Teaching, Learning & Assessment

Paddock School
To Nurture, Inspire and Transform Lives
Executive Headteacher: **Sarah Santos**

Post:	Trainee Teacher 1 Year Fixed Term Contract - 1ST September 2027 – 31st August 2028
Grade:	Salaried route to teaching - UQT 1
Working hours:	As specified by Teacher's Pay and Conditions Document

Job Description – Trainee Teacher

Reports to:
Class Teacher / Middle Leader / Assistant Headteacher

Purpose of the Role
As a Trainee Teacher at Paddock School, you will combine university training with in-school practice to develop into a confident teacher of pupils with Special Educational Needs and Disabilities (SEND). You will also undertake a teaching placement in a mainstream school to broaden your experience. On completion of training, you will be a fully qualified teacher (QTS) able to work in both mainstream and specialist settings. This role provides a unique opportunity to train in a supportive, inclusive environment and make a meaningful difference to pupils' lives.

Key Responsibilities

- Support the class teacher with planning, preparation, delivery, and evaluation of engaging lessons.
- Learn how to adapt teaching strategies, approaches, and resources to meet the diverse needs of pupils with SEND, including autism, learning difficulties, sensory impairments, and complex needs.
- Progress from supporting small-group and individual learning to leading whole-class teaching by the end of the training year.
- Develop skills in assessing, recording, and reporting on pupil progress, using systems such as Evidence for Learning.
- Contribute to Annual Reviews, Education Health and Care Plans (EHCPs), and Individual Education Plans (IEPs).
- Work closely with therapists and other professionals to implement and evaluate personalised programmes.
- Promote inclusion, independence, and positive engagement for all pupils.
- Take shared responsibility for maintaining high standards of health, safety, and wellbeing in the classroom and wider school environment.

Pupil Support & Wellbeing

- Build positive, respectful relationships with pupils, acting as a role model and setting high expectations.
- Follow the school's positive behaviour approach, supporting pupils to develop self-regulation and independence.
- Provide personal care support (eating, drinking, toileting, changing, washing, dressing) where needed, encouraging independence.
- Actively supervise pupils during lunch and playtimes, promoting positive social interaction.
- Encourage pupils to interact, cooperate, and participate fully in school life.

Safeguarding, Health & Safety

- Comply with school policies and statutory guidance relating to safeguarding, health and safety, child protection, and confidentiality.
- Maintain safe and orderly classrooms, ensuring resources, furniture, and equipment are used appropriately, and any hazards are reported immediately.
- Model and promote good health and safety practice for pupils and colleagues.
- Report safeguarding or health and safety concerns promptly and appropriately.
- Follow statutory duties under the Children Act 2004 and *Working Together to Safeguard Children*.

Leadership & Teamwork

- Develop the skills to manage and support teaching assistants, including delegating and monitoring work.
- Work with the class teacher to hold team meetings and support colleagues through discussion, training, and modelling.
- Work collaboratively with staff, parents, carers, therapists, and external professionals.
- Contribute to enrichment activities, trips, and community events, leading where required.

Wider School Contribution

- Assist with displays, school events, and creating a stimulating school environment.
- Use ICT effectively to support teaching and learning and to contribute to school systems (e.g. My Concern, Behaviour Watch, Evidence for Learning).
- Promote the school's ethos, values, and vision in all aspects of work.

<u>Person Specification</u>

Essential

- A genuine passion for working with children and young people with SEND.
- Experience working with children or young people in education or care.
- Commitment to training to become a qualified teacher.
- Resilience, patience, and flexibility in a diverse learning environment.
- Strong communication and teamwork skills.
- Ability to reflect on practice, take feedback, and adapt.
- Understanding of safeguarding responsibilities.
- Good literacy and numeracy skills (minimum GCSE grade A*-C or equivalent in English and Maths)

- Degree-level qualification (or working towards one) suitable for teacher training entry.

Desirable

- Knowledge of SEND strategies, such as Attention Autism, communication strategies, structure TEACCH, or sensory approaches.
- Experience managing or mentoring staff.

What We Offer

- A supportive and nurturing environment to train and grow as a teacher.
- Experienced mentors and access to high-quality professional development.
- Practical experience across different pathways, needs, and age groups.
- A teaching placement in a mainstream school, ensuring breadth of experience.
- A qualification that enables you to teach in either mainstream or specialist settings.
- Opportunities to develop leadership skills by supporting and developing classroom staff.
- The chance to make a real difference to the lives of children and families.

Personal Specification – Trainee Teacher

Criteria	Essential	Desirable
Qualifications		
	At least 1 year working within a multidisciplinary setting or equivalent	At least 1 year working within a school setting working with children with Autism and severe learning difficulties
	Excellent numeracy and literacy skills – equivalent to NVQ Level 2, GCSE grade A*-C, or a GCSE equivalency test in maths and English	Specialist skills/training in a range of specialist strategies such as, TEAM Teach and structured TEACCH
	Degree-level qualification (or working towards one) suitable for teacher training entry.	Appropriately qualified training / experience in ASD specific strategies
Experience		
	To have a range of experience in a special school or mainstream setting, working with students who exhibit a range of learning and more complex needs.	
Personal and Professional		
	Can use ICT effectively to support learning	
	Full working knowledge of relevant polices/codes of practice/legislation	
	Working knowledge and experience of implementing appropriate learning programmes	
	Good understanding of child development and learning processes	
	Basic understanding of statutory frameworks relating to teaching Ability to organise, lead and motivate a team	
	Constantly improve own practice and knowledge through self-evaluation and learning from others	
	Ability to relate well to children and adults	
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	