…

- an excellent practitioner, keen to work in a supportive, principles-based school?
- driven by a strong moral purpose to help children with SEND achieve against the odds?
- able to support every child to achieve their very best?
- passionate about creativity and fun?
- warm, easy to work with and committed to teamwork, knowing we achieve more together than alone?
- calm, able to handle pressure and setbacks, and unafraid of hard work?
- keen to be challenged to become the best teacher you can be, and reflective enough to make it happen?
- determined to succeed, with a "find a way or make one" attitude?

If so, you would love working at Beaufort.

What we offer

- A close team, with every chance to share ideas, planning and assessment
- Regular time alongside outstanding teachers and local settings, observing and sharing practice
- The chance to use and develop your own curriculum strengths
- A clear plan for your professional development, with coaching and high-quality CPD
- A dynamic, creative staff team dedicated to amazing learning experiences

How we work: the Beaufort CODE

Every adult at Beaufort works by the CODE, our shared standard of professional excellence.

The CODE	What it means
Candour	Honest, direct communication. We give and receive feedback clearly and without defensiveness and done so professionally and respectfully.
Ownership	Full responsibility for outcomes and for our own contribution.
Discipline	Following agreed approaches with precision, pupils have the consistency they rely on.
Excellence	Ambition over comfort. We keep adjusting our practice to the progress pupils are making.

For the right person: TLR 2 Pathway Lead

We are also appointing two TLR 2 Pathway Leads to drive the next stage of our new curriculum, planning and assessment systems. For the right candidate, one of these posts can be taken on alongside the class teacher role.

- **Pathway Lead 1:** Explorers and Discoverers (Engagement)
- **Pathway Lead 2:** Adventurers and Navigators, with Phonics and Writing

Each post carries up to one day of release time (based on the needs of the school) and reports to the Assistant Headteacher (Curriculum). If you would like to be considered, please say so in your application and tell us which post interests you.

How to apply

Please get in touch even if you are just a tiny bit interested. It really is as exciting as it sounds! To apply, please complete the attached application form and send this back to our recruitment inbox (see below), or to arrange an informal chat and a visit, contact the school office:

- **Email:** recruitment@beaufort.bham.sch.uk
- **Telephone:** 0121 675 8500

Our commitment to safeguarding

Beaufort Special School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check with barred list check, satisfactory references and other pre-employment checks, in line with Keeping Children Safe in Education. As part of safer recruitment, we may carry out online searches on shortlisted candidates. We welcome applications from everyone.

Job description

Class Teacher

Post	Class Teacher
Salary	MPR / UPR, plus SEN allowance
Responsible to	Headteacher, through the line manager named in your contract
Responsible for	Leading the class team, including teaching assistants
Contract	Full time, Permanent (5 days per week)
Working conditions	In line with the school's terms and conditions for teachers

Purpose of the role

To plan, teach and assess a class of pupils with SEND so that every pupil is engaged, communicating and making strong progress towards their learning targets and the outcomes in their Education, Health and Care Plan (EHCP).

To lead the class team so that routines are consistent, pupils are safe and regulated, and every adult follows the school's agreed approaches.

Main duties and responsibilities

The postholder will meet the Teachers' Standards (DfE) in full. In a special school setting, this means:

1. Set high expectations which inspire, motivate and challenge pupils

- Create a safe, calm and stimulating classroom where pupils are treated with dignity and respect.
- Set ambitious goals for every pupil, whatever their starting point or needs.
- Model the positive attitudes, values and behaviour expected of pupils and adults.

2. Promote good progress and outcomes by pupils

- Plan for and track progress towards each pupil's curriculum targets and EHCP outcomes.
- Use assessment, including the Beaufort Assessment System and the Engagement Model where relevant, to show progress.
- Help pupils reflect on their learning in ways that fit their communication needs.

3. Demonstrate good subject and curriculum knowledge

- Teach the school's pathway curriculum, using the Long-Term Plan and the Planning Bank.
- Promote communication, early reading, phonics and writing at the right level for each pupil.
- Keep up to date with good practice in SEND, including communication approaches and sensory regulation.

4. Plan and teach well-structured lessons

- Plan purposeful lessons, play and continuous provision that build knowledge and independence.
- Use time well, with predictable routines and visual structure.
- Contribute to the design of the curriculum within your pathway.

5. Adapt teaching to respond to the strengths and needs of all pupils

- Personalise teaching for pupils with a wide range of needs, including autism, severe and profound learning difficulties, and sensory and physical needs.
- Put in place strategies and advice from speech and language therapists, occupational therapists and other professionals.
- Support pupils' communication, including the use of signing, symbols and assistive technology.

6. Make accurate and productive use of assessment

- Complete baselines and termly judgements on time, and upload evidence to EfL.
- Take part in moderation and Pupil Progress Meetings.
- Contribute to EHCP annual reviews, writing clear reports on progress towards outcomes.
- Complete statutory assessments where they apply.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Follow the school's behaviour and regulation policy consistently, with clear routines.
- Write, follow and review individual behaviour support and risk assessment plans.
- Use positive handling techniques only as trained and as set out in school policy.

8. Fulfil wider professional responsibilities

- Lead and deploy teaching assistants well, sharing plans and giving clear direction.
- Work in partnership with parents and carers, sharing progress and Curriculum Target sheets each half term.
- Work with therapists, health professionals and other agencies.
- Take part in CPD, coaching and performance management, and act on feedback.
- Contribute to the wider life of the school.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Show tolerance of and respect for the rights of others, and uphold fundamental British values.
- Follow school policies and practice, and work by the Beaufort CODE.

Safeguarding

- Follow the school's safeguarding and child protection procedures and Keeping Children Safe in Education.
- Report any concern about a pupil's welfare to the Designated Safeguarding Lead without delay.
- Meet pupils' personal care and medical needs with dignity, following their individual plans.

Other duties

- Carry out all other reasonable duties and responsibilities, as directed by the Headteacher/SLT, in line with the Teachers' Standards.

- *This job description sets out the main duties of the post. It is not a complete list and may be reviewed and changed in consultation with the postholder.*

Person specification

Class Teacher

How we assess: A = application form · I = interview · O = lesson observation · R = references

Qualifications and training

Criteria	Essential	Desirable	Assessed by
Qualified Teacher Status (QTS)	✓		A
Degree or equivalent	✓		A
Further training or qualification in SEND		✓	A
Training in positive handling or de-escalation		✓	A

Experience

Criteria	Essential	Desirable	Assessed by
Successful teaching experience in a primary or special school setting (ECTs welcome to apply)	✓		A, I, R
Teaching pupils with a range of SEND, such as autism and severe or complex learning difficulties	✓		A, I
Leading or directing teaching assistants	✓		A, I
Contributing to EHCP annual reviews		✓	A, I
Leading a curriculum area or initiative (needed for a TLR post)		✓	A, I

Knowledge and understanding

Criteria	Essential	Desirable	Assessed by
The Teachers' Standards and what good teaching looks like for pupils with SEND	✓		A, I, O
The SEND Code of Practice and the purpose of EHCPs	✓		I

Criteria	Essential	Desirable	Assessed by
Assessment for pupils working below the national curriculum, including the Engagement Model	✓		I
Systematic synthetic phonics and early reading		✓	A, I
Communication approaches, such as PECS, Makaton or intensive interaction	✓		A, I
Current safeguarding guidance, including Keeping Children Safe in Education	✓		I

Skills and abilities

Criteria	Essential	Desirable	Assessed by
Plan and teach personalised, engaging lessons that secure progress	✓		O, I
Use assessment to set targets and show progress	✓		A, I
Create a calm, structured and safe classroom	✓		O, R
Communicate clearly and warmly with pupils, families and professionals	✓		I, R
Organise time and workload well	✓		I, R

Personal qualities

Criteria	Essential	Desirable	Assessed by
Lives by the Beaufort CODE: candour, ownership, discipline and excellence	✓		I, R
A strong moral purpose and high ambition for pupils with SEND	✓		A, I
Calm and resilient under pressure	✓		I, R
Reflective, open to feedback and committed to professional development	✓		I, R
A team player with a warm, positive approach	✓		I, R
A good attendance and punctuality record	✓		R

Safeguarding

Criteria	Essential	Desirable	Assessed by
Commitment to safeguarding and promoting the welfare of children	✓		A, I, R
Suitable to work with children, with an enhanced DBS check and barred list check	✓		Pre-employment checks
Ability to form and keep appropriate professional boundaries with pupils	✓		I, R

Position description · TLR 2

Pathway Lead: Explorers and Discoverers (Engagement)

Post	TLR 2 Pathway Lead (held alongside the Class Teacher role)
Responsible to	Assistant Headteacher (Curriculum)
Release time	Up to one day per week

Purpose of the role

To make sure every pupil in the Explorers and Discoverers pathways is engaged, communicating and making visible progress, and to lead the Engagement Model across the school. Explorers and Discoverers stay separate pathways: each is planned, targeted and evidenced in its own right.

Key responsibilities

Curriculum and planning

- Quality-assure Medium-Term Plans for Explorers and for Discoverers, making sure they follow the Long-Term Plan and use the Planning Bank.
- Check that Curriculum Target documents are live in classrooms and that targets move between pathways where a pupil's profile needs it.
- Roll out and embed the Balancing Play and Provision guide, so play and continuous provision are planned with purpose.

The Engagement Model

- Lead the Engagement Model for pupils not yet engaged in subject-specific learning.
- Have oversight of engagement profiles: class teachers write and maintain them, and the lead checks that every pupil who needs one has one in place.
- Check that evidence is uploaded to EfL against engagement profiles, showing exploration, realisation, anticipation, persistence and initiation.
- Model what strong engagement evidence looks like.

Assessment and evidence

- Make sure Explorers and Discoverers pupils are assessed against their own pathway steps in the Beaufort Assessment System.
- Check baselines are complete and judgements are scored, not just evidence uploaded.
- Lead termly moderation for the two pathways and prepare information for Pupil Progress Meetings.

EYFS assessment

- Lead EYFS assessment with the Reception class team; most Reception pupils start on the Discoverers pathway.
- Make sure the Reception Baseline Assessment is completed within each pupil's first six weeks, with any pupil unable to access it recorded correctly.

- Lead the EYFS Profile at the end of Reception, with best-fit judgements against the 17 Early Learning Goals, and run its internal moderation.
- Make sure pathway placement never replaces a statutory assessment.

Working with others

- Work with the Lead Communication Champion and the class Communication Champions, who lead intensive interaction and communication support.
- Work with the behaviour support role on therapy, sensory regulation and engagement, so pupils are regulated and ready to learn.

Monitoring and staff development

- Carry out learning walks and coaching observations in the six classes, with written feedback and one agreed action.
- Monitor the non-negotiables jointly with the other pathway lead.
- Feed common themes back to the Assistant Headteacher to shape whole-school CPD.
- Coach and support teachers and teaching assistants in the two pathways, and induct new staff.

Parents

- Check that parent overviews and Curriculum Target sheets reach families each half term.

General

- Carry out all other reasonable duties and responsibilities, as directed by the Headteacher, in line with the Teachers' Standards.

Success by July 2027

- Every pupil who needs one has an engagement profile in place, with regular evidence on EfL.
- All Explorers and Discoverers baselines and termly judgements are complete and moderated.
- The EYFS Profile is completed on time for every eligible pupil, with judgements moderated.
- Learning walks show purposeful play and provision and consistent use of the non-negotiables in all six classes.
- Any other reasonable target set by your line manager.

Position description · TLR 2

Pathway Lead: Adventurers and Navigators, with Phonics and Writing

Post	TLR 2 Pathway Lead (held alongside the Class Teacher role)
Responsible to	Assistant Headteacher (Curriculum)
Release time	Up to one day per week

Purpose of the role

To lead teaching and assessment in the Adventurers and Navigators pathways, and to be the school's phonics lead and writing lead across all four pathways, working in all nine classes for these two subjects.

Key responsibilities

Curriculum and planning

- Quality-assure Medium-Term Plans for Adventurers and Navigators, making sure they follow the Long-Term Plan and use the Planning Bank.
- Check that Curriculum Target documents are live in classrooms and that targets move between pathways where needed.
- Promote independence, self-regulation and self-advocacy through daily teaching.

Assessment and evidence

- Check baselines are complete and termly judgements are scored on EfL against the Adventurers and Navigators steps.
- Lead termly moderation for the two pathways and prepare information for Pupil Progress Meetings.

Phonics (whole school)

- Own the half-termly phonics data cycle: sweep, Pupil Summary, EfL update and report.
- Form and review phonics groups across the four teaching models, from the baseline rather than class or pathway.
- Lead pre-Phase 1 sound bags, the Phase 1 boxes and their rotation, and Bug Club delivery.
- Identify pupils for Blending Keep-Up and make sure the intervention runs daily.
- Deliver phonics CPD and drop-in coaching, and report phonics progress to leadership and governors.

Writing (whole school)

- Lead the writing strand across all four pathways, from early mark-making to composition.
- Check that writing is planned from the Planning Bank and assessed against the right steps for each pathway.
- Support staff to capture strong writing and mark-making evidence on EfL.

Monitoring and staff development

- Carry out learning walks and coaching observations in Adventurers and Navigators classes, and phonics and writing learning walks across the school.
- Monitor the non-negotiables jointly with the other pathway lead.
- Feed common themes back to the Assistant Headteacher to shape whole-school CPD.
- Coach and support teachers and teaching assistants, and induct new staff into phonics and writing.

Parents

- Check that parent overviews and Curriculum Target sheets reach families each half term, and support family reading and phonics workshops.

General

- Carry out all other reasonable duties and responsibilities, as directed by the Headteacher, in line with the Teachers' Standards.

Success by July 2027

- Every pupil has a dated phonics baseline, sits in the right group and has current targets.
- Phonics data is reported every half term, including pupils moving in and out of Blending Keep-Up.
- Learning walks show consistent phonics delivery and pure sound pronunciation in every class.
- Writing is planned and assessed in every pathway, with evidence on EfL.
- All Adventurers and Navigators baselines and termly judgements are complete and moderated.
- Any other reasonable target set by your line manager.