



TLR SEND Specialist Lead Teacher Recruitment Pack

Start Date: September 2025



Do you want to make a difference, everyday?

The Trustees and Headteacher of this warm and nurturing school are seeking to appoint a Primary/ SEND teacher to work in our specialist unit for children and young people with communication and speech and language difficulties.

An exciting opportunity now exists for an ambitious and empathetic professional to join

Honeywell as we work with small groups of children with communication difficulties and associated diagnoses such as autism. The successful candidate will have a passion for the welfare of young people and will help provide a high quality, engaging and safe working environment for all of our pupils.

You will work closely with a fantastic team of staff helping to ensure positive outcomes for everyone in our care as part of the Mercian Education Trust family of schools.

Salary	TLR2 plus UPS/ Main Pay Scale & SEN point
School	Honeywell Primary School, Tudor Way, Worcester
Term/duration	Permanent
Closing date	Friday 25 th April 2025
Interview date(s)	Week commencing 28 th April 2025

Email: keades@metacademies.org.uk
www.honeywellprimary.org.uk

Mercian Educational Trust is an equal opportunities employer and committed to the protection and safety of its students

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Information from the Head Teacher

Dear applicant,

Thank you for your interest in the position of Specialist Lead Teacher working at Honeywell Primary School - an inclusive, nurturing, Ofsted rated Good school based on the outskirts of Worcester.



Honeywell Primary School has a higher than national average percentage of children with SEND and EHCPs. We have now successfully established Sunflowers, our specialist unit for twenty two pupils with EHCPs for Communication and Speech and Language difficulties, many of these children also have secondary special educational needs such as Autism or ADHD.

As a result of our established vision, ethos and committed leadership team, the unit is recognized as being a strong provision that works well within a mainstream primary school to get the best outcomes for every child. The LA have also worked closely with the school and Trust in order to tailor the provision of the unit to local need and to develop the school site so that it creates a bespoke environment in which our pupils can thrive. Due to the success and growth of the unit, we are looking to appoint a successful and experienced teacher for our Key Stage 2 unit, who will lead the provision across both EY/KS1 and KS2. They will be responsible for coordinating the annual review of EHCPs, developing the curriculum offer and environment further and supporting the staff within the Unit to set high quality IEPs, working alongside the leadership of the school and Trust to ensure the best outcomes for the children in our care and that the unit is a model of best practice across our Trust and the local area.

We are committed to high quality professional development and career opportunities for all staff and have an excellent record of internal growth and development.

It is essential for the successful candidate to have a strong passion for working within specialist education and experience of working with children with EHCPs is essential. You will need resilience, humour, compassion and empathy and in return, we offer a supportive group of likeminded professionals and senior leaders who always go above and beyond for the pupils in our care.

I look forward to hearing from you and warmly invite you to come into school to discuss the role in person and to see our happy, welcoming school.

I look forward to receiving your application.

Kind regards
Andrew Morley
Headteacher

If you would like an informal discussion about the role or the school, please contact me at amorley@metacademies.org.uk.

Our Vision:

Our Teachers are:

Excited by the opportunity to shape a school and the trust

Understand the importance of working closely with families from diverse backgrounds

Familiar with a school culture lead by a strong ethos and distinct values

Our Teachers have:

A supportive and inclusive environment

Leaders committed to staff well-being

Access to development and CPD

Opportunities to work with colleagues across MET

Our Values:

We have adopted an individualised approach to best support our pupils in all aspects of their school lives. Through this approach we aim to:

- Respond effectively to our pupils, supporting them to develop effective communication strategies and self regulation
- Know how to respond to children who are in distress in ways that help them to emotionally regulate, feel psychologically safe and develop the capacity to handle stress well over time
- Work to increase the protective factors and 'safety cues' in the school culture to prevent long-term mental, physical and societal health problems.

Staff are trained to be emotionally available in the ways they relate to our pupils and to deliver interventions specifically designed to support them. We need to understand how to help our pupils make sense of what has happened to them. To this end we intend to:

- Learn to relate to our pupils in ways that support their learning and make them feel cared for and appreciated
- Learn how to relate with our pupils in ways that enhance their self-esteem, confidence and feelings of psychological safety
- Know how to communicate with our pupils so that they understand day to day life and instructions
- Develop our pupils' life and social skills so that they can thrive in the community

The Role:

The post available:

- TLR 2 plus SEN point plus UPS/ MPS
- Permanent

The recruitment process:

Visits to the school (by appointment only)	All visits to the school are encouraged. Please contact the school by emailing	
Closing date for applications	Friday 25 th April 2025	Email applications to: keades@metacademies.org.uk
Interviews	Week commencing 28 th April 2025	To be held at Honeywell Primary School

Honeywell Primary School is part of the Mercian Educational Trust (MET), which is a Multi Academy Trust based across Herefordshire and Worcestershire. It currently consists of seven primary and SEND schools.

All applicants are required to fully complete the correct application form which can be emailed from our office or is freely available from our Trust website, <https://www.metacademies.org.uk/vacancies/>. Applications or CVs in any other form **will not** be accepted.

Following the closing date above, candidates will be shortlisted and those successful to interview via an email invitation. Shortlisting will be based on the applicants' suitability for the post linked to the job description and person specification; please make sure your application matches these requirements.

Safeguarding & Safer Recruitment

Mercian Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. As part of this commitment any job offer will be subject to child protection screening appropriate to the post, which will include an Enhanced Disclosure and Barring Service (DBS) check for the children's workforce and a Children's Barred List check

- This role involves **Constant** contact with children. The role **requires** engagement in regulated activity relevant to children.
- This post **is** exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Job Advert

Salary	TLR 2 & UPS/Main Pay Scale & SEN point
School	Honeywell Primary School
Term/duration	Permanent
Closing date	Friday 25 th April 2025
Interview date(s)	Week commencing Monday 28 th April 2025

We are looking for an effective and enthusiastic classroom teacher who will be able to complement our dedicated and hardworking staff team. The successful candidate will be a strong teacher with high expectations for pupils with additional needs who is committed to providing safe, nurturing but challenging learning experiences for their pupils. They will be able to demonstrate their impact as a phase or subject leader and will have excellent interpersonal skills. A background of working with pupils with EHCPs for Speech/ Language and Communication needs or autism either in a specialist setting or mainstream is an advantage.

The main areas of responsibility will include:

- Working with the EY/KS1 lead practitioner to lead the provision across two rooms.
- Working with the SENDCo to deliver and monitor the education and experiences for pupils.
- Working with a team of TAs to deliver appropriate education and experiences for pupils including developing life, social and self-regulation skills
- Working with other staff in the unit to create a strong team, supporting staff to develop individual learning experiences based on their EHCPs and assessment data
- Ensuring that IEPs, individual support plans and risk assessments are updated in a timely way and carried through ensuring that safety is paramount at all times
- Working with parents/ carers as key partners in their child's education
- Working with other professionals to ensure that all needs are met, including Speech and Language Therapists, Occupational Therapists and the school's wider staff team
- Work with the leadership team to ensure provision is appropriately resourced and mapped
- Assisting in the development our inclusive curriculum in order to improve outcomes for all pupils.
- Keeping children at the heart of everything we do
- Planning and delivering a range of offsite educational visits to supplement the curriculum and develop wider life skills
- Leading support staff teams in raising the quality of learning & teaching
- Being a strong, creative practitioner with high expectations of pupils' achievements, attainment and behavior
- The ability to use vision and expertise to lead in key areas of school improvement when required.
- Being an excellent communicator with strong interpersonal skills.

Honeywell School is committed to safeguarding its pupils and all offers of employment will be subject to an enhanced DBS check and two suitable references.

Application forms can be obtained from the school office and returned to school with an accompanying letter. Alternatively, on our trust website <http://www.metacademies.org.uk/vacancies/>.

Please return to the school office, or email to keades@metacademies.org.uk

Applications on any other form will not be accepted.

Applicants must enclose details of two references. These must be recent; usually one will be a current employer who can comment on your suitability to work with children, however if this is not possible this can be a previous employer. We ask that friends and relatives are not named to provide a reference. We will ask for references from all candidates who are shortlisted and require both references to be received prior to interview and we may contact any previous employer listed on your form to clarify any information. Shortlisting will be based on the applicants' suitability for the post linked to the job description and person specification, please make sure your application matches these requirements.

All Visits are welcomed and it would be our pleasure to meet you and how you around our school.
Please contact the school office on 01905 423228 to arrange this.

JOB DESCRIPTION

Class Teacher

RESPONSIBLE TO: Headteacher
Scale: TLR & Main Pay Scale / UPS & SEN allowance
Hours: Full Time

CORE PURPOSE

Responsibility for a Class, co-ordinating activities based upon the needs of the pupils. Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment.
Leadership of the Unit

MAIN DUTIES AND RESPONSIBILITIES

As a Class Teacher you are expected to undertake the following responsibilities:

Teaching, Assessment, Recording and Reporting

1. To create and maintain an inspiring, appropriate, safe and stimulating learning environment which promotes learning and the desire to learn in teaching areas and shared areas of responsibility.
2. To promote the well-being and holistic educational progress of all pupils, through a variety of teaching styles and learning situations that enhance and facilitate a learning environment which produces motivated, happy individuals, well prepared for adulthood.
3. To have a good knowledge of and teach within the curriculum guidelines and school policies, making appropriate use of these in conjunction with statutory obligations to provide a broad, balanced creative curriculum which is relevant to and differentiated for the pupils.
4. To develop the classroom environment and your methods of teaching in line with the current thinking and practice including through liaison with the school team and external agencies.
5. To undertake professional development to develop own teaching skills and areas of responsibility to the benefit and development of the whole school.

6. To liaise with other teachers in planning, delivery, evaluation and assessment observing and reporting on each area of the curriculum, especially the development and tracking of long term plans for the innovative and creative curriculum.
7. To assess the work of pupils on a regular basis in line with school policy, recording formative and summative assessments, tracking and reporting on pupils' progress through the use of school current assessments and standard assessment tests.
8. To attend pupil progress meetings and taking any actions identified in them to promote the learning and holistic progress of all pupils including updating and monitoring Individual Education Plans.
9. To prepare a summative assessment once each year for the purpose of providing a written report for those with parental responsibilities towards the Annual Review and a brief summary each term of progress.
10. To ensure that the preparation, marking and recording of assessments of pupils' work is carried out professionally and in accordance with agreed school policies.
11. To submit planning forecast of work in line with school planning policies, maintaining own copies of plans with annotated assessment notes which inform future planning.
12. To understand and carry out the further duties associated with the role of class teacher including fostering a welcoming caring ethos that values the contribution and achievements of all members of the school community and leading assemblies
13. To ensure that preparations for parental consultation meetings are conducted in accordance with agreed school policies.
14. To promote the general ethos of the School.
15. To promote and maintain good home/school liaison and being readily available to parents/ carers for discussions and conveying relevant information to them when appropriate.
16. To provide advice and guidance to pupils on social and educational matters.
17. To encourage the development of a moral purpose and awareness among pupils, supporting their cultural and spiritual awareness and building their cultural capital.
18. To maintain awareness of current Health and Safety guidance and be responsible for the risk assessments of your own teaching areas within the Academy's policy for Health and Safety.

Appraisal

19. To participate in arrangements for the appraisal of your own performance.

Further Training and Professional Development:

20. To keep under review your methods of teaching and programmes of work, and participate in arrangements for your further training and professional development as a teacher.

Curriculum Development:

21. To participate in the preparation and development of courses of study, teaching materials, teaching schemes, methods of teaching and assessment and pastoral arrangements.
22. To take responsibility for specific Curriculum subject(s) or areas.

Discipline, health and safety:

23. To maintain oversight of the wellbeing of pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff meetings:

24. To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Administration:

25. To participate in administrative and organisational tasks related to the duties described, including registering attendance of pupils.

26. To manage or supervise anyone providing support in your class.

27. To contribute to the overall life and work of the school.

28. To take on and develop any additional areas of responsibility in line with the needs of the school and commensurate with your experience.

The post holder will have a shared responsibility for the safe guarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the school's financial regulations.

Safeguarding Children and Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. All staff will be subject to safer recruitment checks.

Entitlements:

- Annual Performance Management Review
- Access to a range of professional development activities, including support groups and appropriate training
- Professional support from the Senior Leadership Team and other members of staff.



This job description will be reviewed annually as part of the Performance Management Cycle

This Job Description does not form part of the contract of employment. It describes the way the Class Teacher is expected to perform and complete the particular duties as set out above.

The post-holder will be expected to operate under the current Teachers Pay and Conditions of Service Document.



Person Specification– Class Teacher



Key Criteria in addition to the statements in the advert. Assessment, shortlisting & final selection will be assessed initially through candidates' application forms and information. Shortlisted candidates will be further assessed through references and interview activities

Experience	Essential	Desirable	Experience	Essential	Desirable
<ul style="list-style-type: none"> • Excellent classroom practitioner and commitment to make learning engaging • Knowledge of safeguarding practices and procedures • Proven record of raising attainment • Experience of promoting positive behaviour conducive to learning and focussed on raising standards • Experience of leading TAs • Experience of teaching pupils with additional needs and those with EHCPs 			<ul style="list-style-type: none"> • Experience of teaching in KS1 and/ or EYFS and/ or KS2 • Experience of promoting highly effective communication within a team and with other professionals • Experience of working in a specialist setting • Experience in delivering speech and language interventions • Experience of working with pupils with an autism diagnosis 		

Skills and Attributes	Essential	Desirable	Skills and Attributes	Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status • Ability to teach mixed ability groups • Support the policies, practices and ethos of the school • Knowledge and confidence in using IT for teaching and management purposes • Evidence of continued and recent professional development relevant to the post • Understanding of equality of opportunity issues and how they can be effectively addressed in schools. 			<ul style="list-style-type: none"> • Experience of leading a subject across school 		



Personal Qualities	Essential	Desirable	Education & Qualifications	Essential	Desirable
<ul style="list-style-type: none"> • Ability to promote the school’s aims positively • Ability to develop good personal relationships within a team; making an effective contribution to high morale • Ability to create a happy, challenging and effective learning environment • Enthusiasm, determination and drive to inspire others to achieve high standards • An appetite and stamina for challenging work • A solution-focused mind set and determined approach to raising standards members of the school community • A lively, creative and good humoured approach to all aspects of teaching • Ability and keenness to promote the school’s positive culture and ethos • The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment. • Understanding of a diverse range of teaching and learning styles and techniques. • Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards. • Good understanding of effective procedures for managing and promoting positive behaviour among pupils. • Good understanding of the role of parents and the community in school improvement and how this can be practised and developed. • Clear understanding of data analysis and the important impact this can have on achievement and attainment. 			<ul style="list-style-type: none"> • Ability to establish and develop close relationships with parents, Governors and the community • Ability to communicate effectively (both orally and in writing) to a variety of audiences. 		

Safeguarding	Essential	Safeguarding	Yes	No
Ability to perform a role that involves Constant contact with children.		This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020		
Ability to perform a role that requires engagement in regulated activity relevant to children.	