



Candidate Pack
Class Teacher/
SEN



ABOUT US

At Naseby Church of England Primary Academy we ensure that all members of the school community feel safe, valued and cared for. The school strives for excellence, providing a challenging learning environment where all children can grow as independent learners equipped for life.

The school is situated in the centre of the historic and rural village of Naseby, children from the nearby village of Haselbech and other surrounding villages attend our school. We cater for children aged 4 to 11. The school is an important part of the village community and links are fostered between the churches, community groups and residents, parents and the wider community.

Our school was built in 1843. It consists of a school building, a schoolhouse, a modular classroom and library bus. Within the school building are three classrooms, a 'Learning Zone' area for small intervention groups and a small school hall. The school house accommodates the main school office, the Head Teacher's office, a meeting room, the school kitchen, a Nurture Room and staffroom. Outside we have a large, enclosed grass paddock with a trim trail & wooden planters for each class, Forest School area and playground. We also have an AstroTurf 'Peace Garden' with a wooden Gazebo which the children use as part of the outside learning environment.

We are inclusive and welcome others regardless of differences, appreciating and nurturing the uniqueness of each individual. Our special Christian identity is evident in the values we share and in the relationships that all members of the school community have with one another. We respect everyone, showing them the tolerance, understanding and forgiveness that we desire for ourselves.

Our Values are; Joy, Love & Resilience.

JOY- 'I sing for joy at what your hands have done. How great are your works.' Psalm 92:5

LOVE- 'Let all that you do be done in love.' 1 Corinthians 16:14

RESILIENCE - 'And let us run with perseverance the race marked out for us.' Hebrews 12:1

OUR VISION & AIMS



Our Vision

We are inclusive, welcoming others regardless of differences, appreciating and nurturing the uniqueness of each individual. We respect everyone, showing them the tolerance, understanding and forgivenesses we desire for ourselves. Love is our cornerstone – the love of God, the love of others and the love of ourselves.

Our Aims

Naseby CE Primary Academy aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and well-being, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage.

To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual development and the ability to grow and flourish as human beings.
- c) Support children in building relationships which reflect Christian values.
- d) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- e) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- f) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- g) Ensure equal opportunities for all.
- h) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- i) Develop a sense of pride in belonging to Naseby CE Primary School.

To achieve these aims, staff and governors work in partnership with parents, carers and the local community for the benefit of all our pupils.





CAREER DEVELOPMENT

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

Apprenticeships-Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework-We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

National Professional Qualifications (NPQ'S)-Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

WHAT OUR STAFF APPRECIATE MOST



Appreciation of our
work and
encouragement to
progress professionally

Great support from
my senior lead
teacher

It is calm and happy
environment where staff
work hard and enjoy their
jobs

Supportive &
wonderful Head
Teacher

Having the opportunity to
be open and honest.

We are very lucky to have
high levels of
outstanding pupil
behaviour

Class Teacher/ SENDCo



Contract type

- Permanent
- Full Time

Salary

- MPS + TLR

Interviews

- 9th December

Start date

- January 2026

How to apply:

To apply, please complete a Pathfinder School's teacher application form, which can be downloaded from the vacancies page of the website:

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be accompanied by a letter of application and should be sent to:

bhill@naseby.pfschools.org.uk

If you would like to arrange a tour of the school or to speak with a member of the team to learn more about Naseby Church of England Primary School, please email bhill@naseby.pfschools.org.uk

Naseby C of E Primary is an Ofsted & SIAMS rated 'Good' school, and we are proud to be part of Pathfinder Schools Multi-Academy Trust.

Standards across the school are high, and we have a passion for ensuring all of our children reach their potential, academically, socially and emotionally, through the individual nurture of every child.

We are looking for an experienced Class Teacher with experience in SEND to join our enthusiastic team who is looking for the next step in their career.

We are looking for a teacher to join our team who will:

- Be an enthusiastic and motivated practitioner - dedicated to working with children with SEND to ensure their needs are met, working closely with staff, families and other professionals to provide day to day support for children with SEND.
- Have experience in teaching years 2 and 3.
- Lead the school in the role of SENDCo working with children, staff, families and other professionals to ensure SEND children's needs are met and supported through the professional development of staff.
- Promote and reflect our Christian Vision & Church of England school values.
- Work well within a team.
- Support the school's drive for continuous improvement
- Have experience of working with pupils with additional needs.
- Experience working with and managing SEN within a primary setting.

Be:

- Well-organised, enthusiastic and kind.
- Passionate about developing and nurturing the whole child.
- Committed to high standards.
- Keen to work as part of a team.
- Eager to participate in professional development opportunities.

In return, the school will offer:

- A friendly, supportive and dedicated staff team.
- Hard-working, enthusiastic and well-behaved children.
- A supportive SLT, committed to school development.
- Professional development within a supportive environment.
- Supportive parents and governors.

Teacher-Main Scale

Job Description



Overall responsibility of the post-To ensure high quality education for all pupils for which you are responsible and accountable and improve the quality of learning and standards of achievement.

Principal responsibilities:

- To fulfil the duties of a teacher and the relevant professional standards as outlined in the School Teachers' Pay and Conditions Document.
- To provide a secure, happy and caring environment for all children in the class.
- To know and understand the latest EYFS framework and requirements.
- To plan, prepare and deliver appropriate educational experiences, which address individual needs through quality teaching and high expectations.
- To ensure that educational needs of all pupils in your class are fully met and liaise with the SENCO where necessary to support children with special needs.
- To ensure that all pupils make at least expected progress within an academic year
- To implement interventions and support measures to support children who are not on track to meet their end of Key Stage targets.
- To inform the SENCO of any concerns relating to the development of a child.
- To assess, monitor, record and report, on the progress and attainment of pupils.
- To administer national and school assessments thoroughly and to use the information to improve standards.
- To follow the school's marking policy, ensuring that children are given comprehensive feedback about the learning and how they can improve in future pieces of work.
- To communicate and consult with parents/carers, through written and oral reports. To keep a record of discussions held.
- To liaise effectively with professional agencies, e.g., Health visitor, speech therapist, educational psychologists.
- To participate fully in all staff meetings, and to be involved in appropriate staff development.
- To take an active role in the development of all School Policies and Schemes of Work.
- To maintain high standards of discipline and to ensure that all children are safe by following the Health and Safety Policy.
- To assist with the training of students and contribute towards their assessments.
- To work closely with classroom assistants offering support and guidance in the lesson objectives to ensure quality provision is given through understood goals.
- To maintain an attractive, stimulating and well-organised learning environment including displaying children's work effectively and directing support staff to assist with this.
- To contribute to the design and provision of an engaging curriculum as and when requested by subject leaders/senior managers.
- To reflect systematically on the effectiveness of lessons and approaches to teaching.
- To keep informed of changes in education nationally, as they impact upon the phase of education in which the teacher works, including changes to assessment and curriculum arrangements
- To take supervise and lead acts of worship in accordance with the Church of England

- To attend staff meetings and Training Days in accordance with directed time allocations and to take responsibility for improving your own teaching practice.
- To be responsible for the safeguarding and wellbeing of children by following school policy relating to safeguarding, health and safety and behaviour management.
- To take a leading role for improving, monitoring and evaluating a curriculum area across the school, presenting, supporting and reporting to SLT/Governors as appropriate.
- To make a positive contribution to the wider school life and ethos of the school.
- To develop effective, professional relationships with colleagues, knowing how and when to draw on advice and professional support.
- To have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality.
- To act within the statutory frameworks which set out your professional duties and responsibilities.
- Working closely with children with SEND to ensure their needs are met.
- Working closely with teachers and support staff to provide day to day support for children with SEND.
- To work closely with families to meet the needs of pupils with SEND.
- Liaising with other schools, pre-schools, and professionals, ensuring continuity of support and learning.
- Supporting, developing, and leading on school and MAT wide initiatives and projects around SEND.
- Supporting in the training of ECTs and the development of other staff, both in the classroom and through the delivery of professional development opportunities within SEND.
- Supporting the Senior Leadership Team in ensuring a high quality SEND provision.



Teacher-Main Pay Scale

Person Specification



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
Education and Qualifications	Degree Qualified Teacher Status Postgraduate certificate or diploma in special educational needs or working towards this	Post Graduate Qualifications
Professional Development	Evidence of participation in CPD to develop professional skills, knowledge and understanding.	Participation in work with other schools/agencies. Experience of leading CPD activities for staff. Experience of leading initiatives across a key stage, year group or whole school. MLDP or other CPD qualification.
Teaching	Experience with working with children with a range of SEN. A passion and enthusiasm for learning and teaching. Experience of using class data to impact upon pupil progress Ability to plan and differentiate work appropriately for all children. A clear understanding of the use of assessment to target planning and interventions for all children. An understanding and experience of teaching phonics. Experience of teaching various year groups Enthusiasm and ability to use ICT creatively across the curriculum. Experience of delivering phonics and planning effectively, including planning and supporting TA's to deliver programmes.	Experience of curriculum leadership.
Subject Leader Responsibility	Desire to lead a curriculum subject. An understanding of the role of a middle leader in school.	Previous experience of leading a curriculum or school development area. Understanding of the use of assessment, tracking and target setting in raising standards. Experience of planning curriculum areas or initiatives across the age range of the school.

Teacher-Main Pay Scale



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Criteria	Essential	Desirable
National Framework	Knowledge of the Education Acts and other relevant legislation including equal opportunities, health & safety, SEN and child protection. Knowledge of the National curriculum including assessment, recording and reporting. Knowledge of the EYFS curriculum.	Experience of Ofsted inspection and follow up.
Teaching and Learning	Practical understanding of effective teaching, learning and classroom management strategies. Knowledge and understanding of AfL to effectively support progress.	Understanding of Spiritual, Moral, Social and Cultural development.
Special Education Needs	Understanding of strategies to raise attainment of children with a range of SEN and higher achievers. Experience of working with children with a range of learning needs. Experience of ensuring challenge for higher achievers. Experience of working with children with SEND- Be willing to embark on this training programme and to gain the qualification within 3 years of taking up the post. This training will be funded by the Trust.	Masters level National Award for Special Educational Needs Co-ordinator.
Parents and Community	Understanding of the role which can be played by parents and the community in supporting the school.	Experience of working directly with parents to raise standards and involvement.
Governance		Knowledge of the role of governors in supporting school improvement.
Leadership	Personal impact and presence. Promote the school's aims positively and use effective strategies to monitor motivation and morale.	
Relationships	Able to establish and develop good relationships with all involved in the school. Ability to enthuse and motivate others. Able to deal sensitively with people.	

Teacher-Main Pay Scale



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Criteria	Essential	Desirable
Interpersonal and communication skills	• Calm and positive approach. • Ability to communicate effectively orally and in writing to a variety of audiences • Ability to use ICT effectively.	
Education and philosophy	• A positive and energetic attitude. • A desire to strive for excellence. • A belief in their approach to education.	
Equal Opportunities	• Commitment to equality of opportunity. • Commitment to showing respect, acceptance and tolerance for others.	

The job-holder will ensure that academy policies are reflected in all aspect of their work, in particular those relating to:

- 1.Equal Opportunities
- 2.Health and Safety
- 3.General Data Protection Regulations (2018)
- 4.Data Protection Act (2018)
- 5.Safeguarding children and young people

Notes:

This job description may be amended at any time in consultation with the postholder.

Pathfinder Schools and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes our statement on the Recruitment of Ex-Offenders [Pathfinder Schools - Pathfinder Schools Vacancies](#)



CONTACT US

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