




CREATE YOUR MEANINGFUL FUTURE



SEN Teacher - New Bridge School

New Bridge Multi-Academy Trust



NEW BRIDGE SCHOOL

New Bridge Multi-Academy Trust

About New Bridge School

New Bridge School is an Ofsted-rated Outstanding special needs school for young people aged 11–16. Part of the wider New Bridge Multi Academy Trust, we support 360 pupils with a broad spectrum of needs - from moderate to profound and multiple learning difficulties, as well as autism, sensory impairments, and physical disabilities.

All our students have an EHCP, and we tailor our support through a range of specialist provisions, including our Main Body Pathways, Autism and Interactive Bases and Community Living Groups. Making a difference here isn't just rewarding - it could be the most meaningful work you ever do.

As Ofsted noted February 2025: "The school community is dedicated to ensuring that every moment counts for pupils. The school is highly ambitious for pupils, who have a broad range of complex needs. Staff are proud to work at the school. They are highly supported in their professional development."

How to find us

New Bridge School is situated in Hollinwood and is accessible by car, tram and bus. Click [here](#) to plan your route.

A message from Alison

Thank you for being curious about what makes New Bridge School such a truly special place. I'm Alison, and I have the absolute privilege of being the Headteacher of our wonderful school community here in Oldham.

New Bridge isn't just a school; it's a family. We are a vibrant, values-driven community where every young person is celebrated for exactly who they are. And we do it with heart, humour, and a whole lot of love.

Every day, our staff come into work and change lives. I know that sounds like a big statement - but I believe it with all my heart. Our pupils are incredible, and supporting them on their journey is one of the most joyful, challenging, and rewarding things you can do. We laugh a lot, we support each other fiercely, and we never forget why we're here: to make a real difference.

I'm looking for people who care deeply — people who believe in inclusion, who have a great sense of humour, and who are ready to grow alongside our young people. You don't need to have all the answers on day one (none of us do!), but if you're warm, open, and committed to learning, we'll support you every step of the way.

If your heart's beating a little faster right now, if you're picturing yourself being part of something bigger - something that really matters - then come and visit. See for yourself what makes New Bridge so special. I'd love to meet you.

With warmth and thanks,

Alison, Head of Site

Our Socials

Check out our [socials](#) to get to know New Bridge School more...



[NBS website](#)



[NBS Facebook](#)

Autism Base

Empowering extraordinary journeys - every connection counts, every step matters.

At New Bridge, our Autism Base provides a stable, nurturing environment for students aged 11-16 with autism and complex needs, where every day is focused on unlocking potential and building essential life skills. Our students enjoy the full range of subjects and access all school facilities, but with extra support tailored to develop their social interaction, communication, and sensory regulation - helping them express their needs and emotions in positive, empowering ways.

Working here means you'll be part of a dedicated, skilled team that puts each pupil's EHCP outcomes at the heart of learning. Classes are small, with a high staff-to-pupil ratio to ensure personalised support and meaningful progress. You'll collaborate closely with expert colleagues, delivering core lessons and guiding pupils through enrichment activities like PE, Music, and Art led by specialists.

We are committed to your professional growth and offer extensive specialist training in sensory integration, behaviour management, and communication strategies such as PECS and Signalong. This ongoing development helps you build confidence and expertise to support our pupils effectively. Joining the Autism Base is also a strong foundation for career progression - many staff have gone on to leadership, specialist, or wider roles within the Trust, reflecting our commitment to your long-term success.

As part of our current development work, we are refining and strengthening our approaches to ensure greater consistency, clarity and impact across the provision. This includes a continued focus on autism-informed practice, sensory understanding, communication development and regulation strategies that support pupils to access learning and feel secure in their environment.

We prioritise proactive strategies and emotional regulation within a positive behaviour culture that supports our pupils every step of the way. For those passionate about making a profound difference, supporting young people who will require lifelong care but are striving to be active members of their communities, this role offers unique rewards and deep professional fulfilment.

If you want to join a committed team, grow your skills with comprehensive training, and make a lasting impact on some of the most deserving young lives, the Autism Base at New Bridge could be the place for you.

"Working in the Autism Base has been one of the most challenging and rewarding experiences of my career. It's not always easy, and it's taught me a lot about patience and resilience, but seeing even the smallest progress from our pupils fills me with so much pride and joy. I genuinely love the team here - they've become like a second family, always supporting and inspiring me. Since I started, I've grown so much professionally; I'm proud to be a sensory integration champion, an Apple iPad coach, and a Boardmaker expert. I'm currently completing an Advanced Skills Practitioner course because I want to share everything I've learned and keep making a difference, not just here but across the whole school. This work means everything to me." Chloe Bingley, Class Teacher



THE RIGHT FIT

Are you right for New Bridge School?

At New Bridge, we offer more than a role - we offer a future filled with purpose, progression, and professional pride. As part of a successful and growing trust, our staff have access to rich development opportunities, from high-quality training and personalised coaching to clear progression routes, specialist positions, or new settings within the trust. We celebrate achievement through our *Excellence in Action Awards*, recognising colleagues who live our values every day. We actively embrace and celebrate diversity, knowing that inclusive teams are stronger, kinder, and more effective. If you're looking for a place where you're seen, supported, and inspired to grow, New Bridge could be the perfect next step in your journey.

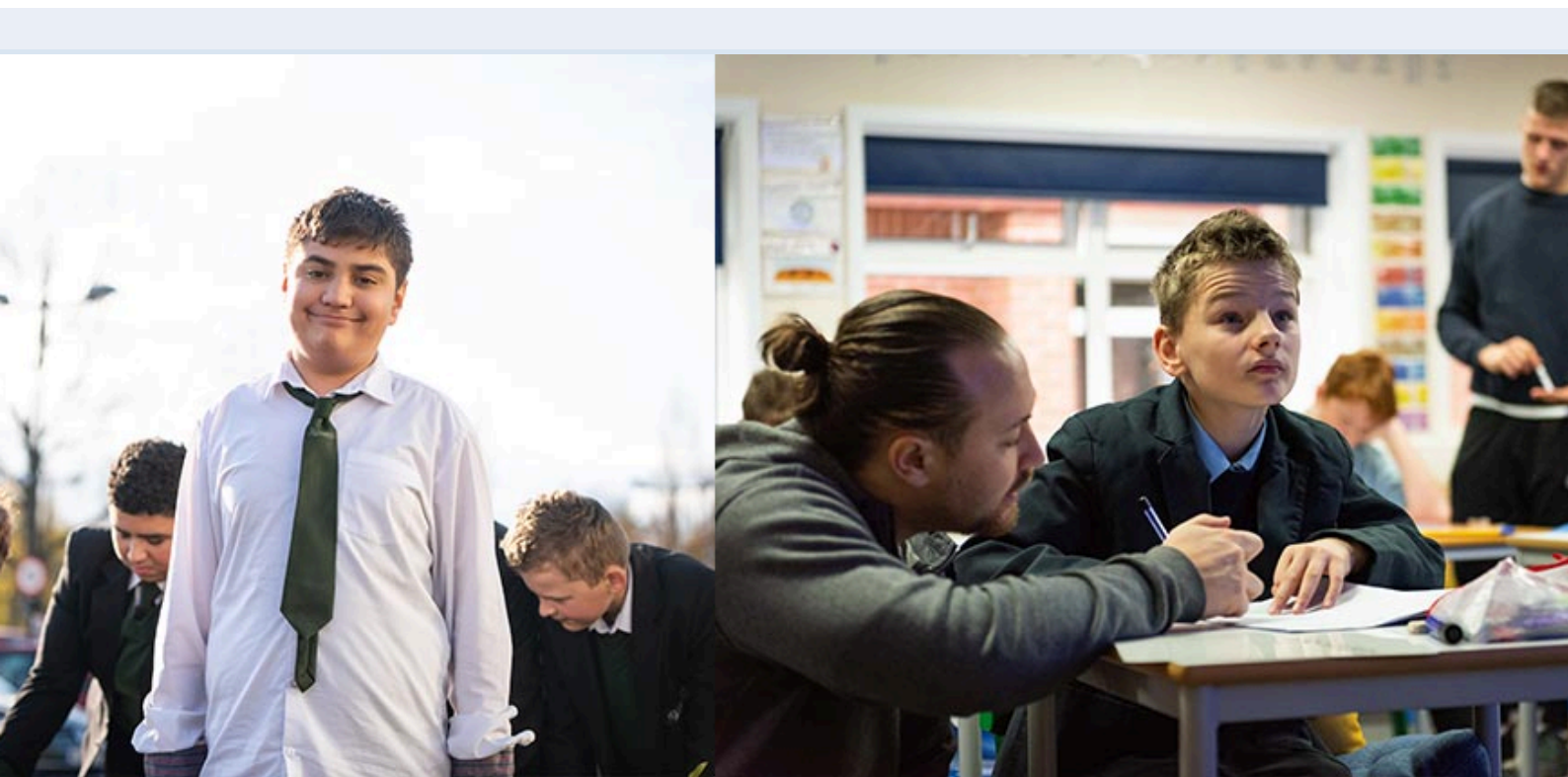
"Before New Bridge, I never stayed in a school for more than a year - I just hadn't found the right fit. But now I'm in my fourth year, in a promoted role, and I finally feel like I've found where I belong. I'm supported, coached, and constantly growing - both personally and professionally. What makes it special is the team around me and the difference we make every single day. I genuinely love coming to work." Toni Anglin, Assistant Head

THE RIGHT FIT

Why Our Staff Stay (And Thrive)

New Bridge is committed to creating a working environment where all staff feel valued, respected and safe and thrives to support all employees with their personal and professional development.

- We are committed to making a difference where it matters most to create meaningful futures for all
- We invest in developing talent through our strong focus on coaching and training.
- We nurture teams: fostering a sense of belonging secured by strong purpose and healthy relationships.
- We promote Flexible Working across all roles.
- We invest in Hospital Saturday Fund (HSF) for staff, including PerkBox discounts and 24/7 HSF Assist.



Job Description and Person Specification

Job Purpose:

To ensure all pupils achieve high standards of learning and well-being and to provide high quality education and care in any area of the school which meets the requirements of the below statutory documents:

1. Professional Standards for Teachers (as set out below)
2. The Conditions of Employment for Teachers as defined in the current School Teachers Pay and Conditions Document

Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils:
 - Establish a safe and stimulating environment for pupils, rooted in mutual respect
 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
 - Promote good progress and outcomes by pupils
 - Be accountable for pupils' attainment, progress and outcomes
 - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - Guide pupils to reflect on progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study
2. Promote good progress and outcomes by pupils:
 - Be accountable for pupils' attainment, progress and outcomes
 - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - Guide pupils to reflect on progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study
3. Demonstrate good subject and curriculum knowledge:
 - Have a secure knowledge of the relevant subjects(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. Plan and teach well-structured lessons:
- Impart knowledge and develop understanding through effective use of lesson time
 - Promote a love of learning and children's intellectual curiosity
 - Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - Reflect systematically on the effectiveness of lessons and approaches to teaching
 - Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
5. Adapt teaching to respond to the strengths and needs of all pupils:
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
 - Have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
6. Make accurate and productive use of assessment:
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - Make use of formative and summative assessment to secure pupils' progress
 - Use relevant data to monitor progress, set targets and plan subsequent lessons
 - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7. Manage behaviour effectively to ensure a good and safe learning environment:
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8. Fulfil wider professional responsibilities:
- Make a positive contribution to the wider life and ethos of the school
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - Deploy staff effectively
 - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- Communicate effectively with parents with regard to pupils' achievements and well being

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's profession
- Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Standard Duties:

- To actively promote the equalities and diversity agenda in the workplace and in service delivery
- To be familiar with customer care and health and safety policies of the New Bridge Group
- To participate in self-improvement in performance through workplace development
- To undertake any additional duties commensurate with the grade of the post

Contacts:

Pupils, parents, staff, governors, visitors to the school, professionals from outside agencies, teachers from other schools.

Special Conditions:

An Enhanced Disclosure and Barring Service (DBS) check is required for this post
Cross site working could be required and so own transport is essential

Person Specification

PLEASE NOTE: The emboldened criteria below will be used to shortlist. Only those applicants who demonstrate that they meet those criteria to the satisfaction of the Selection Panel will be invited to interview. Conclusive evidence should therefore be provided against each criterion.

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

	Selection Criteria	How Assessed
Education and Qualifications	<p>QTS or currently working towards</p> <p>Evidence of continuing professional development</p>	Application form and Certificates
Knowledge and Experience	<p>Significant experience of teaching children/pupils with complex needs.</p> <p>Ability to demonstrate knowledge and experience to carry out the responsibilities of a teacher in relation to planning, delivering and assessing the National Curriculum across the primary or secondary phase.</p> <p>Up to date knowledge of current national educational issues.</p> <p>Evidence of enhancement of pupil progress gains and raising the attainment and achievement levels of all pupils</p> <p>Knowledge and understanding of current assessment practice and the use of data and pupil progress tracking to ensure that all groups of learners achieve.</p> <p>Evidence of strategies used to establish consistently high aspirations in standards of learning engagement and positive pupil behaviour</p> <p>Knowledge and/or experience of an understanding of how school improvement actions impact on the quality of teaching and learning within the classroom.</p>	Application form/ Interview / observation
Skills and Abilities	<p>Evidence of good or outstanding teaching.</p> <p>Possess the emotional and physical resilience necessary when working with challenging young people with a range of complex needs</p>	Interview / lesson observation

	<p>Ability to assess pupils' learning needs and to teach mixed ability pupils within the same class/cohort/group and provide differentiated work to accelerate their progress.</p> <p>Ability to demonstrate high quality, creative and innovative classroom practice to engage, motivate and inspire pupils.</p> <p>Ability to demonstrate initiative, innovation and enthusiasm within teaching and learning.</p> <p>Ability to promote learning and enhance skills beyond the curriculum and the classroom.</p> <p>Ability to use effectively a variety of teaching and learning styles to enhance teaching, including a wide range of ICT resources.</p> <p>Ability to communicate clearly, accurately and effectively both orally and in writing with children, parents, professional colleagues, support staff and governors as appropriate.</p> <p>Have appropriate planning and organisational skills to support teaching, learning, assessment and recording requirements.</p> <p>Ability to work co-operatively as a team member and to direct the work of Teaching Assistants to effectively support children's learning</p>	
Safeguarding	<p>Knowledge of Safeguarding and Child Protection expectations</p> <p>Knowledge and understanding of strategies for inclusion and equal opportunities</p> <p>Knowledge of Health and Safety expectations affecting children and adults across the school</p>	Interview
Work Circumstances	<p>Ability to secure an effective work/life balance but with an expectation that aspects of this role will involve occasional working in the evening and at weekends.</p> <p>Own transport to facilitate cross-site working if required.</p>	Interview

KEY INFORMATION

KEY DATES

Closing Date

14th May 2026, 9am

Shortlisting Date

15th May 2026

Interviews

Week Commencing 18th May 2026

New Bridge MAT is committed to safeguarding and promoting the welfare of children and applicants must have a commitment to safeguarding young people. This post is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references will be sought prior to interview.

For shortlisted candidates, an online check will also be carried out as part of our due diligence in line with Keeping Children safe in Education 2025.

Join us and create your meaningful future at New Bridge.

HOW TO APPLY

MAKING YOUR APPLICATION

Please return completed applications to recruitment@newbridgegroup.org

CONTACT US

We warmly welcome you to visit, walk the spaces and meet our young people. If you would like to visit us or arrange a call, please contact our Deputy Head, Debbie Birch-Hall on dhall@newbridgegroup.org