

Bespoke Curriculum & Intervention Teacher (Primary Specialist)

Plantsbrook School



Title of Post	Bespoke Curriculum and Intervention teacher (Primary Specialist)
Status	Permanent
Salary/Grade	Teachers' pay range according to qualifications and experience
Start date	September 2026 (or earlier by arrangement)
Advert Closing Date	9am, Monday 1st June
Proposed interview date	TBC

Job Description

Introduction to post:

Plantsbrook is a friendly and supportive place to work where collaboration and sharing good practice is actively encouraged. Professional development opportunities are excellent, both within Plantsbrook and across Broadleaf Partnership Trust. There is an energetic and innovative approach to classroom teaching, including a digital strategy with 1:1 devices and adaptive learning at its core.

This is an exciting job opportunity for a primary-trained practitioner to work within our secondary setting with the aim of providing an outstanding personalised learning experiences for students struggling to access our universal offer.

We are proud to be an inclusive school and would welcome a dynamic, primary school specialist to join our team and support our students to 'be the best they can be'.

Key Responsibilities & Duties:

- Teach designated groups and classes
- Work as part of a collaborative process to screen for areas such as reading, handwriting, spelling, phonics, underlying cognitive ability, language needs, and SEMH
- Assist in the delivery of targeted intervention and bespoke curriculum packages across Plantsbrook School and the Plantsbrook Bridge (AAP), ensuring a consistent and inclusive environment
- Liaise with subject leaders to develop the content of bespoke schemes of work
- Model best practice in differentiated teaching, providing challenge and success within the classroom while promoting the school's wider inclusion strategies
- Support the training and development of other staff, bringing your knowledge of KS2 best-practice into KS3 and beyond if appropriate
- Act as a point of contact for staff concerns regarding underlying SEND needs, offering support and advice for providing high-quality, inclusive teaching.
- Contribute to rigorous monitoring and assessment throughout the year to ensure student cohorts remain fluid, allowing students to move between discrete interventions and the mainstream curriculum as appropriate.
- Visit classrooms to observe students, feeding back information to relevant staff and ensuring student records (such as Pupil Passports) are kept up to date.
- Establish strong links with families of students with SEND, providing advice on how to support studies at home and attending parental meetings where appropriate.
- Undertake appropriate training relevant to the role as directed by the SENCO, Line Manager for Inclusion, or Headteacher.
- Promote digital independence and Chromebook accessibility to enable students with SEND to access the curriculum independently and overcome barriers to learning.
- Contribute to the wider inclusion offer, collaborating with colleagues and pupils to develop our SEND practices.

Specific

- To ensure that the register is marked punctually and kept up-to-date as required by the law. All absence should be accounted for by notes from parents or guardians and any problems reported to the Achievement Co-ordinator for the appropriate Year Group in the first instance.
- To deal with other returns and requests for information about pupils in the Tutor Group as required.
- To contribute to and assist as required in keeping up-to-date the pupil records for each pupil in the Tutor Group.
- To contribute to references, reports to outside agencies and the like, in consultation with colleagues.
- To implement the School Policy on personal appearance, uniform and behaviour of the pupils.
- To help pupils with individual guidance as necessary.
- To attend assembly with the form unless a dispensation has been granted.

Line Management

1. Responsible to the Headteacher (through Subject Leader and Departmental Supporter).
2. Responsible to the SENCO

Performance Management and Development

Teachers on the Main, Upper and Unqualified Teachers' pay scales will have their salary reviewed annually in accordance with the Trust Pay Policy.

An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they meet not only the Teachers' Standards but are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained.

Review and Amend

This job description is normally subject to annual review. It may be amended at the request of the Headteacher or the postholder but only after full consultation with the postholder.

Job description issued, after consultation, by Mrs Neal, Headteacher

Person Specification

Professional Qualities

You will:

1. Be an excellent teacher.
2. Have good classroom management skills and be able to help other departmental colleagues if needed.
3. Be committed to teamwork as a style of management, both within the department and within the school.
4. See your subject as being part of a wider picture which includes the whole curriculum.
5. Be committed to improving student achievement, including monitoring attainment, target setting and mentoring underachievers.
6. Be an efficient administrator.
7. Be committed to staff development and training, including performance management.
8. Be committed to equal opportunities and success for everyone in a comprehensive school.
9. Be committed to safeguarding and promoting the welfare of children of children and young people.

10. Be committed to the concept of the school at the heart of the community.

Personal Qualities

You will:

1. Enjoy working with young people and treat them with respect.
2. Be able to motivate and inspire students.
3. Be optimistic, enthusiastic and 'generous of spirit'.
4. Have a sense of proportion and humour.
5. Be equally literate and numerate, including using ICT.
6. Have the personality to deal with student discipline problems firmly and fairly.

I look forward to reading your application. If you are shortlisted for this post you will be contacted by telephone. It is our practice, as part of the interview process, for interviewees to teach a 30-minute session, observed by a senior member of staff.

Mrs Kerensa Neal
Headteacher

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check.

We reserve the right to close the advert early if a strong field of applicants is received prior to the closing date.

We are committed to equality and value diversity, and therefore particularly welcome applications from under-represented groups.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020, which means certain

