



# Charter Primary School

Create, Discover, Succeed, Together

## RESOURCE BASE TEACHER PERMANENT, FULL TIME

THE ATHELSTAN TRUST



CHARTER PRIMARY SCHOOL  
T: 01249 447223  
[admin@charter.wilts.sch.uk](mailto:admin@charter.wilts.sch.uk)  
[www.charter.wilts.sch.uk](http://www.charter.wilts.sch.uk)



A charitable company limited by guarantee, registered in England & Wales, as Athelstan Trust Company No: 7699625



Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of six secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire. We were excited to welcome two new primary schools in the last few months and from October 2025 another secondary school. This will further enrich our collaborative strengths.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

Matthew Evans

**Chief Executive Officer**

The Athelstan Trust





Dear Candidate,

Thank you for the interest your interest in working with us here at Charter Primary School in Chippenham, part of the Athelstan Trust. I hope you find this pack informative. Should you require any further information, please visit our school website, [www.charter.wilts.sch.uk](http://www.charter.wilts.sch.uk) or contact the school office.

Our school is located in the outskirts of Chippenham town centre and is ideally situated for easy access to Bath, Swindon, and many surrounding towns and villages.

Our school ethos, "Create, Discover, Succeed Together" brings children to the heart of everything we do. At Charter School, everyone values working together to become imaginative and creative learners through inclusion, respect and kindness. We are curious in our discovery of the world and challenge each other to succeed.

We are an active outdoor learning school and previously achieved a Challenge Partners 'Area of Excellence' for our Learning in the Natural Environment (LiNE) and we have a qualified Forest School Teacher. We implemented the Outdoor Play and Learning programme (OPAL) in January 2022 and we have an established nurture room which, while based on nurture room principles, is unique to Charter. We also offer a variety of educational trips throughout the year, including a residential trip in Year 6.

The school was opened in 1994 and is a modern, light and spacious building with fantastic outdoor space including a large field and an all-weather pitch. A purpose built, specialist resource base for children with social communication difficulties, is integral to the school. We have a dedicated school library which we continue to develop and grow. In addition, we also provide a before and after school run by our wonderful team of teaching assistants.

Our active and very supportive parent association, Charter School Friends Association (CSFA) contribute to whole school activities and developments.

We hope you choose to apply for a position with us. We offer a friendly, supportive and welcoming team and wonderful children to work with. All staff are offered opportunities for continuous professional development and have access to the full range of benefits provided by the Athelstan Trust.

We look forward to receiving your application.

Sarah Flack  
Headteacher

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<b>Post:</b>	Resource Base Teacher
<b>Contract:</b>	Full Time, Permanent
<b>Pay Range:</b>	M1 to UPS 3 (£32,916 - £51,048) Pro rata plus SEN Allowance
<b>Location:</b>	Charter Primary School
<b>Closing Date:</b>	Monday 16 <sup>th</sup> March 2026 at 9am

Charter Primary School are seeking a motivated, skilled and resilient Class Teacher with SEN experience in supporting children across primary age with social, communication and interaction difficulties, including pre-verbal children, to work within our Resource Base. This is a permanent, full time position to commence on 1<sup>st</sup> September 2026. An earlier start date would be considered for the right candidate, if available.

This is an exciting opportunity to contribute to the continuing development of our school and will suit an experienced teacher with excellent SEND knowledge and skills. We are looking for a vibrant and imaginative candidate with the ability to design creative lessons and activities that incorporate sensory needs and the child's academic level, building on communication, social and life skills. We are open to experience in any subject leadership area. ECT's are also welcome to apply for this opportunity to gain invaluable experience.

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all

- We hope to appoint someone who is ambitious and hardworking with high expectations both of themselves and others, and who can inspire pupils and adults alike. The right candidate should make learning enjoyable, inclusive and stimulating for the children in their care and motivate them to reach their full potential. A commitment to providing an exciting and supportive learning environment, both indoors and out is essential.

- is an enthusiastic primary teacher
- fits the criteria on the attached person specification
- is able to make learning enjoyable and stimulating
- can motivate the pupils in their care to reach their full potential
- will play an active part in the life of the school
- has excellent communication skills and can develop good relations with colleagues, children and parents

- A commitment to developing the talents and skills of all our staff
- A caring, enthusiastic and friendly team of staff
- Supportive parents, colleagues, leaders, local governors and Trust leaders
- The opportunity to work collaboratively within The Athelstan Trust
- A positive ethos underpinned by shared values
- A modern setting with spacious indoor and outdoor areas
- Employee assistance programme
- Automatic enrolment to the teacher or local government pension schemes



- Cycle to Work scheme

Applications will be considered as they are received; we reserve the right to make an appointment prior to the closing date.

The Athelstan Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check along with standard pre-employment safeguarding checks. As the role includes working with children, it is exempt from the Rehabilitation of Offenders Act 1974. Applicants must, therefore, disclose all spent and unspent convictions. References will be sought for shortlisted candidates before interview. Please also be aware that you will be subject to an online check and that you may be questioned about the findings of such a check at your interview.

We are a flexible working employer, and we are willing to make any reasonable adjustments you require during your interview so please ask us.







## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Degree level qualification</li> <li>Willing to undertake CPD</li> </ul>	<ul style="list-style-type: none"> <li>Paediatric First Aid training</li> <li>Additional SEND/ASD qualification</li> <li>Further training relevant to pupils e.g. TEACCH, Makaton, Attention Autism</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Up to date knowledge of the curriculum/SEN</li> <li>Effective team working skills</li> <li>Understanding of how to work collaboratively with parents and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Recent KS1/EYFS teaching experience</li> <li>Recent phonics teaching experience</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Clear ideas about how standards can be raised using assessment as a starting point</li> <li>Sound understanding of the primary curriculum</li> <li>Effective oral and written communication skills</li> <li>A range of strategies for inspiring and motivating children in their learning</li> <li>A desire to teach in a cross curricular method</li> <li>Experience of working with children with SEN/EAL</li> <li>An excellent understanding of safeguarding and its importance for learning</li> <li>Knowledge of the curriculum</li> <li>Knowledge of key performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>Experience of developing parental engagement</li> <li>Recent professional development</li> <li>Knowledge and experience of trauma informed practice</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>An excellent classroom practitioner</li> <li>Able to ensure a personalised learning approach for all children to diminish differences</li> <li>Experience and knowledge of how to get the best from the other adults working within the class</li> <li>A range of behaviour management skills</li> <li>Experience and an understanding of how to differentiate to meet a wide variety of needs</li> </ul>	<ul style="list-style-type: none"> <li>Proven track record through performance management / appraisal procedure</li> <li>The ability to use flexible approaches within the school policy range</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Positive outlook and attitude even on a trickier day</li> <li>Able to bring fresh ideas and take initiative/responsibility</li> <li>Continues to be a learner as an adult</li> <li>Self-motivated to drive their own career</li> <li>Willing to take on extracurricular activities</li> <li>Team player in the true sense of the word</li> <li>Supportive and caring to colleagues</li> <li>Believes that everyone CAN achieve</li> <li>Reflective of their own impact</li> <li>Proactive in the working environment</li> <li>Has a personal 'can do' attitude</li> </ul>	<ul style="list-style-type: none"> <li>Ability to relate well to other professionals</li> <li>Knows how to adapt their own approaches on the spot</li> <li>Truly recognises that children are important in their own right</li> <li>Respects everyone for who they are</li> </ul>





- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress

- ## Behaviour and Safety

- ## Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil





- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

#### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

#### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

#### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the School Teachers Appraisal Regulations 2012

#### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

