



Dear Applicant

April 2025

Thank you for your interest in the post of **Class Teacher** at Haymerle School.

Enclosed in the application pack you will find an application form, a job description and person specification, DBS declaration and job context sheet providing some general information about the school.

Please complete and return the application form with the completed CRB declaration form. **Your referees must be able to provide references promptly as these must be provided prior to selection and interviews.**

When completing your application, it is essential that you answer **each point in the person specification** (which may involve some repetition) for your application to be considered. **Please note that we will only accept applications on the Southwark application form.**

Please ensure that you comment on all the points on the Person Specification form in your application. Please write a short paragraph with examples of how you meet each point on the Person Specification document. You can attach a separate Word document to make it easier.

Please do not submit a general curriculum vitae (CV).

May I remind all applicants that Haymerle School is committed to Southwark's Safeguarding Policy and because of the nature of the post candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with Departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate, the nature of such convictions.

Please hand in or post your completed application to:

**Reception
Haymerle School
Haymerle Road
SE15 6SY**

Alternatively, please email you completed application forms to
reception@haymerle.southwark.sch.uk

I wish you luck with your application. If you require any further information,
please contact me at the school.

Yours sincerely

E.M. Nolan
Head teacher



Special School Teaching Position

Haymerle Special School (Primary)

Salary: Main Scale Inc. ILW + SEN Allowance

Contract: Full Time

Term: Permanent

The Governors of Haymerle School are seeking to appoint hardworking and committed primary practitioners with experience and relevant training in working with pupils in a special needs setting (Autism).

Candidates should have:

- Experience of and commitment to raising achievement in a school setting
- The ability to demonstrate outstanding practice differentiating plans, writing Individual Education Plans, liaising with supporting agencies and implementing additional support programs to meet pupils' specific needs.
- Relevant training and/or experience relating to working with pupils with autism and communication disorders in specific PECS and TEACCH training.
- Experience of managing a support staff team

This is an exciting opportunity for a dynamic and enthusiastic candidate.

About the School

Haymerle School is a primary Special School for pupils with Autism located in South East London (SE15 6SY). We support a wide range of learning disabilities including pupils with severe and complex social and communication difficulties.

Our recruitment processes follow the guidance in the DfE document Safeguarding Children and Safer Recruitment in Education. All staff will be required to undertake a disclosure from the Disclosure & Barring Service.

The post holder will be expected to carry out all duties in the context of and in compliance with the schools Equal Opportunities Policies.

Please contact the School Office for an application pack on 020 7639 6080 or download the forms on www.haymerle.southwark.sch.uk

Closing date for applications: Friday, 16th May at noon

Interviews will be held in the week commencing: 2nd of June

Post Start: as soon as possible depending on notice period

Appointments will be made subject to satisfactory references.

We very much welcome visits to the school by prospective candidates. Please call the School on 02076396080 to register your interest in visiting.



Job Context

Haymerle School supports pupils with a diagnosis of Autism (Foundation Stage to Key Stage 2). We currently support pupils with severe and complex learning disabilities, social and communication disorders. The majority of pupils have speech and language difficulties and learning disabilities.

We use Picture Exchange Communication to facilitate communication for our pupils across the school and use TEACCH to support the school day and curriculum delivery.

We are located in Peckham in South East London an area that has benefited recently from large scale regeneration and investment in housing and leisure facilities including the Peckham Pulse Leisure Centre and the New Library.

The school is in a 1960's building which has been extensively renovated and the grounds landscaped.

Our current pupil population is 75 and made up from pupils from Southwark and neighbouring boroughs Lewisham and Lambeth. Class sizes vary depending on the needs of the pupils (up to 8 pupils).

Job description**Ref: jdClassteacher**

POSITION:	CLASSTEACHER
REPORTS TO:	Head Teacher/SMT
RESPONSIBLE FOR:	N/A
GRADE:	Mainscale

KEY PURPOSE OF THE JOB

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and LEA and school policies.

MAIN ACTIVITIES

1. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
2. To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
3. To manage additional adults within the classroom.

PRINCIPAL ACCOUNTABILITIES**TEACHING**

1. To plan work for the class in accordance with national, LEA and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
2. To ensure a close match between the learning experience offered and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
3. To make appropriate educational provision for children with SEN and those learning EAL, (writing, implementing, and assessing individual Education plans, differentiating the curriculum and planning appropriate activities to meet the individual needs of the pupils according to school policy) with support from the SENCo and EMA Co-ordinators

4. Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
5. To provide children with opportunities to manage their own learning and become independent learners.
6. To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
7. To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
8. To maintain a high standard of display both in the classroom and in other areas of the school.
9. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
10. To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
11. To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
12. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
13. To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
14. To liaise with support staff both school based, from the LEA & from other external bodies as required.
15. To take responsibility for the management of other adults in the classroom.
16. To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
17. To work as part of a team in all aspects of school development.
18. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.
19. To work as part of a team in all aspects of school development.

KEY ORGANISATIONAL OBJECTIVES

The Postholder will contribute to the school's objectives in service delivery by:

1. Enactment of Health and Safety requirements and initiatives as directed
2. Ensuring compliance with Data Protection legislation
3. At all times operating within the school's Equal Opportunities framework
4. Commitment and contribution to improving standards for pupils as appropriate
5. Acknowledging Customer Care and Quality initiatives
6. Contributing to the maintenance of a caring and stimulating environment for pupils

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue:

Signature of Post holder

Signature of Headteacher

PERSON SPECIFICATION FOR CLASSTEACHER

QUALIFICATIONS AND TRAINING

- Qualified Teacher Status.
- Recent and relevant professional development.

EXPERIENCE

- A proven track record of recent and successful class teaching in mixed ability classes of primary age (or of successful training for NQTs).
- Successful experience of teaching the literacy and numeracy strategies.
- Experience of leading the development of a subject/curriculum area within a school

KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB

1. Good understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children of primary age.
2. Thorough knowledge of the National Curriculum and National Literacy and Numeracy Strategies or Foundation Stage Curriculum
3. Good subject knowledge of core National Curriculum subjects and sound knowledge of foundation subjects
4. Excellent subject knowledge of curriculum area to which appointed as leader
5. Understanding of effective strategies for maintaining high standards of discipline within the classroom and in accordance with the school's policy.
6. An understanding of equality of opportunity issues and how they can be addressed in schools.

SKILLS AND ABILITIES

1. To demonstrate the skills of a good teacher, including ability to:
 - a. Interest, encourage and engage pupils;
 - b. Provide appropriate levels of challenge, so that pupils make good progress;
 - c. Use methods and resources that enable all pupils to learn effectively;
 - d. Use assessment information effectively to plan next steps in children's learning
 - e. Make effective use of time;
 - f. Secure high standards of behaviour;

- g. Make effective use of teaching assistants and other support;
 - h. Enable pupils to acquire new knowledge and skills;
 - i. Enable pupils to develop the skills to work independently and collaboratively;
 - j. Enable pupils to develop self esteem and respect for others;
2. Create a well organised, stimulating learning environment
 3. Ability to lead, motivate and enthuse others.
 4. Ability to provide a model of best practice within own and other's classrooms.
 5. Ability to make a significant contribution to a school ethos that promotes high achievement.
 6. A commitment to raising achievement.
 7. The ability to work as part of a team in planning and implementing the curriculum.
 8. The ability to work within the framework of national and whole school policies to ensure consistency of practice.
 9. The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process.
 10. A commitment to furthering own professional development and to the principle of continuous improvement.

PERSON SPECIFICATION FOR CLASSTEACHER + 1 SEN

QUALIFICATIONS AND TRAINING	
Qualified to degree level and above	Essential
Qualified to teach in the UK	Essential
Right to work in the UK	Essential
Recent and relevant professional development, e.g. PECs, TEACCH, Intensive Interaction and Team Teach	Essential
EXPERIENCE	
A proven track record of recent and successful primary class teaching of children with Autism and learning disabilities	Essential
Successful experience of differentiating and teaching the National Curriculum for children with learning difficulties.	Essential
Experience of working in a specialist ASC provision	Essential
Experience and knowledge of what strategies and systems work to help pupils with ASC and learning difficulties.	Essential
KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB	
Good understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children of primary age with SEN.	Essential
Thorough knowledge of the National Curriculum and National Literacy and Numeracy Strategies or Foundation Stage Curriculum	Essential
Good subject knowledge of core National Curriculum subjects and sound knowledge of foundation subjects	Essential
Understanding of effective strategies for maintaining high standards of discipline within the classroom and in accordance with the school's policy.	Essential
An understanding of equality of opportunity issues and how they can be addressed in schools.	Essential
SKILLS AND ABILITIES	
<p>To demonstrate the skills of a good teacher, including ability to:</p> <ul style="list-style-type: none"> • Interest, encourage and engage pupils; • Provide appropriate levels of challenge, so that pupils make good progress; • Use methods and resources that enable all pupils to learn effectively; • Use assessment information effectively to plan next steps in children's learning • Make effective use of time; • Secure high standards of behaviour; • Make effective use of teaching assistants and other support; • Enable pupils to acquire new knowledge and skills; • Enable pupils to develop the skills to work independently and collaboratively; • Enable pupils to develop self esteem and respect for others; • Create a well organised, stimulating learning environment in line with the school policies. 	Desirable

Ability to lead, motivate and enthuse others	Essential
Ability to provide a model of best practice within classrooms.	Essential
Ability to make a significant contribution to a school ethos that promotes high achievement.	Essential
A commitment to raising achievement.	Essential
The ability to work as part of a team in planning and implementing the curriculum.	Essential
The ability to work within the framework of national and whole school policies to ensure consistency of practice.	Essential
The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process.	Essential
A commitment to furthering own professional development and to the principle of continuous improvement.	Essential
Good health and attendance record	Essential

CONFIDENTIAL DECLARATION

To be completed by all new staff including regular volunteers prior to appointment and by all staff on a regular basis. Failure to complete this form may result in an offer of employment / work being withdrawn or termination of existing employment / work.

Full name:	DBS Application Reference (where applicable)
Date of birth:	School:
Address:	

Please answer each question listed below accurately and truthfully by circling either yes or no:

Section A: All staff	
1. Have you ever been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any criminal offence that would not be filtered* (see overleaf) in line with current guidance?	Yes / No
2. Do you have any prosecutions pending that would not be filtered in line with current guidance* (see overleaf)?	Yes / No
3. Are you currently under investigation or charged with any offence, pending police investigation?	Yes / No
4. Has your name ever been included in any DBS barred list?	Yes / No
5. Has your conduct ever caused concern or been likely to cause significant harm to a child or young person under the age of 18, or put a child or young person at risk of significant harm, or to your knowledge has it ever been alleged that your conduct has resulted in any of those things?	Yes / No
6. Have you ever been found by a civil court to have caused significant harm to a child or young person under the age of 18, or has any civil court made any finding against you that any child or young person under the age of 18 was at risk of significant harm?	Yes / No
7. Has a child in your care or for whom you have or have had parental responsibility ever been removed from your care, been placed on the Child Protection Register, or been the subject of any order under the child protection provisions of the Children Act?	Yes / No
8. Are you taking any regular medication or other substances that you would need to bring with you to the school?	Yes / No
Section B: Qualified teachers only	
9. Are you prohibited from teaching or are there any restrictions in place relating to your teaching?	Yes / No
Section C: Staff engaged in early years' and/or childcare settings only*	
10. Are you disqualified from providing, being involved in the management of, or being employed in, early years' provision and childcare?	Yes / No
11. Do you share a household with any other person who to the best of your knowledge has known cautions, warnings, reprimands and/or convictions, or is currently subject to a criminal investigation or has prosecutions pending, which may result in disqualification from working in childcare?	Yes / No
12. To the best of your knowledge do you share a household with any other person whose name is included in any DBS barred list?	Yes / No

If you have answered YES to any of the above questions you must provide further information below:

Please include full details - approximate date/month/year, details of charge/offence, the court/police force concerned, any penalties imposed including dates and location of any periods of imprisonment. Use additional sheets if necessary.

Declaration Statement

I declare that the above information (and that on any attached sheets) is true and complete to the best of my knowledge. I understand that failing to provide information and/or providing false or misleading information may result in an offer of employment/work being withdrawn or the termination of my employment/work with immediate effect.

I understand my responsibility to safeguard children and vulnerable adults and I will notify my line manager/head teacher of anything that may affect my suitability.

I will immediately disclose any convictions, cautions, court orders, reprimands or warnings I may receive. I will notify the school immediately should any of the information provided above change.

If I am taking medication on a regular basis which I am required to have with me at the school I will notify my line manager/head teacher and will keep the medication in a safe place out of the reach of children.

I understand that the impact of any information disclosed either by me on this form and/or by the DBS will be considered by the school in relation to my application or if already appointed, my employment.

I understand that I will be asked to provide proof of my identity and that I will be subject to an Enhanced Disclosure from the Disclosure and Barring Service.

I give you permission to contact any previous settings, local authority staff, the police, the National College of Teaching and Leadership, Ofsted and/or the DBS to share information about my suitability to care for children.

Signed (Individual) _____ Date _____

Signed (Head Teacher) _____ Date _____