

# Teacher Special Resource Provision Applicant Information Pack





# Lime Wood Primary School

## Welcome from the CEO

Dear Applicant,

Thank you for expressing an interest in this role at the Woodland Academy Trust. Woodland Academy Trust is a small but ambitious Trust that puts the children and community first. We are on an exciting journey to achieve the best possible outcomes and excellence for all.

To support us on our journey, we are welcoming applications from skilled and committed applicants who have vision, drive and ambition and would be keen to hear about your experiences and what skills you can bring to this role. We seek to attract staff who have a growth mindset, strong values and work ethic and care deeply about serving communities.

This is an exciting time to join Woodland Academy Trust as we further strengthen our school improvement offer across the Trust. You will benefit from working with a strong team, receive the very best professional development and have the opportunity to make a real difference to the daily learning experiences of our wonderful children.

We look forward to your application.

Yours faithfully,

Nav Sanghara, Trust Leader (CEO)



## Our Trust

The Woodland Academy Trust was formed in September 2011 and currently consists of five primary schools, four of which are located in the London Borough of Bexley and one in Kent.

All our schools share the same mission; ignite the spark, reveal the champion. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an

ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.



AMBITION



COLLABORATION



COMPASSION



EXCELLENCE



INCLUSIVITY

Discover more about the Woodland Academy Trust by watching our video [here](#).



## Welcome from the Headteacher

Thank you for your interest in joining us at Lime Wood Primary.

Our wonderful school opened in September 2023 with a reception cohort and as the community grows, the school is continuing to grow year by year, eventually into a three-form entry school.

I am delighted to be the Headteacher at Lime Wood Primary School. One of my personal values stems from a TED Talk I watched some time ago. The talk was given by an American educator called Rita Pierson. Her main message throughout was that 'Every child needs a Champion'. Ever since then, this has been my personal mantra in all of the schools I have worked in across the Woodland Academy Trust. This also links directly with our Trust's ethos of 'Ignite the spark, reveal the champion'.

If you would like to find out more and join Lime Wood Primary on its exciting journey, then please do not hesitate to get in touch. We would love to hear from you.



**Miss C Ingrams- Headteacher**

## About our school

Lime Wood Primary is a unique circular three-story school in the heart of the Erith community. We value our partnerships and by working with and listening to our community, we will deliver an education to our children that will create life-long learners.

Our school has amazing facilities that include a 3G pitch, MUGA pitch, allotment, a growing Forest School, a dedicated Art /DT space as well as a dedicated Food/Science room together with a library and breakout spaces.

In our commitment to PedTech and a Universal Design for Learning we have a growing collection of digital resources to enhance learning as well as 1:1 iPad devices for all children from Reception.

### Our Vision

*To deliver a curriculum that is provided by good teachers underpinned by an effective blueprint for excellence in culture, behaviour, attainment and wellbeing - to find the champion in everyone.*

### Our Values

We have worked with our school community to develop our five core values:



Get a glimpse into Lime Wood Primary School by watching our video [here](#).

For more information about Lime Wood Primary School please visit: [\*\*Lime Wood Primary School website\*\*](#)

## Lime Wood Primary School



 [www.limewoodprimaryschool.co.uk](http://www.limewoodprimaryschool.co.uk)

Lime Wood Primary School,  
2 Sandy Road,  
Erith, Kent  
DA8 1FJ

 01322 344939

## About our vacancy

**Job title:** Teacher, Special Resource Provision

**Status:** Permanent

**Hours:** Full time/ 52 weeks per year

**Grade:** Teachers Main and Upper Pay Scales

**Post Start Date:** Spring 2026

**Closing Date for Applications:** 21.02.2026

**Interviews:** 25<sup>th</sup> February 2026

### **Join Our Second Specialist Resource Provision (SRP) – be part of something amazing!**

Lime Wood Primary School is excited to be recruiting a committed, skilled and compassionate SEND/Specialist Teacher to support the launch of our second Specialist Resource Provision opening in Spring 2026. This provision is designed to meet the needs of pupils with an Education, Health and Care Plan (EHCP) where the primary needs are Autism Spectrum Disorder (ASD) and/or speech, language and communication needs (SLCN).

Are you a passionate, dedicated teacher who believes every child deserves to thrive? Do you have the creativity, compassion and ambition to make a profound difference in a specialist setting? We are seeking an exceptional Primary Class Teacher to join our vibrant Special Resource Provision, where our pupils' unique strengths are celebrated, nurtured and developed every day.

This is a unique opportunity to be part of a new and inclusive educational setting from the start, helping to shape practice, build relationships, and provide specialist support that transforms children's lives.

Lime Wood Primary School is a growing school located in the heart of Erith. As a new school, Lime Wood Primary currently welcomes Reception, Year 1 and Year 2 pupils and will expand in the coming years to welcome new pupil intake. The school roll will gradually increase year on year until it reaches full capacity as a 3-form entry primary school. The SRP will initially support children from EYFS to KS1, expanding over time.

In this rewarding role, you will be part of a supportive and collaborative team who live our Trust values—ambition, collaboration, compassion, excellence and inclusivity—in everything we do. You will plan and deliver high-quality learning experiences tailored to diverse needs, working closely with skilled support staff and families to ensure every pupil achieves meaningful progress. Our provision offers a warm, child-centred environment with a strong emphasis on communication, independence and holistic development.

If you are reflective, enthusiastic and committed to continuous professional growth, we would love to hear from you. Join us in shaping a learning community where every child can succeed.

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The successful candidate will:

- Hold responsibility for planning and teaching an engaging curriculum that ensures clear progression for all pupils.
- Set high expectations, establish clear learning objectives and use assessment effectively to inform next steps.
- Create a motivating, inclusive and well-organised classroom environment where pupils feel safe, supported and inspired.
- Use a variety of teaching strategies and resources to meet individual needs, including pupils with SEN, EAL and higher ability learners.
- Deploy classroom support staff efficiently and collaboratively to enhance learning outcomes.
- Maintain high standards of behaviour through positive, consistent approaches aligned with school procedures.
- Monitor and record pupils' progress systematically, providing clear and informative feedback to parents and carers.
- Contribute to curriculum development by leading a subject or area of school improvement.
- Communicate effectively with pupils, families, colleagues and wider stakeholders, building strong relationships.
- Demonstrate the personal qualities essential for this role—approachability, enthusiasm, organisation, flexibility, professionalism and compassion.

We are committed to safeguarding and promoting the welfare of all pupils. All staff are expected to share this commitment. Successful applicants will be required to undertake an Enhanced DBS check.

## Applications

Please apply by visiting our school vacancies page at: [Lime Wood Primary Vacancies](#)

Or if you would prefer to complete a word application form, please contact recruitment via email at [lwpoffice@watschools.org.uk](mailto:lwpoffice@watschools.org.uk)

**Application Deadline:** 21<sup>st</sup> February 2026

**Interviews:** 25<sup>th</sup> February 2026

For more information about Woodland Academy Trust please visit: [Woodland Academy Trust](#).

## **Diversity & Inclusion**

We strive to achieve a diverse workforce, fully representative of our diverse society and the ethnic make-up of the pupil population in the UK. People of colour are currently under-represented on our staff teams. We are keen to attract applications from a diverse pool of candidates and determined to be a fully inclusive employer, and a great workplace for people of ethnic minority heritage as well as white heritage.

## **Our Offer**

Woodland Academy Trust seek to appoint colleagues who share in our values and mission to *ignite the spark and reveal the champion*. We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

- Continuous professional learning focusing on core areas;
- Working collaboratively with agencies around us and offering formal training opportunities, bespoke and targeted professional development as well as in-house, bespoke training from our many experts and coaching and mentoring;
- Embedding initiatives to support with reducing teacher workload;
- A strong supportive ethos with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;
- Cycle to work schemes.

## **Safeguarding Children and Young People**

Woodland Academy Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about this process, please contact us for more information.

### Our Commitment to Innovation in Recruitment

At Woodland Academy Trust, we are proud to be at the forefront of innovation in education—this includes how we recruit. We actively use AI-powered tools and digital platforms to support and streamline our recruitment processes. From anonymised shortlisting grids to data-informed candidate scoring, we ensure fairness, transparency, and efficiency at every stage.

As a Trust, we believe in human decision-making enhanced by smart technology. AI supports us in removing unconscious bias, improving turnaround times, and focusing more of our time on getting to know the people behind the applications. For further information, or to opt-out, please view the Privacy Statement on our website.



## JOB DESCRIPTION AND PERSON SPECIFICATION

<b>JOB TITLE</b>	Class Teacher, Special Resource Provision
<b>RESPONSIBLE TO</b>	SENDCO
<b>SALARY</b>	Main and Upper Pay Scales
<b>HOURS</b>	1267.5 hours/ 52 weeks per year
<b>ALL STAFF RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>• To live our Trust values, demonstrating ambition, collaboration, compassion, excellence and inclusivity in your everyday work life.</li> <li>• To value professional development and welcome any training opportunities to develop personal skills and knowledge.</li> <li>• To agree to follow the school and Trust's policies and procedures.</li> <li>• Uphold all statutory safeguarding and child-protection responsibilities, including recognising and reporting concerns promptly in line with school policy and national guidance (e.g., KCSIE), and maintaining a commitment to promoting the welfare and safety of all pupils.</li> </ul>
<b>MAIN PURPOSE OF THE ROLE</b>	To carry out the professional duties of a teacher in accordance with the Statutory Teachers Pay and Conditions Document as well as the policies of the school, under the direction of the Headteacher.

<b>Planning, teaching and class management</b>	<ul style="list-style-type: none"> <li>• Identifying clear, evidence-based learning objectives and specifying how these will be <i>taught, assessed and reviewed</i>, ensuring alignment with EHCP outcomes and the Assess–Plan–Do–Review cycle.</li> <li>• Designing appropriately challenging tasks that meet pupils' individual needs, interests and starting points</li> <li>• Setting high but developmentally appropriate expectations, informed by baseline assessments, previous attainment and EHCP-specified provision.</li> <li>• Establishing clear learning targets that reflect pupils' current levels of functioning, barriers to learning and required interventions.</li> <li>• Using diagnostic, formative and summative assessments to identify pupils with SEND, monitor progress towards EHCP outcomes, and inform personalised planning.</li> <li>• Implementing Targeted SEND Provision</li> <li>• Adapting teaching and learning to meet a broad range of needs and ensuring reasonable adjustments, quality-first teaching strategies and specialist interventions are in place.</li> <li>• Ensuring lesson structure supports pace, motivation and challenge, embedding visual supports, scaffolds and multisensory approaches as required for pupils with SEND.</li> </ul>
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	<ul style="list-style-type: none"> <li>Ensuring assessment is used effectively to adapt teaching, evaluate intervention impact and secure coverage of statutory programmes of study while meeting individual EHCP requirements.</li> <li>Maximising teaching time through efficient organisation, clear routines and the consistent use of strategies that reduce cognitive load for learners with additional needs.</li> </ul>
<b>Learning Environment Behaviour and Safeguarding</b>	<ul style="list-style-type: none"> <li>Maintaining a positive and safe learning environment, following school behaviour policies and modelling good practice in punctuality, presentation and engagement.</li> <li>Promoting self-regulation, independence and social communication skills, ensuring strategies are personalised to pupils' SEND profiles.</li> </ul>
<b>Pedagogy, Reviewing and Improving Practice</b>	<ul style="list-style-type: none"> <li>Using a wide range of evidence-based teaching approaches, such as:</li> <li>Matching pedagogical approaches to individual needs, ensuring information is structured clearly and key vocabulary is explicitly taught and reinforced.</li> <li>Using high-quality questioning and feedback to identify misconceptions, support language development and extend thinking.</li> <li>Selecting and adapting resources, including digital and assistive technology, visual supports and specialist materials, to reduce barriers to learning.</li> <li>Ensuring knowledge, skills and understanding are taught cumulatively, allowing pupils to make sustained progress across the curriculum.</li> <li>Evaluating the impact of teaching and intervention critically to refine provision, ensuring alignment with EHCP outcomes and SEND Code of Practice expectations.</li> <li>Deploying classroom support staff effectively, ensuring they understand planned interventions, targets and strategies, and enabling them to deliver high-quality support.</li> <li>Providing structured, scaffolded learning opportunities that take account of SEND profiles, including sensory, social, emotional and cognitive needs.</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>Creating opportunities that develop key curriculum foundations, particularly in communication and language, early literacy and mathematics, using approaches informed by local and national SEND priorities.</li> <li>Encouraging pupils to reflect on their learning, communicate their thinking, develop resilience, and engage purposefully with tasks.</li> <li>Using a range of planned teaching strategies, including adult-led intervention, experiential learning, play-based approaches and talk-rich environments, to ensure access for pupils with SEND.</li> </ul>

- This job description sets out the duties of the post at the time it was published.
- The hours and the job description may be modified depending on the needs of the school.

- The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.
- The priorities for each year will be reviewed against this job description annually through performance management meetings.

Signed by employee: \_\_\_\_\_

Signed by Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_

*Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the Trust.*

Person Specification		
	Essential	Desirable
<b>Education, Qualifications and Training</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous INSET &amp; commitment to further professional development.</li> <li>Child protection and safeguarding training.</li> <li>CPD/SEND Provision and Inclusion.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching at Foundation Stage, KS1 or KS2.</li> <li>Experience of working in partnership with key stakeholders including parents/carers and external agencies</li> </ul>	<ul style="list-style-type: none"> <li>Teaching across the whole Primary age range.</li> <li>Teaching in a resource provision</li> <li>Teaching pupils with SEND</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>The Class Teacher should have knowledge &amp; understanding of: <ul style="list-style-type: none"> <li>The theory and practice of effective teaching &amp; learning for the individual needs of all children including EAL, SEN, Able &amp; Talented (e.g classroom organisation and learning strategies); statutory National Curriculum requirements at the appropriate key stage;</li> <li>The monitoring, assessment, recording and reporting of pupil's progress;</li> <li>The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety SEN &amp; Child Protection;</li> <li>The positive links necessary within school and with all its stakeholders.</li> </ul> </li> <li>The Class Teacher will be able to: <ul style="list-style-type: none"> <li>Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</li> <li>Create a happy, challenging and effective learning environment establishing high expectations;</li> <li>Implement effective classroom management and organisation;</li> <li>Assess the needs of individuals accurately recording &amp; reporting their progress;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of technology and digital learning to enhance children's learning.</li> <li>Knowledge of the preparation and administration of statutory National Curriculum tests.</li> <li>Understanding of the links between schools, especially, networks and partner schools.</li> <li>Able to develop strategies for creating community links.</li> <li>Knowledge of evidence based SEND interventions.</li> </ul>

	<ul style="list-style-type: none"> <li>- Develop good personal relationships with parents/carers, governors and the community;</li> <li>- Communicate effectively (both orally and in writing) to a variety of audiences.</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Empathetic</li> <li>• Enthusiastic</li> <li>• Organised</li> <li>• Flexible</li> <li>• Reflective</li> <li>• Professional</li> <li>• Collaborative</li> <li>• Inclusive</li> <li>• Compassionate</li> <li>• Ambitious</li> </ul>	
<b>General Circumstances</b>	<ul style="list-style-type: none"> <li>• Understanding of safeguarding and its importance within an educational setting.</li> <li>• Awareness and understanding of equality and diversity</li> </ul>	

Ignite the spark,  
reveal the champion



Lime Wood Primary School

2 Sandy Road

Erith

Kent

DA8 1FJ

01322 344939



lime\_wood\_primary



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