



## **Resource Base Teacher (part-time 0.4FTE)**

Start Date: Contract start date: 1<sup>st</sup> September 2025  
Salary: Teachers Main M3-M6 £35,674 - £43,607 FTE (Actual £14,269.60 - £17,442.80)  
or Teachers Upper 1-3 £45,646 - £49,084 FTE (Actual £18,258.40 - £19,633.60)  
Contract: Permanent  
Hours: Part-Time (13 hours per week, Monday and Tuesday).

Thank you for your interest in working at Blackhorse Primary School.

Blackhorse Primary School is a part of The Leaf Academy Trust which opened on 1 September 2023 and is made up of fourteen primary schools. We are proud to be a leading Primary and Early Years Trust in the South West and a leading voice in Primary and Early Years Education.

At Blackhorse we are extremely proud of our inclusive culture and dedicated staff team and welcome your interest in working with us and becoming part of our fantastic team. Blackhorse Primary School is a successful and over-subscribed school with outstanding behaviour, curriculum, inclusion and leadership (OFSTED Feb 2018). The school has South Gloucestershire's only Resource Base for 22 Autistic children and children with social, communication and language difficulties.

Our Resource Base has 2 classes, Cherry class (EYFS/KS1) and Sycamore class (KS2) and we are looking to appoint a SEND class teacher within our unique resource base to continue to achieve excellent outcomes for our RB children and enable them to thrive and include with their mainstream peers successfully.

This is a fantastic opportunity for an experienced SEND practitioner with a passion for SEND and Inclusion. The successful candidate will have high expectations and demonstrate a calm, positive and consistent approach towards autistic children and/or children with social and communication difficulties and complexities of SEND. The successful candidate will promote inclusive and adaptable teaching and learning strategies which follow a tailored curriculum that supports developing the whole child. The curriculum prioritises social communication skills, self-regulation and a child centred 'TEACCH' approach.

The role of the resource base class teacher is unique and the successful candidate will lead a close team of experienced staff with a high ratio of adults to pupils in a small class of up to 13 children. The role will also require you to work closely with mainstream teachers to contribute in whole school improvement and professional development opportunities.

The resource base prides itself on living the school values of Respect, Pride, Bravery and Success and along with the mainstream children builds our 'Champion Learners' through our 4 key ingredients of 'Extensive Opportunity', Expert Tuition', Purposeful Practice' and 'Personal Effort'.

As a resource base our children have the opportunity to learn and thrive both within the resource base environment and through 'Inclusion' opportunities within their mainstream class. This is an exciting opportunity for a SEND practitioner to be part of a successful and experienced team working in a specialist setting within a mainstream school.

We offer:

- Opportunity to work within The Leaf Academy Trust
- A unique opportunity to hone your skills as a SEND teacher within a specialist setting, which is also part of a mainstream school.
- The opportunity to work with colleagues from other schools through partnership work
- The chance to lead a small class of children with SEND with a high adult ratio of support
- Opportunities to work closely with educational specialists and outside agencies within the field of SEND.
- The freedom to follow and build upon a bespoke and individualised curriculum offer based around the needs and interests of your learners.
- Coaching and mentoring from our inclusion lead with a proven track record for school improvement within a specialist setting.
- A modern, purpose-built building and extensive outdoor spaces, again, designed with the needs of AS children in mind.
- Additional 'Wellbeing Day' each year and the opportunity to be a voice in our Staff Wellbeing Group.
- The Teachers Pension Scheme
- Cycle to work scheme and Tusker car leasing scheme
- Access through our medical insurance to physiotherapy, Nurse Support Services, Surgical Assistant Programme, Mental Health Services, Mental Health First Aid Training, Stress Coaching and Counselling

We are looking for a teacher who...

- Demonstrates proven standards of excellent, inclusive teaching (with mainstream SEND pupils or within a specialist setting)
- Has either a specialist qualification in SEND or a willingness to undertake further training and professional growth.
- Has a clear understanding of techniques and approaches considered 'best practice' for neurodivergent children .
- Has experience of planning for a wide range of need and breadth of ability within an inclusive environment.
- Shows commitment and passion when working with pupils with special educational needs through aspirational target setting.
- Wants to build champion learners through extensive opportunities, purposeful practice, expert tuition and instilling a belief in personal effort.
- Has excellent SEND subject knowledge and experience in the fields of ASC, SLCN and SEMH
- Can demonstrate professional growth through engagement with research and evidence-based practice
- Can design and implement a highly-bespoke curriculum which results in excellent progress outcomes for children with complex needs and dovetails with mainstream national curriculum expectations following a TEACCH approach
- Provides an ambitious learning environment which meets the children's sensory, pastoral, cognitive and neuro-diverse needs.
- Has boundless enthusiasm, endless patience and a well-developed sense of humour!

Please see our website [www.blackhorseprimary.org.uk](http://www.blackhorseprimary.org.uk) for full details of our School and to download an application pack.

**Visits are most welcome; if you would like to find out more about our Resource Base and book in to visit our school then please contact the school office.**

The closing date for applications is: 12noon on Wednesday 11<sup>th</sup> June 2025

Interviews are scheduled to take place on Friday 20<sup>th</sup> June 2025

***The Leaf Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups, including ethnicity, gender, transgender, age, disability, sexual orientation, or religion.***

Short-listed applicants will be contacted by email (preferably) or telephone with details of the interview process.

On the following pages of this pack you will find details of how to apply, a copy of the person specification and job description. The relevant application form is available to download separately on our website.

## HOW TO APPLY

### Completing the Application Form:

Applications must be made on an appropriate official **Leaf Trust** application form which is available from our website. There are two available to download: one for teaching posts and one for support staff vacancies.

The whole of your application form and any additional information may be photocopied for the short-listing panel. Your form should therefore be typed or clearly written in black ink. Whilst additional sheets or supplementary information may accompany your application form, please note that CVs alone will not be considered.

**The short-listing/appointments panel will assess applications against the criteria set out in the person specification for the post you have applied for. When completing the application form please ensure that you address these areas in your application, particularly the essential criteria, giving examples to demonstrate how you meet the criteria.**

If you have downloaded a copy of the form from our website, you can complete this as a Word document, and email it back by the closing date specified to [office@blackhorsepri.org.uk](mailto:office@blackhorsepri.org.uk)

You can also print your application form and send it by post to: Blackhorse Primary School, Blackhorse Lane, Emersons Green, Bristol BS16 6TR.

### References, Health & DBS Clearance:

**All offers of employment with The Leaf Trust are made subject to receipt of two satisfactory employment references, health clearance and an enhanced DBS clearance.**

*References:* Please note that references will be taken up prior to interview. If for any reason you do not wish us to contact a referee prior to interview or a job offer, please indicate this clearly on the appropriate section of the application form.

*Health Clearance:* If you are offered a post with us, you will be asked to complete an on-line medical questionnaire. An offer of employment will only be confirmed by the Leaf Trust once this assessment has been completed and confirmation of health clearance is received in respect of the role offered to you. Please note that the Health Questionnaires are totally confidential.

*Disclosure & Barring Service:* The Leaf Trust is committed to safeguarding and promoting the welfare of children and young people and all staff and volunteers are expected to share this commitment. The post is subject to appropriate vetting including an enhanced DBS disclosure check before the successful applicant can take up post.

### Equal Opportunities Monitoring Form

We hope very much that you will complete and return the Equal Opportunities Monitoring Form, which will be detached from your application upon receipt in the office. We would wish to assure you that the form will be used purely for monitoring purposes.

# BLACKHORSE PRIMARY SCHOOL

## JOB DESCRIPTION

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| POST TITLE:                  | <i>Classroom Teacher (Pre-threshold)</i>  |
| SALARY GRADE:                | <i>Main scale</i>   |
| JOB PURPOSE:                 | <i>To be responsible for the delivery of high quality teaching and learning within the relevant key stage. To Lead the development of a subject throughout the school.</i>  |
| RELATIONSHIPS:               | <p><i>The post holder is responsible to the Headteacher for his/her teaching duties and for fulfilling the duties set out in this job description.</i></p> <p><i>The post holder will be responsible to their Key Stage Leader for the implementation of day-to-day policies and guidelines.</i></p> <p><i>The post holder will be responsible to the Senior Management Team for development of their assigned subject.</i></p> <p><i>There is a requirement for effective professional relationships with all teaching and support staff colleagues and other members of the school community.</i></p> |
| STATUTORY REQUIREMENTS:      | <i>This job description is to be performed in accordance with the requirements of the School Teachers; Pay and Conditions Document and within the range of professional duties set out in the National standards for Teachers.</i>  |
| GENERIC RESPONSIBILITIES:    | <i>The post holder will have responsibility for teaching an assigned class of pupils as described in the job description that applies to all classroom teachers. (This might also include reference to aspects of subject development or co-ordination that are undertaken by all or most classroom teachers).</i>  |
| PARTICULAR RESPONSIBILITIES: | <p><i>The post holder will meet all criteria of the National Teaching Standards.</i></p> <p><i>The post holder will ensure <b>Good</b> pupil progress. This is defined as having the overwhelming majority of children meet their expected standard based on the previous KS target e.g. Children achieving GLD should be 'Secure' in AREs by end of Y1, children meeting the expected standard in KS1 SATs should be secure in Y3,4,5 etc. See transition matrices.</i></p>  |

*The post holder will ensure that teaching is **at least Good over time**. This will be evidenced by lesson observations, book scrutinies, data etc.*

*The post holder will follow all agreed school policies and procedures, including the Staff Conduct Policy.*

*The post holder will lead the development of a curriculum area throughout the school and contribute to the development of whole school improvement.*

#### **RESOURCES AND SUPPORT**

*The post holder will be entitled to 10% (Pro-rata Contact time) planning, preparation and assessment time*

*The post holder will be offered training and development opportunities.*

#### **REVIEW**

*The job description sets out the principal responsibilities of the post but does not describe each of the tasks that it may be necessary to carry out.*

*The job description will be reviewed annually as part of the Performance Management cycle.*

#### **SPECIAL NOTES AND CONDITIONS**

*The postholder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.*



**Person Specification for Resource Base Teacher at Blackhorse Primary School**

| ASSESSMENT CRITERIA   | ESSENTIAL  | DESIRABLE  |
|---|--|--|
| <b>Qualifications</b>   | Qualified Teacher Status   | <p>Knowledge and practical experience of implementing TEACCH</p> <p>Have Primary experience</p> <p>Additional SEND Qualification e.g. Masters in SEND</p>  |
| <b>Work related experience and associated vocational training</b> | <p>Experience of teaching children with SEND in both KS1 and KS2</p> <p>Experience of teaching and delivering an adapted curriculum to support SEND children (including Autism)</p> <p>Experience of supporting associated social, emotional, and mental health needs of pupils with Autistic Spectrum Conditions and complex learning difficulties</p> <p>Experience of teaching and learning in an Early years provision/primary school</p> <p>Experience in teaching a validated Synthetic Phonics Programme (SSP) in a primary school. (Blackhorse follows Unlocking Letters and Sounds)</p> <p>Recent successful teaching experience in a SEND context, either in a mainstream or in a specialist setting.</p> <p>Experience of working in collaboration with external agencies</p> <p>Experience in managing behaviour using TEAM Teach and De-escalation strategies</p> | <p>Specific vocational training in the fields of:</p> <ul style="list-style-type: none"> <li>• SEND</li> <li>• Autistic Spectrum Condition</li> <li>• SLCN</li> <li>• SEMH (Nurture/Thrive)</li> </ul> <p>Experience of organising extensive learning opportunities outside the classroom in activities such as community visits, gardening, life skills, extra-curricula activities and sporting events</p> |
| <b>Specialist Knowledge</b>                                       | <p>Having high expectations for all children through an inclusive lens</p> <p>Experience in the teaching of pupils with Special Educational Needs and Disabilities (SEND) and have an understanding of Autism and associated barriers to learning</p> <p>Knowledge and understanding of meeting the</p>  | <p>Experience and knowledge of TEACCH strategies and values and/or unconditional positive regard approach, with understanding of the social, emotional, and mental health needs of pupils with Autistic</p>  |

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|                           | <p>needs of non-verbal pupils and developing their language &amp; communication skills</p> <p>An understanding of teaching and learning styles associated with Autism and a neurodivergent profile</p> <p>Knowledge around creating and maintaining low stimulation environments</p> <p>An in depth knowledge of the SEN Code of Practice</p> <p>Experience of supporting children with EHCPs including statutory duties associated with these (writing and implementing reports and other documentation particularly required for statutory processes)</p> <p>Knowledge of strategies and resources specific to autistic children and children with a co-morbidity of need.</p> <p>Knowledge of triggers around behaviour and evidenced based strategies that will lead to developing their communication and greater self-management over time.</p> <p>Highly motivated and passionate about SEND</p> <p>Experience in leading and inspiring team members to achieve aspirational goals for SEND pupils</p> | Spectrum Conditions and learning difficulties.                                  |
| <b>Job related skills</b> | <p>Be inspired and self-motivated continue further professional development</p> <p>Good ICT Skills</p> <p>Have an awareness of how to support pupils with Sensory Processing Disorders</p> <p>Can demonstrate you are a team player and enjoy working as part of a team</p> <p>Committed to inclusion and high expectations for all</p> <p>Demonstrate flexibility and ability to rise to any challenge with a smile!</p> <p>Ability to communicate effectively with parents, school staff and other agencies</p>   | Ability to provide advice and support in a supportive way with all stakeholders |



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|------------------------|---|--|
|                        | <p>Confident to meet difficult situations with a calm and professional response</p> <p>Excellent organisation and planning skills alongside effective and efficient time management</p> <p>Excellent communication skills</p> <p>Ability to write reports and monitor progress</p> <p>Good ICT skills</p>   |  |
| <b>Personal Skills</b> | <p>Commitment to a positive regard approach/TEACCH approach with a clear understanding of the social, emotional, and mental health needs of pupils with Autistic Spectrum Conditions and learning difficulties</p> <p>Demonstrate stamina and resilience in diverse and sometimes challenging situations</p> <p>Ability to establish good working relationships with colleagues in the resource base and across the whole school</p> <p>Ability to judge when it is appropriate to seek further guidance and ask for help</p> <p>A great sense of humour!</p> |  |

Please ensure you address the Person Specification in your letter of application, including lesson judgements and assessment data if appropriate.