



Teacher Courtlands School



Dear prospective candidate,

Thank you for your interest in joining the teaching team at Courtlands School!

Courtlands is a warm, ambitious primary school within the Transforming Futures Trust in Plymouth, dedicated to supporting children aged 4–11 with Moderate Learning Difficulties and Social, Emotional, Communication Interaction and Mental Health needs. Our innovative, needs-focused curriculum, paired with a broad range of therapies, empowers each student to reach their potential, celebrating growth in both academic and personal achievements.

At Courtlands, our students genuinely enjoy coming to school, engaging in everything from tailored therapies to additional provision activities and – above all – benefiting from the supportive relationships they form with peers and staff. They feel safe, valued, and proud of their progress. When guided calmly and consistently, our students behave exceptionally well, reflecting on their needs and developing empathy and self-confidence along the way.

We're excited to welcome an exceptional teacher who is passionate about making a real difference. Here, you'll work both in the classroom and beyond, engaging with students across our supportive, compassionate environment. You'll lead agreed-upon learning activities and implement effective teaching strategies that support our students' unique needs, including those with special educational needs and disabilities (SEND). You'll also play a key role in implementing effective behaviour regulation strategies, ensuring every student feels secure, seen, and supported.

At Courtlands, we take pride in our skilled and motivated team and offer you a real chance to impact the lives of remarkable young learners. Our commitment to staff well-being is award-winning (National Wellbeing in Schools Award 2019), and we provide comprehensive training, along with continuous mentoring and support from an accessible and dedicated leadership team.

For the past five years, we've been on a journey to become a trauma-informed community, responding to the complex backgrounds and past experiences of our students. We see every interaction as a chance to empower our pupils, helping them recognize their value and self-worth – even when challenges arise. If you're someone who can look beyond behaviours to see the child within, who understands and uses the PACE approach, and who remains calm under pressure, you could be an ideal fit for our team. We look forward to the possibility of you joining us at Courtlands and making a positive impact on our school community!

Find out more about who we are and what we do on our website:

<https://www.courtlands.transformingfutures.org.uk>

where you will be able to download a job description and apply through 'My New Term' from the Vacancies section

Sarah Dodds
Head of School



Who We Are

Courtlands School is an extraordinary place for primary-aged children with Moderate Learning Difficulties, Social, Emotional, and Mental Health (SEMH) needs, autism, ADHD, speech and language challenges, and the effects of trauma. At Courtlands, you'll be part of a positive, accepting, and close-knit community dedicated to meeting each child where they are and helping them thrive.

Our unique, needs-based curriculum and innovative, targeted therapies go beyond what many schools can offer, fully customized to support developmental growth and inspire a lifelong love of learning. With small class sizes of no more than ten students and high levels of adult support, we prioritize the whole child, helping each one build both academic skills and personal well-being. This means helping them socialize, play, eat independently, develop physical coordination, learn to swim, ride a bike, and most importantly, believe in themselves. You'll see their joy in the smiles and enthusiasm that fill our classrooms.

Courtlands pupils consistently exceed national expectations for progress, while our attendance rates rank in the top 1% of special schools nationally and our exclusion rates are among the lowest. Our inclusive approach ensures that every child feels a sense of belonging and achievement.

Our curriculum is thoughtfully adapted from the National Curriculum, using evidence-based approaches like TEACCH, Makaton, Attention Autism, and Precision Instruction, among others. Our evolving outdoor environment enables us to incorporate activities like forest school, mountain biking, and problem-solving into our wellbeing curriculum, equipping students with resilience, teamwork, adaptability, and perseverance – skills they'll carry into the world.

At Courtlands, you'll work alongside an exceptional team of complementary therapeutic professionals, including our in-house occupational and play therapists. Working closely with specialists like speech and language therapists, CAMHS, and paediatricians, you'll be part of a team designing personalized support plans for some of the most deserving children in the area.

Our school community is known for its flexibility, creativity, and making what might seem impossible a reality. If you're passionate about making a profound impact, Courtlands could be the ideal place for you to thrive and help others do the same.

Welcome

Thank you for considering a role with Transforming Futures Trust. This is an exciting time for our organization, and I'd like to share why we believe it could be the ideal place for you.

Transforming Futures Trust is home to four academies across the Southwest of England, all dedicated to supporting children and young people with special educational needs and/or disabilities (SEND). Over time, our trust has grown into a secure, forward-thinking organization that collaborates closely with local communities to strengthen the SEND support network across Devon, Cornwall, and Plymouth.

Although each of our academies has unique strengths, our shared mission is to create "positive futures for all." We are committed to building a culture of Trauma-Informed Practice throughout our academies, which benefits not only the students but also our staff, parents, caregivers, and the wider communities we serve.

Transforming Futures Trust is for children and young people for whom mainstream education may not be the best fit – students with SEND, those experiencing mental health challenges, and children who may feel out of place in traditional settings. Our staff is dedicated to the core belief that every learner, regardless of background or ability, deserves the highest quality education.

Our academies are led with strong, collaborative, and supportive leadership, creating tight-knit communities where teams work together to achieve meaningful outcomes for our students. As we grow, we're equally committed to fostering staff development and well-being. You'll find a smooth induction, personalized training, and a genuine commitment to professional growth and well-being.

The impact we've made on our pupils' lives is something we're incredibly proud of, and we invite you to visit our academies to see the positive, purposeful environments we've created firsthand. We look forward to the possibility of you joining us in building positive futures for all.

Mark Ruffett
Executive Head Teacher





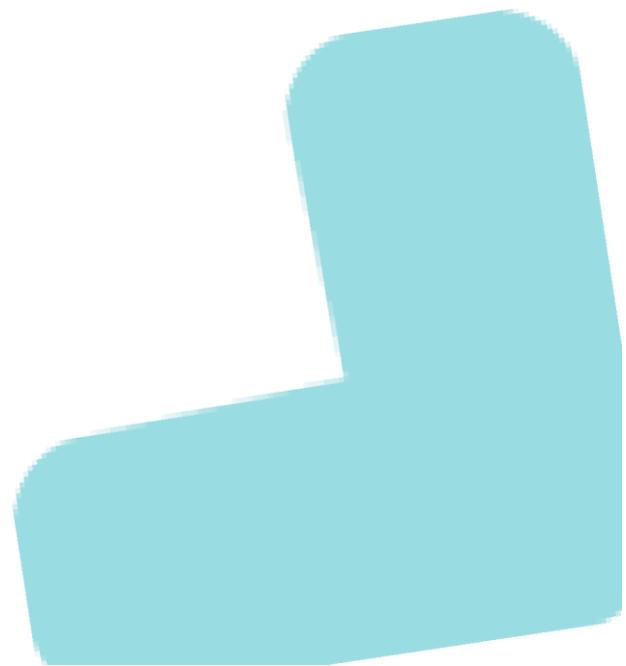
About Us

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to school support.



Governance, Responsibility and Leadership

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a Chair and Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for setting the Trust Strategy and making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

Our Vision

We stand for excellence in education, uncompromising professionalism, and solution-focused support, with our pupils at the heart of everything we do.

Our Values

**Valuing the individual
and our service to them**

**Compassion and
caring for everyone**

**Professional
excellence in all we do**

**Valuing growth and
releasing potential**

Celebrating Success



Feedback

“The relationships we have with the students are really strong” Teaching Assistant

“It's been so nice having him at ACE, with all the support he has been given” Parent

“The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised” Teacher

“TFT is just brilliant. I couldn't ask for a better school. You work miracles” Parent

“I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures” Teacher

“Having worked for TFT for only a short time and I have been impressed at how the students are supported” Teaching Assistant

“The work we do at TFT is brilliant and I am delighted to have joined the team this September” Teacher

“My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner” Parent

“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead



About The Role

Job Title: Teacher

Salary Range: MPR – suitable for ECTs

Contract Type: Permanent

Closing Date: Sunday 8th March 2026

Shortlisting Date: WC 9th March 2026

Full day interview to include tasks: WC 16th March 2026

Job Purpose

The main purpose of the role is to:

- Promote well-being of individual SEN pupils in your class.
- Contribute to an outstanding culture of community across the school.
- Model the high standards of communication, interpersonal skills and peer relationships expected in every interaction with pupils, staff and families.
- Be responsible for the quality first teaching, learning and achievement of all pupils in the class, ensuring equality of opportunity for all including leading and arranging annual review meetings, risk assessments.
- Take responsibility for delivering high-quality teaching and ensuring the academic success and progress of all pupils in the class, promoting equality of opportunity. This includes leading and coordinating Annual Review meetings, conducting risk assessments and monitoring progress.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Take responsibility for promoting and safeguarding the welfare of children within the school.

Responsibilities

- To carry out the professional duties of a teacher as set out in the most recent School Teachers' Pay and Conditions document.
- Support consultations, in collaboration with Senior leaders, as part of the admission process of the school, including visits to a pupil's home, school or other location.
- Undertake, lead and analyse the assessment data collected as part of the admission process to the school identify pupils who need support in their learning across the curriculum and working alongside the Pupil and Family Support and Senior Leadership Team to ensure suitable opportunities for teaching and learning are in place.
- Teach students, in subjects across the curriculum, on a one to one or small group basis who are unable to access learning in a classroom group or environment.
- Undertake tuition as required offsite or in a student's home, with the relevant risk assessments in place.
- Creating a schedule for teaching, learning and progress in range of subject areas including offsite trips, visits and experiences.
- All teachers have a responsibility for providing and safeguarding the welfare of children they are responsible for or come into contact with.
- To implement and deliver an appropriately broad, balanced, relevant, differentiated curriculum for pupils.
- To lead/support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of pupils.
- To manage the Annual Reviews for pupils within the class.
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential meeting with EHCP and IEP needs.
- Conduct Parents Evenings.
- To share and support the school's responsibility to provide and monitor opportunities for personal growth and enjoyment
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the school policy.
- Communicate and consult with the parents/carers of pupils on at least a weekly basis or more frequently.

- Keep up to date on the current curriculum and latest teaching trends.
- EHCP monitoring.
- Maintain an excellent knowledge of the ways, strategies and approaches that will best work with SEMH pupils.
- Work effectively as a member of the Courtlands School team to improve the quality of teaching and learning.
- Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To support the aims of the School Development Plan.
- To support the ethos, aims and vision of the school.
- To carry out duties as assigned by the Headteacher.
- 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.
- To keep high quality records to promote tracking and monitoring of pupil progress using data and teacher assessment records.

Experience and Job Knowledge

Essential

- Understanding that behaviour is a form of communication.
- Commitment to relational learning using playfulness, acceptance, curiosity, and empathy alongside natural and logical consequences rather than punitive approaches.
- Proven experience of teaching primary age pupils with additional needs either in a mainstream or special school setting
- Understanding of the national curriculum, and how to adapt it for pupils working significantly below age-related expectations
- Knowledge or experience of successfully supporting children with moderate learning difficulties and social, emotional, and mental health needs and/or communication and interaction needs
- Evidence of recent and relevant professional development
- Experience of child protection procedures and commitment to safeguarding pupils
- Proven ability to plan and teach outstanding lessons, ensuring high standards, continuity and progression
- Ability to adapt to different learning styles
- Ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others
- A good understanding of child development and learning processes within SEND and how to overcome barriers to learning
- Have a thorough and up-to-date knowledge and understanding of the SEND Code of Practice, Proposed reforms and changes, National Curriculum programmes of study, assessment framework descriptors and specifications for examination courses.
- Experience of EHCPs annual reviews, writing and reviewing IEPs, developing personalised interventions for pupils and reviewing progress
- High level of professionalism for contributing to statutory documentation and meetings.
- Proven expertise in working with children who communicate through challenging behaviour and meeting their wider needs through pupil centred planning approaches
- Ability to set and maintain high standards of behaviour and expectations whilst meeting individual needs
- Proven ability to ensure continuous assessment, recording and reporting on the development, progress and attainment of pupils
- Ability to support and maintain effective teamwork
- Ability to create and maintain inclusive links with other agencies and mainstream schools/colleges
- Ability to deal positively with staff, children, and parents in sometimes difficult circumstances

Desirable

- Experience in a variety of educational settings including mainstream schools
- Experience of TA appraisal
- Willingness to contribute to, and support professional development across the whole staff
- Ability to lead a curriculum area

Qualifications

Essential

- Qualified Teacher Status
- Relevant degree

Desirable

- SEND related qualifications or training, e.g. SENCO qualification or specific training in Mental Health or specific special educational needs and disabilities.
- Previous experience in a leadership/TLR role.

Personal Qualities and Attributes

- Commitment, passion, and drive for high standards in supporting children with additional needs to succeed.
- Resilience to challenging behaviour from pupils and a forgiving 'every day is a new start' attitude.
- Understanding that physical intervention is a last resort to keep children safe, and a willingness to undertake it (with training) when all else fails.
- Ability to work successfully within a team, supporting colleagues.
- Confidence to engage in a robust line management structure including line management of a team.
- Flexible and a positive attitude to change.
- Openness to self-reflection, highly developed self-awareness skills and a commitment to personal and professional growth and development.
- Take responsibility for personal professional development, keeping up-to date with research and developments in teaching pedagogy and changes in the national curriculum.
- Undertake any necessary professional development as identified in the School Improvement Plan or in Appraisal, taking full advantage of any relevant training and development available, e.g., including appropriate national training schemes.
- Maintain a professional portfolio of evidence to support the appraisal process.
- Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post.
- Consider the expectations and needs of other members of staff, and in particular ensure that student teachers are appropriately encouraged, monitored, supported.
- Professional Standard and Development.
- Be an excellent role model to pupil through personal presentation and professional conduct.
- Arrive in class, before the start of the lesson, and begin and end lessons on time.
- Support all the School's policies, e.g. Health and Safety and Safeguarding.
- Establish excellent and effective working relationships with professional colleagues and associate staff.
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of safeguarding.
- Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
- Be aware of the role of the Board of Trustees and local governance arrangements for the school and support it in performing its duties.
- Participate in meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Supervise and as far as practicable teaching any students whose teacher is not available to teach them.

Health and Safety

- Understand and comply with Health and Safety Regulations and Requirements.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Undertake risk assessments relating to subject and activities as well as to undertake and review regularly pupil risk assessments.

Transforming Futures Trust Values

- Professional excellence in all we do
- Valuing the individual and our service to them
- Valuing growth and releasing potential
- Celebrating Success
- Compassion and caring for everyone

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change and the above list is not exhaustive. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

Our Schools

Alongside Courtlands School, Transforming Futures Trust is made up of two more academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



Mount Tamar is a school for children who have an Educational, Health and Care Plan (EHCP) describing Social, Emotional and Mental Health (SEMH) and/or an Autism Spectrum Condition (ASC). We have children on roll from Y3-Y11. We are a community of approximately 100 pupils and 100 staff over 4 sites in the Plymouth area. Our main Primary and Secondary School site is at Row Lane in Higher St. Budeaux in the north of the city.

Working With Us



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust, we can offer you as future employee many exciting benefits:

SCHOOL DAY

The school day for pupils runs from 9.00am – 3.10pm

HEALTH ASSURED

Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

CPD

All members of staff have CPD sessions that take place on a Tuesday 3.30pm – 4.30pm.

INDUCTION AND QUALIFICATIONS

When you join us, you will be given an induction to our school and provided with Safety Intervention (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which includes, trauma informed practice and in-depth safeguarding training.

DELT SHARED SERVICES

Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely.

