



SEND Teacher Appointment

Information for Candidates

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Dalling Road, Hammersmith, London, W6 0BA

Executive Head Teacher: David Collins

Head of School: Georgina Ross

Telephone: 020 8743 3074

admin@brackenbury.lbhf.sch.uk

www.brackenbury.lbhf.sch.uk

Letter from the Executive Head teacher

February 2026

Dear Candidate,

On behalf of the Staff and Governors, I would like to thank you for the interest you have shown in our advertisement for a new SEND teacher at Brackenbury Primary School.

We intend to appoint a committed, knowledgeable and determined teacher. The successful candidate will have the vision and skills to support school leadership by working as part of the staff team in developing Brackenbury as a school at the centre of our local community. The role will be based within our brand new SEND Unit for pupils with ASD. We will be having two classes, one for EY/KS1 pupils and a second class for KS2 pupils.

Brackenbury is a Community School is set in a diverse area. It abuts the leafy streets of "Brackenbury Village", a popular and desirable residential area, as well as some areas of greater deprivation. The area is well served by public transport, and includes the beautiful and much-loved Ravenscourt Park.

Brackenbury is part of a Federation with Kenmont Primary and Wendell Park Primary Schools, both in LBHF. We share an Executive Head teacher and offer staff many opportunities to work with colleagues across our partnership of school and share best practice and undertake joint professional development

You will see from the enclosed pack that ours is a caring, inclusive school and we are looking to appoint someone who will maintain and build on the ethos that has been created. Governors are keen to ensure that our school continues to develop in order to provide the best environment for learning, maximizing opportunities and attainment outcomes for our children.

The school is fortunate to have a committed and experienced Governing Body, supported by a hardworking and dedicated staff, as well as an active Parents Association who raise funds for the school.

I hope that you will decide to apply and, if this is the case, please include with your completed application form your supporting statement, which should relate closely to the personal specification as well as identifying your vision for primary teaching. The completed form should be emailed to admin@brackenbury.lbhf.sch.uk.

We look forward to receiving your application and thank you once again for your interest.

Yours sincerely,

Executive Head Teacher

Brackenbury Primary School is a successful, vibrant and popular two-form entry school in Hammersmith, near Ravenscourt Park. We are a happy, inclusive school, which is firmly committed to raising standards of achievement. The community we serve is culturally and socially diverse, and the school is fully reflective of that diversity. We were graded "Good" by OFSTED in December 2022

We are looking for someone who can support our vision, where we *"nurture ambition and develop lifelong learners who have the confidence and skills to be happy and successful in an ever-changing world. Our children learn to respect themselves, each other, and the wider community."*

Governors are looking for someone who:

- Is an **experienced primary teacher**
- Has proven experience of teaching pupils with **Autism Spectrum Disorder (ASD)** and/or complex SEND
- Has a strong understanding of adaptive teaching, personalised learning and EHCP-led provision
- Can plan learning that prioritises **social communication, emotional regulation and functional skills**
- Understands the importance of **adult-child interaction**, co-regulation and environmental support
- Is confident in leading learning with the support of HLTAs and support staff
- Has excellent interpersonal and communication skills
- Is reflective, resilient and committed to continuous improvement
- Is ambitious for pupils with SEND and committed to securing positive outcomes
- Can work collaboratively with families, colleagues and external agencies

We can offer:

- The opportunity to be part of the **founding team of a new ASD SEND unit**
- A creative, supportive environment that values inclusive practice and innovation
- Enthusiastic, friendly children and a committed staff team
- Strong leadership support and collaborative working across the federation
- A high-quality CPD programme at school and borough level, with a strong SEND focus
- **Inner London Salary plus SEN Allowance**

Brackenbury is a large, vibrant, welcoming school in the borough of Hammersmith and Fulham.

‘At Brackenbury we nurture the desire and ability to learn so that all our children have the confidence and skills to be happy and successful in an ever-changing world. Our children learn understanding and respect for each other and the community we live in.’



‘A positive, respectful and hardworking ethos underpins everything in this school community. Pupils enjoy coming to school. Parents and carers confirm this. Pupils respond positively to the high expectations staff have for the way they behave and learn. Parents value the commitment of leaders and staff in helping their children to succeed.’

Ofsted 2022

Brackenbury Primary School - Data	
Type of school	Maintained Primary School
Age range	3-11
Location	Dalling Road, Hammersmith W6 0BA
Denomination	Non denominational
Co-educational or single sex	Mixed
Budget	Budget of approx. £2.1M. Budget in balance.
Number of children on roll	305
Average class size	Average class size 25 Max class size 30.
Date school established	1879
% children entitled to pupil premium	34%
% children with EAL	46%
EYFS 2025 - % of children with GLD	80%
KS1 Phonics results 2025 - % of pupils who met the standard	87%
KS2 results 2025 Key ES = Expected Standard GDS = Greater Depth	Combined RWM 77% ES 19% GDS Reading 91% ES 40% GDS Writing 85% ES 29% GDS Maths 84% ES 23% GDS



SEND Teacher – Autism Spectrum Disorder (ASD) Unit (Primary)

Job Description and Personal Specification

Job Purpose

To carry out the professional duties of a teacher within a primary school SEND unit, teaching pupils with Autism Spectrum Disorder, in accordance with the Teachers' Standards, SEND Code of Practice, and the school's policies. The postholder will plan and deliver highly structured, inclusive, and engaging provision that meets pupils' individual needs as set out in their EHCPs, enabling all pupils to make strong progress academically, socially, emotionally, and communicatively.

Duties and responsibilities

Accountability Context – Class teacher

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

Teaching and Learning

- Set high expectations that inspire, motivate, and challenge pupils with ASD.
- Establish a calm, predictable, and safe learning environment rooted in positive relationships and mutual respect.
- Plan and deliver well-structured, differentiated lessons informed by EHCP outcomes, assessment, and specialist strategies for ASD.
- Promote pupils' engagement, independence, communication, and self-regulation.
- Use visual supports, structured routines, and multisensory approaches to support learning.
- Foster a love of learning and curiosity appropriate to pupils' developmental levels.

Progress and Assessment

- Be accountable for pupils' progress towards EHCP outcomes and personalised learning goals.
- Use formative and summative assessment to inform planning and next steps.
- Monitor, record, and report progress using appropriate assessment tools.
- Provide clear, consistent feedback adapted to pupils' communication needs.

Curriculum Knowledge

- Demonstrate secure knowledge of the primary curriculum and how it is adapted for pupils with ASD.
- Understand child development, neurodiversity, and how ASD impacts learning, communication, and behaviour.
- Promote communication, language, literacy, and numeracy across the curriculum.

Adapting Provision

- Adapt teaching to respond to a wide range of needs, abilities, and sensory profiles.
- Implement strategies to support pupils with additional needs such as ADHD, sensory processing differences, anxiety, and speech and language difficulties.

- Work closely with therapists and external professionals to embed specialist advice into daily practice.

Behaviour and Wellbeing

- Manage behaviour positively using trauma-informed, autism-affirming approaches.
- Support pupils' emotional regulation, wellbeing, and social development.
- Maintain high expectations while recognising individual needs and triggers.

Working with Others

- Work collaboratively with teaching assistants, deploying them effectively to support learning.
- Build strong professional relationships with parents/carers, ensuring clear and supportive communication.
- Liaise with SENCo, senior leaders, and external agencies.

Safeguarding

- Work in line with statutory safeguarding guidance and school policies.
- Promote the safety, welfare, and wellbeing of all pupils.
- Share concerns promptly with the Designated Safeguarding Lead.

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
- ensure that learning environments are engaging for pupils
- 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

Accountability Context: Subject Leader

To provide professional leadership and management for a subject(s) to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

- Provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objective of the school and the subject
- Ensure high standards of teaching and learning in the subject
- Play a major role in the development of school practice and policy for the subject
- Plan and organise the curriculum throughout the school, establishing how good standards, continuity and progression can be achieved and sustained
- Monitor and evaluate effectiveness of policy, assessment, teaching and learning, curriculum and pupil progress
- Keep schemes of work up-dated, with clear level indicators and markers of progress
- Be aware of planning and classroom practice in the subject throughout the school
- Be pro-active in advising and supporting colleagues in curriculum planning and delivery.
- Identify strengths and development areas, devise annual action plan and evaluate impact of actions taken
- Procure, organise and maintain resources, be responsible for delegated budgets
- Support the school's aims, vision and key priorities, by contributing and responding to school development work, in-service programmes and other professional development opportunities, advising and supporting colleagues as necessary
- Liaise regularly with the Head of School, revising written statements of policy and good practice annually with regard to subject specific needs and developments through effective monitoring, enabling them to make well-informed decisions linked to the school's priorities

- Maintain up to date curriculum file
- Lead Curriculum activities for subject area

Additional areas of responsibility for those teachers paid on the upper pay range (UPR)

- Contribute significantly to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Have extensive knowledge of their subjects/curriculum areas, related pedagogy and assessment
- Provide a critical role in the life of the school / federation
- Be a role model for teaching and learning
- Make a distinctive contribution to the raising of pupil standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- Lead on a substantial and significant aspect of the school e.g. teaching and learning, and pedagogy and curriculum initiatives. Further details can be located within the Federation's Career Stage Expectations Document
- Provide pastoral care as required and being aware of mental health and wellbeing needs
- Provide advice, coaching and mentoring to other teachers in order to help them develop and meet the relevant standards

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Head of School to undertake work of a similar level that is not specified in this job description.

Personal Specification

JOB REQUIREMENTS	ESSENTIAL		DESIRABLE	
PROFESSIONAL QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher. • BEd, PGCE, Cert Ed. 	F	<ul style="list-style-type: none"> • Additional SEND or autism-specific qualifications or training. 	F
PROFESSIONAL EXPERIENCE	<ul style="list-style-type: none"> • Experience of teaching in a primary setting. • Experience working with pupils with ASD and/or complex SEND. • Experience of planning and delivering differentiated learning. • Excellent classroom practitioner. • ICT accomplished. 	F R	<ul style="list-style-type: none"> • Successful experience in more than one school. • Experience working in a specialist provision or SEND unit. • Experience of working with EHCPs and personalised provision. 	R/O
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Understanding of what constitutes excellence in education. • Ability to demonstrate theoretical knowledge in excellent and innovative practice. • Strong understanding of ASD and inclusive teaching practice. • Knowledge of the SEND Code of Practice and statutory requirements. • Understanding of how children with ASD learn and develop. 	F/I F/I	<ul style="list-style-type: none"> • Knowledge of specialist approaches (e.g. SCERTS, Engagement Model, intensive interactions, Attention Autism, TEACCH approach). 	F
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Ability to plan highly structured, motivating learning experiences. • Strong behaviour management using positive, autism-informed strategies. • Excellent communication skills with pupils, staff, and parents. • Ability to work effectively as part of a multidisciplinary team. • 	F/I F/I	<ul style="list-style-type: none"> • Experience leading or supporting other staff in SEND practice. 	

LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> • Motivate and inspire pupils, staff, parents, governors and the wider community. • Evidence of working within a professional team successfully. • Set high standards and provide a role model for pupils and staff. 	<p>R</p> <p>R/I/F</p>	<ul style="list-style-type: none"> • 	<p>F</p> <p>F/I/R</p>
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> • Excellent communication with Governors, staff, parents and children. • Ability to make decisions. • Able to prioritise, evaluate, plan and organise. • Ability to delegate, motivate, mediate, consult and encourage. • Excellent verbal, written and presentation skills. • Approachable, caring and relates well to children. • Ability to deal sensitively with people and resolve conflicts. • Ability to work under pressure and to deadlines. • Prepared to ask for advice and support where appropriate. • Ability to listen to children and respect their opinions. • Demonstrates commitment to on-going personal development. 	<p>R/I</p> <p>F/I</p> <p>F/R</p> <p>R/I</p> <p>F/I</p> <p>O/R</p> <p>R/I/O</p>		
CURRICULUM	<ul style="list-style-type: none"> • Clear philosophy about how children learn. • Understanding of the teaching and learning requirements across the primary phase. • Can identify characteristics of effective teaching and models of curriculum and assessment. • Has good understanding of special needs at both ends of the spectrum. • Up-to-date knowledge of all aspects of the National Curriculum. 	<p>F/I</p> <p>F/I</p> <p>I</p>	<ul style="list-style-type: none"> • Experience of cross-curricular activities and planning. 	<p>F/I</p>

