



Drayton Community Primary School

Come and Join Our Team!

Teacher – Nurture Group

Part-time 25 hours per week (Monday – Fridays including lunch cover) | Fixed term from September 2026 for minimum one year, subject to review and funding retention

Salary: MPS

Location: Drayton Community Primary School, near Abingdon, South Oxfordshire

We are seeking an enthusiastic, skilled and inspiring teacher to join our inclusive, forward-thinking and supportive school community on a fixed-term basis to work within our Enhanced Pathways provision. This is an exciting opportunity to contribute to the continued success of our school and work alongside a dedicated and collaborative staff team. This role would suit an experienced teacher or someone looking to broaden their experience within a stable, supportive and ambitious school environment.

In September 2025, we established a nurture group provision to support a group of children with C&L and SEMH needs. This provision has been highly successful, and we have seen significant progress socially, emotionally and academically from this group of children. From September 2026, this provision will expand to a second nurture group due to a successful Enhanced Pathways application to Oxfordshire County Council. This provision will be overseen by the SENCo, working closely with external professionals including: the C&L Team, Special Schools Outreach and Educational Psychologists.

About Us

Drayton Community Primary School is a welcoming, one-form entry school situated just outside Abingdon in South Oxfordshire, with excellent transport links to the A34/M4, Oxford, Didcot, Wallingford and Wantage. We are proud of our strong community spirit, with an active parent group (FODSA), a dedicated team of staff, and children who are eager to learn and take pride in their achievements.

What We Offer

- A warm, purposeful school culture with high expectations and clear routines
- Children who are enthusiastic, kind and proud of their learning
- A supportive and ambitious leadership team committed to staff wellbeing and professional growth
- A coaching-based professional development model in response to data, current research and thinking
- A creative, inclusive environment where your voice is valued

What We're Looking For

- A passionate teacher with a strong track record of excellent classroom practice
- Experience across primary key stages
- A reflective practitioner who thrives on collaboration and continuous improvement
- Someone committed to inclusive, holistic education that supports every child to flourish
- A teacher who will contribute positively to our school and wider community

Our Pupils say:

"Our school is amazing because we have a variety of learning opportunities, a wonderful school library, and lots of support with learning. Our lessons are creative, fun and everyone here is friendly and generous." – **School Council, January 2025**

Our Parents say:

"We are very happy with our child's progress in school, and she is very happy here."

"Both my daughters have been to Drayton, and I can safely say it is a wonderful place to be."

"My child is really very happy at school. She loves all her teachers and has never had a bad word to say (although she would like more snow days)!" **February 2025**

Ofsted said:

"Pupils are proud to attend this welcoming school where everyone flourishes... The school has high ambition for all pupils, including those with SEND. Pupils engage highly in lessons and value the support that staff provide... They love to share their learning and talk enthusiastically about the interesting topics they study." **September 2023**

How to Apply

If you are a passionate educator ready to take the next step in your career and contribute to our vibrant school community, we would love to hear from you. Visit our website <https://drayton-pri.oxon.sch.uk> for the full job description and application form. Visits to our school are strongly encouraged. You will get to tour the whole school with our friendly class ambassadors, meet the staff team and experience our school in action as well as join the leadership team for an informal conversation. You can arrange a visit by emailing office.2560@drayton-pri.oxon.sch.uk.

Application deadline: Midday Tuesday 1st September, with interviews scheduled for Tuesday 8th September 2026

Please note applications will be reviewed on arrival and the closing date and interviews may be brought forward.

Shortlisted candidates will be contacted by email the same week, or following early applications, with interview day requirements.

Drayton Community Primary School is committed to safeguarding and promoting the welfare of all children and young people. All staff and volunteers must share this commitment. Successful candidates will be required to undertake all necessary safer recruitment checks, including an enhanced DBS (Disclosure and Barring Service) check. We reserve the right to carry out an online search as part of our due diligence on shortlisted candidates. References will be sought on shortlisted candidates before the interview.

Job Description: Primary Nurture Group Teacher

The postholder is required to undertake the professional duties of a schoolteacher, as set out in the School Teachers Pay and Conditions document, and with due regard to the Teacher Standards. The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher or other Senior Leader if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post. This job description will be reviewed at least annually, and any changes will be subject to consultation.

The role

This new post has been enabled due to Enhanced Pathway funding from Oxfordshire County Council. The school is already operating nurture group provision, but this can now be expanded. The teacher will take full responsibility for the provision for an identified small group of children who have an EHCP and additional needs. They will be expected to plan and deliver high quality lessons that meet the educational needs of the children, ensuring outstanding teaching and learning and strong progress of their pupils.

Key responsibilities

Safeguarding

- To be committed to safeguarding and promoting the welfare of children and young people.
- To keep up to date risk assessments to ensure each child is kept safe.
- Attend regular safeguarding training, specific to the role.
- Follow all school procedures, policies and expectations, including but not limited to, safeguarding, behaviour for learning and staff code of conduct

Teaching, Learning and Pastoral Support

- Teach classes and/or groups as allocated by the headteacher and senior leadership team.
- Create a vibrant, engaging and enabling learning environment to meet the needs of our children with C&I and SEMH needs.
- Produce detailed planning to ensure curriculum access, responding to individual needs and EHCP outcomes, working collaboratively with the SENDCo and class teachers.
- With direction from school curriculum leaders, assist in the creation and development of rich, balanced, challenging and innovative schemes of work which are inspiring for learners and teachers alike.
- Promote the spiritual, social, moral and cultural development of pupils.
- Maximise their own and pupils' learning time.
- Deliver quality-first, evidence-based teaching which motivates and stimulates pupils in their learning, with approaches such as 'May I Join You' and 'Bucket time'.
- Deliver a social and emotional curriculum as part of the planned provision as well as developing sensory opportunities for pupils.
- Establish high levels of expectation for each pupil, being committed to equal opportunities for all pupils.
- Use regular, measurable and significant assessments to monitor progress and set targets.
- Use assessment outcomes and question level analysis to plan and intervene accordingly.
- Actively engage in professional development opportunities and performance management promoting a lifelong learner mentality
- Engage proactively, trial and implement school policy and research informed best practice strategies.
- Promote equality of opportunity through personal example and curriculum delivery.
- Maintain regular and productive communication with parents and carers, to report on progress, sanctions and rewards and all other communications.
- Reflect on own teaching practice to ensure development of teaching, in line with current research.
- Effectively deploy support staff to best support and promote learning.

Behaviour

- To implement the school's behaviour policy.
- To devise and review individual behaviour inclusion plans for children within the enhanced provision as required.

Assessment

- To regularly assess pupil progress against curriculum milestones as well as their social and emotional development.
- To write and review SEND Pupil Profiles, working with the SENDCo and class teachers using EHCP outcomes.
- Contribute to and attend annual reviews for pupils with EHCPs within the enhanced provision.

Working in Partnership

- To work in partnership with external agencies to ensure that the provision meets the needs of the children e.g., Special School Outreach.
- To work with specialist teachers from the SENSS C&I team and EHCP Casework Officers.
- To deploy support staff to best meet the needs of pupils within the enhanced provision.
- To liaise with other pastoral staff (Child and Family Support Worker and Learning Engagement Mentor) to support other pupils who need social and emotional support.
- To develop and maintain effective communication and partnerships with parents/ carers.

Reporting

- To produce reports reviewing impact data which are shared termly with the SEND Strategic Early Intervention Team.
- To meet with the parents/carers of pupils within the enhanced pathways each term to review progress.

School Culture

- Contribute to the effective and efficient working of the school community
- Help create a strong community, characterised by consistent, orderly, caring and respectful relationships.
- Help develop a small school culture and ethos that is utterly committed to achievement.
- Actively engage with and promote a coaching culture.
- Maintain confidentiality and professionalism.
- Actively and professionally engage with professional development opportunities, including but not limited to, professional learning, INSET, CPD opportunities.
- Undertake other various responsibilities as directed by the school's leadership team.

This job description may be adapted on appointment with regard to the successful candidate's skills, interests and career aspirations. The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

Person Specification

Qualifications & Training

Essential	Desirable
Qualified Teacher Status (QTS) and successful ECT pass	First-aid qualification
Degree-level qualification	Level 2 Safeguarding (or commitment to obtain)
Evidence of recent and relevant CPD	Current Enhanced DBS
	Ability to promote equal opportunities with respect to race, gender and disability

Experience

Essential	Desirable
Successful high-quality teaching across primary Key stages	Successful teaching in EYFS

Planning for the needs of children with Special Educational Needs
Supporting pupils socially and emotionally
Working with children with C&I and SEMH needs
Proven impact on progress of pupils
Experience of monitoring and supporting pupil progress
Experience of positive behaviour management strategies

Writing Pupil Profiles and working with external professionals to achieve the best outcome for pupils

Knowledge & Skills

An ability to meet the needs of children with SEND needs. Trained in specific SEND strategies to support pupils with C&I and SEMH needs
An ability to foster professional and positive relationships with children and parents
High-quality classroom practice and understanding of outstanding teaching and learning.
Secure knowledge of the EYFS and National Curriculum, SEND provision, Inclusion best practice, Intentional Monitoring and adaptive teaching techniques.
Ability to analyse data, set ambitious targets and measure impact.
Strong communication
Competence in ICT and school information systems (e.g. MIS, safeguarding platforms).
Understanding of safeguarding, data protection and confidentiality requirements.
Effective skills in managing and organising own time and directing the deployment of teaching assistants
Commitment to continuing professional development

Personal Attributes

- Passion for inclusive, child-centred education.
- High expectations for all learners and a commitment to equity and diversity.
- Warmth, empathy, approachability, kindness and the ability to build positive relationships with pupils, families and colleagues.
- Sense of humour and enthusiasm
- Organisational skills; flexibility, resilience and the capacity to work under pressure.
- Reflective practitioner with a growth mindset and commitment to ongoing professional learning.
- Integrity and reliability
- Team player able to encourage productive teamwork
- Reflective and willing to develop own teaching
- Excellent communication and interpersonal skills

Other

- Right to work in the UK
- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training
- This post is subject to an enhanced DBS check

Commitment to our mission and school values

We seek individuals who embody our mission and school values, and possess the requisite skills and attributes, or demonstrate a clear capacity to cultivate them:

A community in which everyone flourishes.

Value	Meaning	Commitment
<i>Be kind - to me, to others, to the world</i>	We support everyone to be happy, safe and successful by showing gratitude, taking care of each other and feeling proud of our achievements. We are passionate about creating a better future.	• We are polite and considerate in our words and actions. • We listen carefully and speak respectfully to everyone. • We make sure everyone is included and treated with respect. • We show understanding and empathy for people, wildlife, places, events and situations. • Our positive choices influence others.
<i>Aim high - work hard</i>	We prepare for success and work hard to achieve our best. We focus on the right things to achieve our learning goals.	• We get started straight away. • We give 100%. • We work hard to achieve the highest possible standards. • We stick to our goals. • We prepare for success: dress smartly, bring the right equipment, read at home, do our homework. • We are always learning.
<i>Be brave – challenge yourself</i>	We are brave, we forgive, and we use our initiative. We own our mistakes and never give up on ourselves or others.	• We reflect on our choices and take responsibility for our actions. • We are honest and acknowledge our mistakes. • We do the right thing, even when it is hard, or no one is watching. • We challenge ourselves to complete things we do not find easy. • We aim to be independent but are not scared to ask for help when we need it.
<i>Together we succeed</i>	We achieve our best as a team. We build on and respect each other's strengths and flaws. We are patient and help each other to be better.	• We maintain a focussed learning environment and share space and resources. • We follow instructions. • We ask and answer questions. • We give and receive meaningful feedback that helps us to improve. • We celebrate our similarities and champion everyone's unique qualities. • We are proud of our whole school community. • We support the community in many ways, for example: supporting FODSA events, contributing to school events and socials. • We prioritise the needs and successes of the whole school.