



All Saints C of E Primary School  
COLLABORATIVE LEARNING TRUST



# CLASSROOM TEACHER – RESOURCE PROVISION

## INFORMATION FOR APPLICANTS

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MPS/UPS

FTE Salary £32,916 - £51,048

Permanent, Full Time

Required 1<sup>st</sup> September 2026



COLLABORATIVE  
LEARNING TRUST

Working Together to Secure Success

# CLASSROOM TEACHER – RESOURCE PROVISION

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**Location:** All Saints C of E Primary School

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**Contract:** Permanent, Full Time

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**Closing Date:** Friday 1<sup>st</sup> May 2026 at 12 noon

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**Selection Day:** Week commencing 4<sup>th</sup> May 2026

## CLASSROOM TEACHER – RESOURCE PROVISION

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Thank you for your enquiry regarding this post.

Please look on the Trust's website for more information about the Trust

You will find in this booklet:

- Information about the post
- Information from the Chief Executive Officer
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the school:

[office@allsaints.bradford.sch.uk](mailto:office@allsaints.bradford.sch.uk)

The closing date for applications is Friday 1<sup>st</sup> May 2026 at 12 noon. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and the selection day will take place week commencing 4<sup>th</sup> May 2026

Following the closing date, a recruitment panel will review the information provided on each application form and consider how well it matches the person specification. Shortlisted candidates will then be invited to take part in the selection activities and references will be requested. On the selection day a number of sessions will be organised which may include completing a data or written task, and meeting with Trust staff, school leaders, and trustees. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview in the afternoon.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

All Collaborative Learning Trust sites are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

## INFORMATION ABOUT THE POST

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Collaborative Learning Trust is committed to recruiting exceptional professionals who share our values and ambition for inclusive, high quality education. We are seeking a talented and dedicated Teacher with specialist knowledge and understanding of teaching pupils with Autism to work alongside the Teacher in Charge to oversee the development and day-to-day operation of our new 24place Resource Provision (RP) for pupils with Special Educational Needs and Disabilities (SEND), specifically those with an Autistic Spectrum Condition (ASC) and Communication and Interaction needs.

This newly developed Specialist Provision will support children across EYFS, KS1 and KS2, working within the Engagement Model and progressing towards National Curriculum levels. The provision includes three dedicated classrooms, a reception space and an adapted outdoor learning area.

The Classroom teacher will work in line with a MPS/UPS classroom teacher job description in addition to providing an ambitious, personalised curriculum offer. The role also involves working closely with the Teacher in Charge, Inclusion Lead and Senior Leadership Team to implement the strategic vision for the RP, fostering an inclusive culture and ensuring excellent outcomes for pupils.

## INFORMATION FROM THE HEADTEACHER ALL SAINTS C OF E PRIMARY SCHOOL

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Dear Applicant,

Thank you for your interest in becoming our new Classroom Teacher – Resource Provision. It is an exciting time to be part of All Saints Church of England Primary School. We joined the Collaborative Learning Trust on 1<sup>st</sup> September 2022.

<https://collaborativelearningtrust.com> The Collaborative Learning Trust is a recently formed Multi-Academy Trust, founded on existing school partnerships in Yorkshire.

All Saints is a very large, thriving and diverse primary school near the centre of Bradford. We welcome children and families from around the world and seek to be a 'united, caring community of learners'. We are proud to be an 'excellent' church school and we strive to provide every child, regardless of their background or ability a high quality of education that ensures they flourish and are equipped for their next stage of education and life in modern Britain.

If you would like to learn more about life at All Saints Church of England Primary School, please explore our website and Twitter feed. If you would like to arrange a visit, please contact the office: 01274 415222

I look forward to meeting you.

Kathryn Shaw  
Headteacher

## INFORMATION ABOUT COLLABORATIVE LEARNING TRUST

Currently the Trust comprises:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds
8. St Oswalds Church of England Primary School, Guiseley, Leeds
9. The Whartons Primary School (*expected to join June 2026*)

### VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

### Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

### This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

*'We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature'*

# COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

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The Collaborative Learning Trust promotes employee wellbeing across all of our schools. One of the many ways we implement this is through our fantastic employee benefits which include:

## **Employee Assistance Programme:**

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

## **Pension Scheme:**

We offer a fantastic teaching and support staff pension scheme.

## **Cycle to work scheme:**

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

## **Home and Tech scheme:**

Spread the cost of a Curry's, John Lewis, or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

## **bYond:**

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

## **Extras discounts:**

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

## **Tastecard Promotions:**

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

## **RAC Membership Cover:**

A 12 month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

# JOB DESCRIPTION: CLASSROOM TEACHER – RESOURCE PROVISION

<b>Name:</b>	
<b>Job Title:</b>	<b>Classroom Teacher – Resource Provision</b>
<b>Salary Grade:</b>	<b>MPS/UPS</b>
<b>Contract Type:</b>	<b>Permanent, Full time</b>
<b>Responsible to:</b>	<b>Headteacher</b>

## Purpose of the Role

The Classroom teacher will support the Teacher in Charge in creating and sustaining a purposeful, nurturing and high-quality educational environment for pupils with autism and complex SEND. The role ensures the delivery of individualised educational pathways that promote academic achievement, communication development, independence, wellbeing and successful inclusion.

## The postholder will:

- Provide clear vision and direction to ensure the provision has a measurable, positive impact on learning and inclusion.
- Support and develop the staff team within the provision.
- Work collaboratively with mainstream colleagues to model and embed genuine integration.
- Build strong, trusting partnerships with families and external professionals.
- Uphold and embody the school's ethos, maintaining a child-centred, inclusive and nurturing culture.

## Job Description & Key Responsibilities

### 1. Leadership & Strategic Development

- Support the day-to-day management of the Resourced Provision.
- Work alongside the Teacher in Charge, Inclusion Lead and Senior Leaders to develop and implement the strategic direction of the provision.
- Provide clear vision, direction and high expectations for staff and pupils.
- Monitor and evaluate the impact of provision and interventions.
- Promote and disseminate best practice in autism and SEND provision.
- Support professional development of staff within the RP and wider school.
- Act as a mentor and lead practitioner for Learning Support Assistants and student practitioners.
- Support induction and training of new staff.

### 2. Teaching & Curriculum Leadership

- Plan, and deliver a bespoke, nurturing curriculum aligned to EHCP outcomes.
- Teach across EYFS, KS1 and KS2, from Engagement Model to National Curriculum levels.
- Develop structured, consistent learning environments with clear routines and behaviour support strategies.

- Deliver subject-specific and non-subject-specific teaching within the provision.
- Adapt planning to enable access to mainstream learning where appropriate.
- Plan and deliver individual and group interventions within the RP and mainstream (hybrid provision).
- Establish a communication-rich environment that prioritises functional communication and independence.
- Use ICT and assistive technologies effectively to support learning.

### **3. Specialist SEND & Autism Practice**

- Promote evidence-based SEND approaches including structured teaching, sensory integration and communication strategies.
- Deliver specialist interventions including social skills, sensory regulation, communication development, safety and vulnerability awareness.
- Support pupils using AAC, PECS, Makaton and speech and language programmes.
- Implement scaffolded learning, visual supports and personalised teaching approaches.
- Maintain a proactive Graduated Pathway tailored to individual needs.
- Support transitions into, within and out of the Resourced Provision.

### **4. Monitoring, Assessment & EHCP Oversight**

- Monitor academic, social, emotional and behavioural progress of all pupils.
- Develop and maintain Individual Provision Maps.
- Contribute to EHCP annual reviews.
- Track progress through robust assessment and review cycles.
- Report on progress and performance indicators to Senior Leaders.
- Maintain accurate and confidential records in line with statutory requirements.

### **5. Partnership & Multi-Agency Working**

- Build positive, productive and trusting partnerships with parents/carers.
- Lead or contribute to meetings providing clear and constructive feedback.
- Liaise effectively with Local Authority SEND Teams, Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other specialists.
- Support mainstream teachers with inclusive strategies and differentiation.
- Develop links with schools, trusts and specialist providers to share best practice.
- Welcome and encourage multi-agency collaboration.

### **6. Staff & Resource Management**

- Support operational management of LSAs within the provision.
- Support provision budgets, teaching resources and specialist equipment.
- Ensure classrooms and outdoor spaces are safe, stimulating and tailored to pupil need.
- Foster a culture of equity, respect and professional collaboration.
- Manage workload effectively to support staff wellbeing.
- Operate and oversee relevant ICT and school systems (e.g. Arbor, MIS systems).

## 7. Student Wellbeing & Inclusion

- Place pupil wellbeing, development and progress at the centre of all decision-making.
- Create a calm, safe, trauma-informed and inclusive environment.
- Promote restorative approaches to behaviour.
- Support equality, diversity and inclusive practice across the school.
- Enable pupils to develop independence, resilience and confidence.

## 8. Professional & Statutory Responsibilities

- Ensure compliance with the SEND Code of Practice, EHCP statutory duties and safeguarding requirements.
- Uphold the Teachers' Standards and maintain public trust.
- Comply with policies relating to safeguarding, equality, health and safety, confidentiality and data protection.
- Participate in appraisal and professional growth processes.
- Contribute to the wider life and ethos of the school.
- Undertake additional duties reasonably requested by the Headteacher.

Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.

## HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

## SAFEGUARDING

*Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.*

*In line with KCSiE 2025, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.*

Signed .....

Date .....

## PERSON SPECIFICATION – CLASSROOM TEACHER – RESOURCE PROVISION

<b>Title of Post</b>	Classroom Teacher - Resource Provision		
<b>Specification Prepared By</b>	HR Assistant		
<b>Date</b>	March 2026		
<b>Qualifications</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Qualified Teacher Status (QTS).	E	Application and Selection process
2.	Degree or equivalent.	E	
3.	Recent and relevant INSET.	E	
4.	Commitment to continued professional development.	E	
<b>Experience and Professional Development</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Recent experience of teaching and having responsibility for EYFS, KS1 and KS2 pupils with special educational needs, either within a mainstream school or in a specialist provision.	E	Application and Selection process
2.	Experience of leading, managing and delivering personalised learning programmes / interventions for pupils with special educational needs.	E	
3.	Experience and knowledge of managing and assessing pupils with autistic spectrum conditions.	E	
4.	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	E	
5.	Experience of leading and supporting staff in the writing of support plans/annual reviews/EHCPs.	E	

6.	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions.	D	
7.	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes and using data to help facilitate this.	E	
8.	Experience of managing support staff.	D	
9.	Good classroom teacher / manager with a proven commitment to improving the quality of children's learning.	E	
10.	Evidence of participating in and developing extra-curricular activities.	D	
<b>Knowledge</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	A thorough working knowledge of the SEN Code of Practice.	E	Application and Selection process
2.	Extensive knowledge and understanding of autistic spectrum conditions and effective strategies and approaches to support children with ASD.	E	
3.	Ability to promote inclusion and meet the additional needs of all pupils.	E	
4.	Ability to organise and manage annual and interim reviews for pupils.	E	
5.	A well-developed understanding of the principles and practices associated with excellence within primary education.	D	
6.	Commitment and ability to raise standards for all pupils.	E	
7.	A well-developed current knowledge of the primary curriculum.	E	
8.	A working knowledge of the assessment procedures including the recording, reporting and analysis of children's progress and development.	E	
9.	A good working knowledge of ICT and its use across the curriculum.	D	
10.	Ability to line manage, lead and support staff development.	E	

11.	Ability to work in a solution-focused, flexible manner.	E	
12.	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	E	
13.	Willingness to lead aspects of INSET. Ability to remain calm and supportive at all times.	E	
14.	Effective communication skills.	E	
15.	Ability to line manage teaching staff.	E	
16.	Ability to participate in policy and school improvement decisions.	E	
17.	Skills, knowledge and understanding and interest in SPLCN	E	
18.	Additional training/ qualifications in SPLCN/Sensory and Physical Needs or Cognition and Learning	D	
19.	Ability to review and evaluate the effectiveness of the specialist provision. The ability to analyse and interpret data.	E	
20.	A commitment to promoting high expectation of pupil outcomes, fostering excellent relationships with pupils	E	
21.	Ability to promote inclusion at all times.	E	
<b>Personal Attributes</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Sense of humour.	E	Application and Selection process
2.	Stamina and resilience.	E	
3.	Ability to adapt and be flexible to the needs of the school and specialist provision sector.	E	
4.	A Positive approach to the management of change. solution-focused mindset and determined "no excuses" approach to raising standards	E	
<b>Equal Opportunities</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>

1.	Acceptance of, and a commitment to, the principles of the schools' and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community.	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context.	E	
<b>Safeguarding</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them.	E	
3.	Displays commitment to the protection and safeguarding of children and young people.	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this.	E	
<b>Personal Circumstances</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Legally entitled to work in the UK.	E	Selection process and completion of an Enhanced DBS check ID Completion of Criminal Background declaration
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	
4.	Willingness to work additional hours, occasionally, if required for the successful operation of the Trust	D	

*Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.*

## GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

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Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

### REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting, then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

### EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g.. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

### EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

### OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

## INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

## STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure & Barring Service to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service (DBS) check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



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A PROUD PART OF



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LEARNING TRUST**

Working Together to Secure Success