



NORTHAMPTON
PRIMARY ACADEMY TRUST

Achieving Extraordinary Things

Blackthorn Primary School



Class Teacher within the Specialist SEMH Unit Provision





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Located on the Eastern district of Northampton, Blackthorn is a one-form entry primary school with a nursery. In addition, Blackthorn Primary is very proud to run a Specialist Unit for children with an EHCP identifying a need for support with SEMH. Our school is driven by a passion to provide educational excellence for the children in our community.

The children at Blackthorn are polite, respectful and keen to learn. Our team of dedicated staff believe that children achieve their best in a safe, secure and happy school community and we work hard to make sure this is the case for our learners every day. We strongly believe that good relationships between people in our school community are essential in securing success for your child, as such, an effective partnership between home and school will benefit your child's learning.

At Blackthorn, we strongly believe in supporting every individual, children and staff, to develop and be supported in their aspirations. Our staff culture is of enabling everyone to have opportunities to grow through support and we have a proven track record of developing both early career teachers and leaders at all levels to achieve their goals.

We are proud to be a member of Northampton Primary Academy Trust (NPAT) with whom we work closely to provide opportunities for our children to broaden and enrich their time at primary school through the arts, sport and wider curriculum.

Becca Williams – Executive Headteacher



Working together as a school community to achieve educational excellence for all.

Special Unit Class Teacher

Job Description

Post Holder: **Class Teacher within the Specialist SEMH Unit Provision**

Main Pay scale: **Full Time, M1 to M6**

Special needs allowance: **SEN 1**

Based at: **Treetops - Specialist Unit Provision at Blackthorn Primary School**

Responsible to: **Executive Headteacher**

This job description may be amended at any time following discussion between the Executive Headteacher or Head of School and member of staff. The job description will be reviewed annually.

This job description is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 2011, the required standards of Qualified Teacher Status, other current educational legislation and the school's articles of government.

The Role:

To lead and teach a small, but varied, class of pupils in Key Stage Two who have identified social, emotional, and mental health needs and other special educational needs (ASD and ADHD). The teacher will be responsible for creating a safe, nurturing, and stimulating learning environment where, through strong and trusting relationships, these pupils can thrive academically, socially, and emotionally, irrespective of their different academic and developmental levels. The teacher will play a pivotal role in developing and delivering a tailored curriculum that addresses individual needs and promotes positive behaviour and well-being, through highly effective pedagogy.

Specific Responsibilities

Teaching and Learning:

- Plan, prepare, and deliver engaging and adapted lessons, for up to 8 children, that cater to the diverse individual needs and interests of pupils
- Develop and implement Regulation Plans and in collaboration with the Unit SENDCo, parents/carers, and other relevant professionals;
- Utilise a range of teaching strategies and resources to promote academic progress, social skills development, emotional regulation, and resilience;
- Foster a positive and inclusive classroom culture that encourages pupil voice, self-advocacy, and positive peer relationships;
- Design learning and enrichment activities that help pupils to develop self-confidence, independence and skills for life;
- Monitor and assess pupil progress, providing regular feedback to pupils, parents/carers, and the leadership team;
- Work with all stakeholders to ensure that the requirements of the Equality Act (2010) are met in terms of reasonable adjustments and access arrangements
- Attend and contribute to statutory annual reviews or other related meetings, such as Looked After Child (LAC) reviews, which may involve reviewing education, health and care (EHC) plans;
- Cascade, design and deliver training for teaching and support staff to support the needs of the pupils within the unit.

Pastoral Care and Well-being:

- Work proactively to identify and address potential triggers for challenging behaviour;
- Implement positive behaviour management strategies consistently and fairly;
- Contribute to the development and implementation of the school's policy and practice for SEND and Inclusion.

Collaboration and Communication:

- Work closely with the Unit SENDCo and other staff to ensure a coordinated and holistic approach to meeting pupils' needs;
- Maintain effective communication with parents/carers, providing regular updates on their child's progress and well-being;
- Contribute to multi-agency meetings and reviews as necessary;
- Participate in relevant professional development opportunities to enhance your knowledge and skills in SEMH;

- Work collaboratively with other teachers and other staff to share best practice.

Qualifications and Experience:

- Qualified Teacher Status (QTS) or equivalent;
- Experience of working with pupils with social, emotional, and mental health needs is essential;
- A strong understanding of child development, attachment theory, and the impact of trauma on learning and behaviour;
- Knowledge of relevant legislation and guidance related to SEND and safeguarding;
- Experience of developing and implementing support plans;
- Proven ability to differentiate instruction and adapt the curriculum to meet individual needs;
- Excellent communication, interpersonal, and teamwork skills;
- A calm, patient, and resilient approach;
- Relevant additional qualifications or training in SEMH (e.g., Team Teach, TEACCH, Lego Therapy) would be an advantage.

Personal Qualities:

- A genuine passion for supporting pupils with SEMH;
- Empathy, patience, and a positive attitude;
- The ability to build strong relationships with pupils, parents/carers, and colleagues;
- Excellent problem-solving and conflict resolution skills;
- A commitment to continuous professional development.

Professional Responsibilities

These responsibilities take into account competencies identified in the National Standards for Qualified Teacher Status. These responsibilities include :

A. Developing and maintaining professional knowledge and understanding by

- ensuring you have an up to date knowledge and understanding of the National Curriculum and the SEND Code of Practice
- attending relevant INSET to keep abreast of developments, extend your own classroom expertise and practice
- ensuring that you use best practice evidence and research to create an innovative learning environment that meets pupils' needs
- read and access recent inspection evidence or research on teaching primary aged pupils in order to understand how children's learning is affected by physical, emotional, social and intellectual development and use this to inform and improve your teaching
- sharing practice with teachers within school or beyond school in order to further develop your own teaching
- demonstrate high quality teaching and learning (QFT and SEND Strategies), providing inspiration and motivation
- ensuring you are familiar with Safeguarding requirements in order to plan teaching to avoid potential hazards and to ensure the health, safety and well-being of all children

- being proactive in the development of relationships with parents and carers to involve them in the education and learning community of their children.

B. Planning, teaching and managing a class effectively by

- leading, managing and supporting Teaching Assistants within your class
- planning and preparing children's learning experiences to achieve progression in learning through identifying clear learning objectives appropriate to the subject matter and the children's needs in line with school aims, ethos and policies and the National Curriculum
- working in close co-operation with other teachers, Head of Specialist Unit and the Head of School, to set clear targets for children's learning, building on prior attainment and making effective use of assessment information to plan well-structured sequences of lessons in the medium and short term
- planning appropriately stimulating, challenging and enjoyable activities which provide children with opportunities to achieve their full potential and using an appropriate range of teaching methods to sustain motivation and make most effective use of teaching time
- having high expectations of work and behaviour and encouraging a positive work ethic and purposeful working atmosphere
- promoting the individual development of each child by planning appropriately to the children's needs, sharing learning objectives and responding appropriately and effectively to all work undertaken by the children, according to school policy
- providing a stimulating, well-organised, tidy and safe environment which reflects our caring philosophy, our respect for children and their work, and the need to develop children's growing independence
- developing a calm, positive working environment where the children can feel secure, know that they are respected and where their self-esteem and confidence is nurtured
- supporting children's personal and social, spiritual and moral and cultural development - their ability to get along with one another and adults, to respect each other's worth, to develop values and a moral code, to be a good role model for children in your relationships with the children and with staff
- reflecting on and evaluating your own teaching critically and use this as a basis for self- improvement
- being in the classroom to greet children at the start of the day / session and at the end of the day, ensuring all children are registered in line with school procedures, ensuring children are adequately supervised and all school health and safety procedures are followed

C. Monitoring, assessment, recording, reporting effectively by

- assessing and recording children's progress in learning systematically and regularly according to school policy and NC requirements or base-line assessment requirements

- ensuring parents are kept fully informed of their children's progress through regular parent discussions, through written reports and through assessed work and records
- marking and monitoring children's classwork and homework in line with school policy
- using the information from assessments to check children have understood their work, identify strengths and weaknesses, inform short- and medium-term planning and set learning targets for children
- taking part in moderation of children's work
- analysing assessment information to identify strengths and weaknesses in learning, understanding how national and local comparative data can be used to set targets and identify priorities for teaching and learning
- preparing clear and informative reports for parents in line with school policy and national requirements

taking part in parent information evenings such as induction meetings, assessment feedback meetings, curriculum workshops and working parties

- D. Other professional requirements and duties include**
- setting a good standard of behaviour and being a good role model for children, supporting school policy for Treetops on behaviour and discipline and sharing responsibility for the behaviour of all children in the school
- establishing good relationships with parents - creating trust and confidence, communicating with parents about general school issues, curriculum matters, individual children's progress
- being responsible for the welfare and safety of support staff, students and others working in the classroom and ensuring they are used to the maximum benefit of the children
- sharing responsibilities for whole school events and activities including attending and leading assemblies
- developing and maintaining effective systems for communication with other teachers, support staff and the Head of School to ensure continuity of learning, consistency of approach and message
- informing the Head of Unit of any concerns of parents in relation to work or other aspects of education at the earliest opportunity
- taking shared responsibility for the care and appearance of the school environment and to encourage all children to have a pride in their school
- being mutually supportive of other teachers and the Head of Unit and Head of School, to foster good working relationships and a happy working environment
- participating in any arrangements for the appraisal of your performance
- taking responsibility for areas of the curriculum to ensure continuity and progression and ensure that standards are monitored
- maintaining school confidentiality at all times
- ensuring you are aware of your common law duty in relation to the health, safety

and welfare of the children in school or when leading activities off the school site and that all such procedures are followed in line with school policy and procedures

- knowing teachers' legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children's Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of pupils and other relevant DFE circulars

Person Specification

Criteria	Essential	Desirable	Method of assessment
Technical Knowledge and Qualification	<p>Qualified Teacher status</p> <p>Education to degree level</p> <p>Knowledge of issues affecting student outcomes (behaviour, academic, social)</p>	<p>Relevant experience, training or qualification in SEN</p> <p>A further advanced qualification in the education of pupils with SEMH or SEN (Team Teach, TEACCH, Lego Therapy)</p>	Application
Relevant Experience	<p>Experience of developing, implementing, monitoring and reviewing highly effective lessons for children who for a range of reasons have difficulties with learning.</p> <p>Ability to understand and manage challenging behaviours</p>	<p>Experience of working effectively with other agencies in addressing each child's needs.</p> <p>Experience of teaching pupils with social, emotional and mental health (SEMH) difficulties and other special educational needs such as ASC and ADHD.</p>	Letter/References/ Interview
Skills and Abilities	<p>Highly skilled in planning, teaching and assessment and managing a class with highly effective interpersonal skills and creating a positive climate for learning</p> <p>Able to develop, monitor and evaluate quality of learning and provision for SEN students</p> <p>Able to use data to produce reports</p>	Able to demonstrate capacity for additional responsibility and decision making	Letter/References/ Interview
Influencing and interpersonal skills	<p>Ability to communicate effectively to a range of audiences (notably schools, and other professionals)</p> <p>Ability to forge positive partnerships with young people and families (including those who have little regard for education) and helping them to support their child's development</p> <p>Successful experience of working with challenging and vulnerable young people and appropriately meeting their needs</p>		

Managing Risk	Ability to assess risk and plan appropriate responses for children within an SEMH unit	Ability to undertake risk assessments for activities	
Other requirements	<ul style="list-style-type: none"> • Strict confidentiality of information • Commitment to personal professional development • Commitment to equality of opportunity • Punctual, dependable and trustworthy • Patient, courteous and positive. • Resilient • Welcoming and cheerful • High level of energy and stamina • Strict adherence to the security requirements re: Child Protection and Data protection Regulations • Ability to undertake positive handling and undertake Team Teach Training 		Letter / References/ Interview

This job description is a broad overview of the post. It is not an exhaustive list of all possible duties, and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the post holder will be required to carry out any other duties that are necessary to fulfil the purpose of the job.

How to Apply

To apply for this position, please complete the enclosed Trust application form and submit, together with a letter of application of no more than two sides of A4 supporting your application.

Please return by email to samchambers@blackthornprimary.net or by post to Mrs Sam Chambers, Blackthorn Primary School, Waingrove, Northampton, NN3 8EP.

Closing date: 12 noon, Monday 9 March 2026

Interview date: w/c 9 March 2026

Start date: 1 September 2026, or earlier if available