



### Your Academy....Your Future

<b>Post Title</b>	Primary Teacher (to support with SEND students)
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• To provide high-quality teaching and learning for students with Special Educational Needs and Disabilities (SEND) who are working significantly below age-related expectations and require a personalised curriculum based on Key Stage 2 learning objectives.</li> <li>• To plan, deliver and evaluate a highly adapted curriculum that addresses significant gaps in literacy, numeracy, communication and learning readiness, enabling students to make accelerated progress towards greater independence and access to the wider curriculum.</li> <li>• To identify and address barriers to learning through targeted intervention, personalised teaching approaches and evidence-informed practice.</li> <li>• To create a safe, engaging and inclusive learning environment that promotes confidence, resilience, engagement and academic achievement.</li> <li>• To support students in developing the foundational knowledge, skills and behaviours required to access age-appropriate learning over time.</li> <li>• To contribute to raising standards of attainment, attendance, engagement and outcomes for students with SEND through high-quality teaching and effective intervention.</li> </ul>
<b>Responsible to</b>	SENCO/Directors of Subject
<b>Responsible for</b>	The provision of specialist teaching, intervention and curriculum delivery for students working significantly below age-related expectations, including those following personalised KS2 pathways within the secondary school setting.
<b>Contract Type</b>	Full Time/Permanent
<b>School Type</b>	The Academy is a publicly funded independent secondary school for pupils aged 11 to 16.

<b>Grade</b>	MPS
<b>Disclosure Level</b>	Enhanced DBS
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrate an unwavering commitment to inclusion, safeguarding and the achievement of vulnerable learners.</li> <li>• Maintain high expectations for all students regardless of their starting points or identified needs.</li> <li>• Promote a culture of respect, kindness, aspiration and achievement.</li> <li>• Build positive and productive relationships with students, families and colleagues.</li> <li>• Support the school's vision for inclusive education and personalised learning.</li> <li>• Contribute positively to the wider life of the school and enrichment opportunities.</li> <li>• Act as an advocate for students with SEND and those requiring specialist intervention.</li> </ul>
<b>Operational &amp; Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To contribute to the development and implementation of the school's SEND and Inclusion Strategy.</li> <li>• To develop and maintain a bespoke curriculum pathway for students working at Key Stage 1 and Key Stage 2 levels within a secondary school environment.</li> <li>• To contribute to the design, implementation and evaluation of intervention programmes aimed at accelerating progress in literacy, numeracy and communication skills.</li> <li>• To support the development of policies and practices that promote inclusive learning and remove barriers to achievement.</li> <li>• To work collaboratively with leaders to ensure curriculum provision meets the needs of students with complex learning profiles.</li> <li>• To contribute to self-evaluation and school improvement planning relating to SEND and intervention provision.</li> </ul>
<b>Curriculum Provision</b>	<ul style="list-style-type: none"> <li>• To plan and deliver a highly differentiated curriculum based on Key Stage 2 learning objectives whilst maintaining age-appropriate content and learning experiences.</li> <li>• To provide targeted teaching in literacy, numeracy, communication, vocabulary development and functional learning skills.</li> <li>• To identify and address gaps in learning through detailed assessment and personalised intervention programmes.</li> <li>• To adapt curriculum content to ensure accessibility while promoting challenge and ambition.</li> <li>• To develop students' independence, organisation, study skills and readiness for learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• To ensure curriculum provision supports progression towards wider curriculum access, accreditation and future preparation.</li> <li>• To use evidence-based interventions and teaching approaches that support students with cognition and learning needs.</li> <li>• To develop cross-curricular opportunities that promote the application of literacy and numeracy skills in meaningful contexts.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• To work collaboratively with Teaching Assistants and Learning Support Assistants to ensure effective classroom support and intervention delivery.</li> <li>• To provide guidance and support to staff working within the intervention provision.</li> <li>• To participate fully in professional development opportunities relating to SEND, literacy intervention, numeracy intervention and inclusive teaching practices.</li> <li>• To remain informed about current research and best practice relating to cognition and learning needs.</li> <li>• To engage fully in performance management and professional review processes.</li> <li>• To contribute positively to effective teamwork within the SEND Department and wider school community.</li> </ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>• To implement and adhere to school quality assurance procedures and expectations.</li> <li>• To monitor and evaluate the effectiveness of curriculum adaptations and intervention programmes.</li> <li>• To analyse student progress data to identify strengths, barriers and next steps for learning.</li> <li>• To contribute to provision mapping, intervention evaluation and SEND reviews.</li> <li>• To support the continuous improvement of teaching, learning and assessment within the intervention pathway.</li> <li>• To maintain high expectations for student progress and achievement.</li> </ul>
<b>Management Information</b>	<ul style="list-style-type: none"> <li>• To maintain accurate records of assessment outcomes, intervention impact and student progress.</li> <li>• To establish baseline assessments and monitor progress against personalised targets.</li> <li>• To contribute to annual reviews, EHCP documentation and other statutory reporting processes as required.</li> <li>• To produce clear and informative reports for parents, carers and professionals.</li> <li>• To use assessment information effectively to inform curriculum planning and intervention delivery.</li> <li>• To maintain confidentiality and comply with data protection requirements.</li> </ul>
<b>Pastoral System</b>	<ul style="list-style-type: none"> <li>• To act as a key adult for students within the intervention provision.</li> </ul>

	<ul style="list-style-type: none"> <li>• To promote students' confidence, self-esteem and engagement with learning.</li> <li>• To support students in developing positive attitudes towards education and achievement.</li> <li>• To work closely with parents and carers to develop effective home-school partnerships.</li> <li>• To liaise with pastoral teams, external agencies and professionals to support holistic student development.</li> <li>• To monitor attendance, engagement and wellbeing and take appropriate action where concerns arise.</li> <li>• To support students during transitions within school and into post-16 provision.</li> <li>• To promote positive behaviour through consistency, structure and relationship-based approaches.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• To plan and deliver engaging, personalised lessons that address significant gaps in learning and accelerate progress.</li> <li>• To teach literacy, reading, phonics, numeracy and functional skills using evidence-informed approaches and intervention programmes.</li> <li>• To assess students regularly and use assessment outcomes to inform planning and intervention.</li> <li>• To provide targeted support for students with cognition and learning difficulties, including those with literacy and numeracy deficits.</li> <li>• To create a classroom environment that is nurturing, structured and conducive to learning.</li> <li>• To use a range of teaching strategies to meet diverse learning needs and learning styles.</li> <li>• To develop students' language acquisition, communication skills and vocabulary knowledge.</li> <li>• To support students in applying acquired skills across a range of subjects and real-life contexts.</li> <li>• To maintain high standards of behaviour and learning through positive relationships and consistent expectations.</li> <li>• To contribute to the achievement of EHCP outcomes and personalised learning goals.</li> <li>• To work closely with subject teachers to support curriculum access and successful inclusion where appropriate.</li> </ul>
<b>Other Specific Duties</b>	<ul style="list-style-type: none"> <li>• To actively support the school's vision, values and inclusive ethos.</li> <li>• To promote safeguarding and child protection at all times.</li> <li>• To support the implementation of SEND, behaviour, attendance and safeguarding policies.</li> <li>• To participate in meetings, training and professional development activities as required.</li> <li>• To undertake risk assessments and ensure compliance with health and safety procedures.</li> </ul>

	<ul style="list-style-type: none"> <li>• To maintain the highest standards of professional conduct and confidentiality.</li> <li>• To undertake any duties consistent with the professional responsibilities of a teacher.</li> </ul>
<b>Additional Duties</b>	<ul style="list-style-type: none"> <li>• To carry out other reasonable duties as directed by the Principal, SENCO or Senior Leadership Team.</li> <li>• To contribute to whole-school initiatives aimed at improving outcomes for students with SEND.</li> <li>• To support extracurricular and enrichment opportunities where appropriate.</li> </ul>

*Castle View Enterprise Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As part of our due diligence and to comply with our obligations in line with Keeping Children Safe in Education, an online search of publicly available information will be undertaken for all shortlisted candidates. The successful applicant will be subject to provide an enhanced DBS disclosure.*

## Person Specification

CRITERIA	ESSENTIAL = E DESIRABLE =D
<b>Experience</b>	
Experience of teaching primary-aged curriculum content, including literacy and numeracy.	E
Experience of teaching students with SEND and cognition and learning needs.	E
Experience of delivering intervention programmes that accelerate progress.	E
Experience of phonics teaching and reading intervention programmes.	E
<b>Qualifications &amp; Training</b>	
Qualified Teacher Status (QTS).	E
Primary teaching qualification or substantial primary teaching experience.	E
<b>Skills, Knowledge &amp; Aptitude</b>	
Excellent understanding of cognition and learning difficulties and effective intervention strategies.	E
Ability to assess gaps in learning and design personalised programmes.	E
Strong knowledge of literacy acquisition, reading development and numeracy progression.	E
Ability to analyse assessment data and demonstrate intervention impact.	E
Excellent communication and partnership-working skills.	E
<b>Attributes</b>	
High expectations and aspirations for vulnerable learners.	E
An ability to respond effectively to challenging behaviour.	E
Reflective practitioner committed to continuous improvement.	E
Sense of humour and positive outlook.	D
<b>Other Requirements</b>	
Commitment to safeguarding and promoting the welfare of children and young people.	E
Willingness to contribute to wider school activities and enrichment opportunities.	D
Experience of leading intervention or curriculum development initiatives.	D