



Recruitment Pack

Specialist SEND Teacher





Job Application Pack

For the position of

Specialist SEND Teacher

Full Time

Permanent

MPS/UPS + SEN Allowance

To apply, please download the application form from our website.

Please remember to detail in your application your experience, the impact your application will make in terms of raising standards at Horsforth Newlaithes Primary School, and why you are the ideal candidate. All gaps in employment must be clearly accounted for. Please also be aware we are not permitted to accept CVs.

The application deadline for this position is Monday 18th May 2026 at 9am.

We encourage early applications and reserve the right to close this vacancy at any time.

For our Ofsted report:

<https://files.ofsted.gov.uk/v1/file/50193654>

Horsforth Newlaithes Primary School Statutory Information (including our Safeguarding and Child Protection Policy):

<https://www.newlaithes.co.uk/key-information/policies>



Dear Prospective Applicant,

Welcome!

Thank you for expressing an interest in becoming a member of the Newlaithes teaching team. This is a fantastic opportunity to join our school at an exciting and pivotal time in its history.

We are currently looking to recruit a **Specialist SEND Teacher** to join our excellent team. The mission for us all at Newlaithes is to **enable children to thrive – both personally and academically**. We are seeking a passionate, skilled and hardworking teacher to join us on that mission. This is a new opportunity as we launch our new specialist provision model designed to enable children with additional needs to access the mainstream curriculum.

My vision for Newlaithes is for it to be a place where excellence is a habit, where high standards are matched with high levels of joy, where the magic of childhood is celebrated every day, and where all children receive the education they deserve. All children are entitled to this offer and sometimes we need to think differently about how we achieve this. Working with specialist SEND experts, you will be part of designing and implementing provision that helps us meet the needs of pupils with significant additional needs, enabling them to access the curriculum with increasing independence.

Central to our philosophy at Newlaithes are foundations based on **relationships** and **belonging**, and this includes all members of our community. We welcome applicants from all backgrounds, cultures, faiths and religions reflecting the rich diversity of our city of Leeds: everyone is welcome here at Newlaithes!

The successful candidate will:

- Be a highly adaptable and positive individual who strives for excellence in all they do
- Value evidence-based and experience-based practice
- Set high expectations which nurture, inspire, motivate and challenge all pupils
- Have positive and professional relationships with children, staff and parents, especially within the context of SEND.
- Be relentless in supporting our mission for all children to thrive.

The successful candidate will have access to a range of benefits:

- An excellent CPD offer
- Access to the 'School Advisory Service' which includes free GP, counselling and physiotherapy services along with menopause, weight-loss and wellbeing support
- Access to Vivup employee benefit package which also includes discounted car leasing and discounts on high street purchases
- Further staff wellbeing and social opportunities

We have previously received a high level of interest in positions at our school. Please make your application stand out by telling us how you would be the right person to achieve our mission at our school. We value submissions that are authentic, concise and clearly written. Visiting our wonderful school is strongly encouraged. To book on to one of our tours, please click here:

<https://outlook.office.com/book/TeacherTours@stf.newlaithes.co.uk/?ismsaljsauthenabed>

Yours sincerely,

Mr Marc Hayes
Headteacher

School Overview

Horsforth Newlaithes Primary School has been a central part of the community since its opening in 1973. It is located close to the A65/A6120 Leeds Ring Road and is accessible by public transport on a key bus route into Leeds city centre.

Our school site includes a large forest area which enables lots of opportunities for Forest School and outdoor learning.

Vision

Our vision for Newlaithes is for all children to feel that they **belong**, for them to **believe** in themselves and have hope, optimism and excitement for their future, and for them to **become** the best version of themselves.

Values

Our school values are:

Polite

Resilient

Aspirational

Independent

Safe

Empathetic

Reading

Reading is at the heart of our school development. We believe a love of reading is an entitlement for all children. Our children learn to read using Read, Write, Inc phonics and we use an evidence-based approach to developing fluency and comprehension in KS2.



The Provision Pathways

Inclusion is at the heart of our vision for Newlathes. We are ambitious for every child and believe that all children should **belong, believe and become** as valued members of our school community.

We also recognise that, for some children, inclusion requires more than high-quality teaching and adaptive practice alone. Some pupils need a more personalised pathway in order to develop the communication, regulation, independence and learning behaviours that allow them to access the mainstream curriculum successfully.

We are currently developing specialist provision pathways for a small number of children with significant additional needs. These pathways are designed to increase children's independent access to learning, strengthen their readiness for classroom life, and support successful participation in the wider life of the school.

A key strength of Newlathes is our wonderful school environment. Our extensive grounds, outdoor spaces and forest school area provide rich opportunities for purposeful learning, regulation, communication, physical development, exploration and connection. Our provision pathways will make careful use of these spaces so that children can experience learning beyond the classroom, develop confidence and independence, and practise key skills in meaningful, motivating contexts.

Working alongside a team of SEND specialists, we are developing intentional, personalised and carefully planned provision as part of our graduated approach. This may include targeted teaching, therapeutic approaches, regulation support, communication development, structured routines, outdoor learning and planned opportunities to reconnect with mainstream learning.

Our provision pathways will support children who already have an Education, Health and Care Plan, or whose needs are significant enough that an EHCP application is currently in progress. The aim is not to separate children from the life of the school, but to provide the right level of support so that they can experience success, build independence and thrive within our inclusive school community.

The successful candidate will play a key role in helping us shape this next stage of provision at Newlathes. They will work closely with the SENDCo, senior leaders, class teachers, support staff, families and external professionals to deliver high-quality teaching and support that helps children communicate, regulate, learn and flourish.

Horsforth Newlathes Primary School is a **Thrive School** and we welcome applications from candidates who are either familiar with this approach and/or trauma-informed practice more widely.

Job Description

Specialist SEND Teacher

MPS/UPS + SEN Allowance

Accountable To: SENDCO and Headteacher

Responsible for: the day-to-day guidance, deployment and support of teaching assistants working within the provision, in liaison with the SENDCO and senior leaders.

Introductory Statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and the Teachers' Standards.

Purpose of the Role

The purpose of this role is to lead and deliver high-quality teaching, adaptive provision and targeted intervention for pupils with additional needs at Horsforth Newlaithes Primary School, ensuring that children are able to access learning successfully, develop independence, and thrive as part of our school community.

The postholder will provide skilled teaching and specialist support for children with a range of needs, including communication and interaction, SEMH, cognition and learning, and regulation. They will use evidence-informed approaches to help pupils communicate, regulate, reconnect with learning, and make strong progress from their individual starting points.

Working closely with the SENDCO, external specialists, senior leaders, class teachers, support staff, families and external professionals, the role will be central to developing inclusive practice across school. The postholder will support children both through carefully planned provision and through successful access to mainstream classroom life, in line with our vision that every child should **belong, believe and become**.

Main Duties and Responsibilities

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.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the 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 subject(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.
- 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 other 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).
- Demonstrate knowledge and understanding of strategies to teach phonics and early reading.

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 know 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 of high ability; those with English as an additional language; and those with disabilities.
- Be able to use and evaluate distinctive teaching approaches to engage and support pupils with a range of needs.

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.
- 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 support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents and carers with regard to pupils' achievements and well-being.
- Work flexibly and positively across departments and job roles to ensure the very best provision for pupils.
- Recognise that the job description and allocation of particular responsibilities may be amended through appropriate consultation from time to time.

Specific Responsibilities: Specialist SEND Provision

- Lead the day-to-day operation of the specialist provision, ensuring high-quality provision for pupils with additional needs across the school.
- Deliver and oversee high-quality teaching, targeted interventions and personalised learning programmes that enable pupils to successfully access the school curriculum.
- Work closely with the SENDCo, senior leaders and wider inclusion team to design, implement and continually refine provision pathways for pupils with communication and interaction, SEMH, cognition and learning, and regulation needs.

- Ensure the provision maintains a nurturing, structured and purposeful environment that supports children to communicate, regulate, reconnect and achieve.
 - Lead on the assessment, tracking and monitoring of pupil progress within the provision, using evidence to adapt provision and demonstrate impact on outcomes and successful access to mainstream learning.
 - Support and develop staff working within the provision, including teaching assistants and specialist support staff, ensuring consistency of practice and high expectations for all pupils.
 - Build strong partnerships with parents, carers and external professionals to ensure a collaborative approach to supporting pupils and removing barriers to learning.
 - Ensure safer working practices are in place, following all relevant risk assessments, behaviour plans, health and safety procedures and safeguarding documentation.
 - Work closely with the SENDCo to strengthen SEND provision across school, contributing to provision planning, review and responses to emerging pupil needs.
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Additional Responsibilities

- Maintain high standards as an excellent classroom teacher.
- Contribute positively to wider school life.
- Respond to operational priorities as required.
- Recognise that responsibilities may be reviewed in line with the school development plan and the changing needs of the school.
- Recognise that teaching deployment may need to be reviewed in response to children's needs, EHCP funding and the requirements of the school.

Person Specification

Mode of Assessment	A = Application I = Interview R= Reference P = Presentation C = Certificate	Essential	Desirable
Qualifications			
A, I, C	Honours degree		X
	Qualified Teacher Status	X	
	Relevant SEND qualifications, training or professional development		X
Special Knowledge			
A, I	Strong understanding of primary pedagogy and effective classroom practice	X	
	Secure understanding of the SEND Code of Practice and graduated approach	X	
	Understanding of communication and interaction needs, SEMH needs, cognition and learning needs, and regulation	X	
	Strong understanding of adaptive teaching and how to remove barriers to learning for pupils with SEND	X	
	Understanding of how to support pupils to access the mainstream curriculum successfully	X	
	Understanding of effective assessment, target-setting and progress monitoring for pupils with SEND	X	
Skills			
A, I, R	Ability to plan and deliver high-quality teaching for pupils with significant additional needs	X	
	Ability to use assessment information to plan precise next steps and evaluate impact	X	
	Ability to create a nurturing, structured and purposeful learning environment	X	
	Ability to support pupils with regulation, communication, independence and readiness to learn	X	
	Ability to work effectively with teaching assistants and guide their day-to-day work with pupils	X	
	Excellent written and verbal communication skills	X	
	Ability to communicate effectively with parents, carers and external professionals	X	
	Ability to contribute to provision planning, documentation and review processes	X	
	Ability to use ICT and school systems effectively to support planning, assessment and communication	X	
Experience			
A, I	Ability to teach across primary age range	X	
	Experience of teaching pupils with SEND and adapting provision to meet individual needs	X	
	Experience of working with pupils with SEMH, communication and interaction, cognition and learning, or regulation needs	X	
	Experience of working in a specialist provision, resource base, alternative provision or similar setting		X

	Experience of working collaboratively with a SENCo, inclusion team, external agencies and families	X	
	Experience of teaching in EYFS and/or KS1		X
Attributes			
A, I, R	High expectations for all pupils, including those with complex needs	X	
	Warmth, patience, resilience and emotional steadiness when working with pupils who may present with distressed or challenging behaviour	X	
	Excellent classroom management and strong organisational skills	X	
	Ability to build trusting, respectful relationships with pupils, staff and families	X	
	Commitment to inclusion, equality of opportunity and the belief that all children can achieve	X	
	Ability to work flexibly and positively in response to the changing needs of pupils and the school	X	
	Willingness to reflect, learn, take advice and continue developing specialist SEND practice	X	
Safeguarding Children			
A, I, R	Understanding of statutory safeguarding responsibilities	X	
	Ability to maintain appropriate relationships and personal boundaries with children and young people	X	
	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline	X	
	Commitment to safeguarding and promoting the welfare of children	X	
Horsforth Newlathes is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS check.			

How to Apply

Please click the link below to be taken to our online recruitment page.

<https://www.eteach.com/schools/horsforth-newlaithes-primary-school-20026>

Please remember to detail in your application your experience, the impact your appointment will make in terms of raising standards at Horsforth Newlaithes Primary School and why you are the ideal candidate.

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We encourage early applications and reserve the right to close this vacancy at any time.

