St. John's CE Primary School, Part of Aquinas

www.aquinastrust.org

Application Pack

Mini Provision SEND Teacher

1.0FTE – Fixed Term

Required: 4th January 2027

Aiming for excellence with God as our guide.

Mini Provision SEND Teacher 1.0FTE

We are seeking a passionate and experienced SEND teacher to join our school and work with children on bespoke curriculums. The successful candidate will work alongside our school SENDCo, experienced and committed SEND TAs, as well as additional support from our inclusion leads across the Trust.

The salary for this role will include an additional allowance - a SEND allowance.

We welcome applications from experienced teachers only.

We are seeking a dedicated and skilled teacher to lead learning for pupils with complex additional needs within a bespoke provision in our mainstream school. This role involves working with a small group of children who are inclusively part of the school community but are taught within a carefully designed setting that meets their individual needs.

The successful candidate will be responsible for planning, delivering and leading a highly personalised curriculum, tailored to support each child's developmental, social and academic progress. A key aspect of the role is to incorporate and monitor targets from each pupil's Education, Health and Care Plan (EHCP), ensuring that learning is purposeful, ambitious and responsive to their needs.

Our school offers a nurturing, structured and inclusive environment where pupils are supported to develop independence, confidence and communication skills. We are committed to creating rich and meaningful learning experiences, enabling children to engage, express themselves and achieve success in ways that reflect their individual strengths.

Facilitating happy, engaging and highly personalised learning is at the heart of everything we do.

OUR APPROACH INCLUDES

- A flexible school day tailored to sensory needs
- Enhanced opportunities for recall and consolidation
- Adapted lessons for children with complex needs
- Reintegration into mainstream and reverse integration opportunities where appropriate

WHO WE ARE LOOKING FOR

We are looking for a caring, enthusiastic, and committed teacher who:

- Has a strong understanding of a range of special educational needs
- Possesses a solid foundation in complex learning needs strategies
- Has prior experience working in SEND settings (this role is not suitable for newly qualified teachers)
- Is a team player with a long-term commitment to supporting children with SEND
- Is ambitious on behalf of our pupils and reflective in their practice

IN RETURN WE OFFER

- A happy community committed to providing the best education for our pupils built upon a strong sense of belonging and mutual respect, giving our children the freedom to flourish and succeed.
- Professional development of all colleagues.
- A distinctive local context ensuring we place inclusivity at the heart of all we do.
- A skilled and experienced team of professionals.

- A school in which the pupils flourish in an open, supportive environment and achieve high standards as a result.

THE APPLICATION PROCESS AND TIMETABLE

CLOSING DATE

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- **Closing date for applications: 9am – Friday 27th November 2026**

We reserve the right to withdraw a Vacancy advert, should we find a suitable candidate.

SHORTLISTING

Candidates will be shortlisted for interview after the closing date and may also be invited to interview as and when strong applications are received. It is therefore advisable to submit applications early.

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained. All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in your application.

INTERVIEWS

Candidates will be invited for interview.

- **Interviews Week Commencing 30th November 2026**

APPOINTMENT

All candidates will be contacted following interview.

- **Appointment to commence: 4th January 2027**

APPLYING

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to **aquinas.recruitment@aquinastrust.org**
Alternatively, submit your application to the HR Officer, Aquinas, Magpie Hall Lane, Bromley, BR2 8HZ.

All sections of the form should be completed as clearly and fully as possible. Please note CVs will not be accepted in place of a completed application form. A signed copy of your application form will be required prior to interview.

RETENTION OF INFORMATION

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records policy.

St John's CE Primary School is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check. As an employee of the Aquinas Church of England Education Trust, you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation

JOB DESCRIPTION

DETAILS

Grade:	**MPS1-MP6**
SEN TLR:	**£2,885.00**
Hours:	**1.0 FTE**
Contract:	**Fixed Term to start 4th Jan 27 until 31st August 2027**
Reports to:	**Headteacher**

Visits to the school are encouraged and can be arranged via the school office.

To carry out the professional duties covered by the latest School Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and in accordance with the Academy's policies.

The following list of responsibilities and duties are not exhaustive.

MAIN PURPOSE OF THE JOB:

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all.
- Be responsible for achieving the highest possible standards in work and behaviour.
- Treat pupils with dignity and respect, nurturing and building relationships, always observing proper boundaries appropriate to a teacher's professional position.
- Work effectively in collaboration and partnership with pupils, parents, families, governors, other staff, and external agencies in the best interests of all pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012).
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

DUTIES AND RESPONSIBILITIES

- All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the

new Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

TEACHING

- Deliver the curriculum as relevant to the age and ability of the pupils you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress, and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on this demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; higher ability; English as an additional language; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English.
- When teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment with expertise in the foundation stage profile.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular encouragement and feedback, both orally and through accurate marking.
- Use relevant data to monitor progress, set targets, and plan subsequent provision.
- Encourage home reading and other activities to consolidate and extend the knowledge and understanding pupils have acquired in class.

BEHAVIOUR AND SAFETY

- Establish a safe, purposeful, and stimulating environment for pupils, and establish boundaries for behaviour with a range of strategies, using praise, sanctions and rewards consistently and fairly. Implement the Behaviour Management Policy.
- Manage classes effectively, using approaches which are appropriate to pupils' needs to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values, and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocols and procedures.

TEAM WORKING AND COLLABORATION

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the professional development of associate colleagues.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation, and pastoral functions of the school.

FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- Work collaboratively with others to develop effective professional relationships.
- Take on an aspect of curriculum oversight (to be agreed).
- Deploy associate colleagues effectively as appropriate.
- Communicate effectively with parents and families regarding pupils' achievements and well-being using school systems and processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the Trust.

ADMINISTRATION

- Register the attendance of and supervise learners during school sessions.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

PROFESSIONAL DEVELOPMENT

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment, and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

OTHER

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher or CEO.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder

TRAINING

The Trust is committed to the development and progression of all staff. Staff are encouraged to attend training courses appropriate to their own and department's needs. These include external courses, internal workshops, staff meetings and departmental training. The successful candidate will be required to undertake training to fulfil the requirements of the post.

The postholder will be expected to carry out such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

SAFEGUARDING

All colleagues have the responsibility for promoting the safeguarding and welfare of children. All colleagues should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

VARIATIONS

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

PERSON SPECIFICATION

CLASS TEACHER

[a] SCHOOL ETHOS	Essential or Desirable
Ability to be a personal role model of professionalism, having high expectations of self and others	E
Understanding of the need for equality of opportunity	E
Belief in child centred, holistic and life-long learning	E

[b] EDUCATION & QUALIFICATIONS	Essential or Desirable
Qualified Teacher Status	E
Degree or equivalent	E
Evidence of further professional development	E

[c] KNOWLEDGE	Essential or Desirable
Thorough understanding of what constitutes effective teaching and learning	E
Thorough understanding of effective monitoring, evaluation and assessment	E
Understanding of when and how to seek advice and support	E
Thorough knowledge and understanding of effective inclusive practices	E
Knowledge and understanding of the new curriculum	E

[d] EXPERIENCE	Essential or Desirable
Experience of using self-evaluations to develop plans for improvement	E
Well-developed interpersonal skills	E
Ability to communicate effectively orally and in writing to a range of audiences	E
Ability to plan, organise and prioritise	E
Ability to manage good communications systems	E
Competent in the use of ICT in the management and assessment and as a professional tool	E
Evidence of outstanding teaching skills with a passion for learning and the ability to deliver outstanding practice within the school	E
Display excellent classroom teaching with measurable impact on children's learning	E