



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Class Teacher and SENCO

Springfield Academy, Bulwell, Nottingham

Permanent

37 hours per week

Main Pay Scale/Upper Pay Scale, plus TLR 2.1

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes. Now, we are looking for a passionate and committed Class Teacher to play a vital role in supporting this vision at Springfield Academy.

About the Role

Springfield Academy is seeking a dedicated Class Teacher and Special Educational Needs and Disabilities (SEND) Lead to lead and oversee the SEND provision across school. The SENCO will ensure the highest quality of education and support for children with SEND, empowering teachers and staff to deliver inclusive and impactful teaching practices. The role is instrumental in shaping the strategic direction, promoting consistency, and driving improvements in SEND provision across school. There is a teaching expectation and commitment linked to the role. The teaching allocation will be in the focused provision (0.5).

Who We're Looking For

The ideal candidate will demonstrate a strong understanding of effective primary teaching practices and child development. The ideal candidate will be suitably qualified, highly organised, and capable of creating a positive, structured, and inclusive learning environment. They will have strong communication skills, a collaborative approach to working with colleagues and families, and a clear commitment to safeguarding, student wellbeing, and continuous professional development.

About Springfield Academy

Springfield Academy in Bulwell is a warm, community-focused primary school committed to providing a safe, nurturing, and ambitious learning environment for children aged 3–11. The school prides itself on strong relationships, high expectations, and a curriculum designed to inspire curiosity and confidence. As part of Tapestry Learning Partnership, Springfield Academy promotes teamwork, professional growth, and a shared dedication to helping every child thrive academically and personally.

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this, please call 0115 9322920.

Further details about our school can be found on our website: [Springfield Academy - Home](#)

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

JOB DESCRIPTION

Post Title:	Class Teacher and SENCO
Reporting to:	Headteacher
Grade:	Main Pay Scale/Upper Pay Scale, plus TLR 2.1
Disclosure Level:	Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

The role of Special Educational Needs and Disabilities (SEND) Lead is to lead and oversee the SEND provision across school. The SENCO will ensure the highest quality of education and support for children with SEND, empowering teachers and staff to deliver inclusive and impactful teaching practices. The role is instrumental in shaping the strategic direction, promoting consistency, and driving improvements in SEND provision across school. There is a teaching expectation and commitment linked to the role. The teaching allocation will be in the focused provision (0.5).

Teachers will also:

- Implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for pupils, incorporating the National Curriculum requirements and in line with the curriculum policies of the school;
- Facilitate, support and monitor the overall progress and development of a designated group of pupils;
- Foster a learning environment and educational experience which provides children with the opportunity to fulfil their individual potential;
- Share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review;
- Support and contribute to the school's responsibility for safeguarding children.

Key Duties and Responsibilities

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupil's attainment, progress and outcomes
 - be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's interest in the subject, and address misunderstandings

- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the whole curriculum
- when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil's progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupil's achievements and well-being.

PART TWO: SENCO

1. Provide strategic leadership

- lead the development and implementation of an ambitious vision for SEND provision across the school. This will include both mainstream provision and the FP
- provide expert advice, support, and challenge to staff to ensure compliance with statutory requirements and best practices in SEND education.
- work closely with school Leaders to contribute to wider school strategies on inclusion and equity.

2. Monitor and evaluate

- oversee the quality of SEND provision across school, identifying areas for improvement and ensuring robust action plans are in place.
- conduct regular audits and reviews to monitor the impact of SEND strategies and interventions.
- provide detailed reports on SEND performance to Headteacher and other stakeholders.

3. Provide advice, guidance and support

- act as a trusted advisor to teachers, and the senior leadership team, offering tailored guidance and professional challenge to drive improvements.
- foster a culture of collaboration, providing opportunities for staff to share expertise and develop their practice.
- lead on professional development initiatives for staff to ensure high-quality teaching and support for children with SEND.

4. Collaboration and partnership

- build effective relationships with local authorities, external agencies, and other key stakeholders to secure appropriate resources and support for SEND pupils.
- support staff in communicating effectively with parents and carers regarding SEND provision and pupil progress.

5. Compliance and reporting

- ensure all staff adhere to statutory SEND requirements and trust policies.
- support school in preparing for inspections and contributing to the evaluation of SEND provision within Ofsted frameworks.

6. The SENCO will work across the school to lead and implement the school strategy for SEND to

- raise standards in learning and attainment through co-ordinating the provision for children with Special Educational Needs and Disability (SEND), monitoring standards and assessing progress across the school.
- secure consistently high standards of SEND support in all classes.
- provide expert advice to staff concerning SEND arrangements on an ongoing regular basis.
- create, develop, implement, and advise upon strategic and sustainable approaches to promoting excellent provision for SEND pupils within our school.
- build and develop robust links with external agencies, liaising with Educational Psychologists and other specialist providers of SEND service.
- support and manage social, emotional, or behavioural issues
- manage pupil family's trauma and concerns
- collaborate with outside agencies.

7. Support for the Academy

- maintain effective working relationships with colleagues, parents and carers

- contribute to maintaining pupil records and academy logs of support and actions
- communicate effectively with teaching staff in order to share information appropriately that will enable teaching staff to meet pupils' needs
- attend Team around the School meetings with colleagues and outside agencies.

8. Support for the wider community role

- develop and maintain effective working relationships with external professionals
- attend meetings where necessary to review and support wider community initiatives
- review and develop own professional practice.

9. Management

- line manage the TAs across the school
- provide regular send updates to all staff (including maintenance of all related policies)
- provide advice and counsel to the Headteacher and leadership team on aspects of the Academy SEND procedure and practice.

PART THREE: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the academy, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the academy and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification



Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
Good honours Degree	✓		Application form
Qualified Teacher Status – degree or equivalent	✓		Application form
Masters qualification		✓	Application form
SEND Qualification		✓	Application form
Experience			
Experience in primary education	✓		Application form, references
Experience of teaching in a diverse range of settings	✓		Application form, references
Experience of effectively meeting the needs of children with SEND who are vulnerable to underachievement	✓		Application form, references
Experience of monitoring and evaluating impact of actions		✓	Application form, interview
Experience of engaging effectively with parents	✓		Application form, interview
Comprehensive knowledge of the Primary National Curriculum and how to ensure that children with SEND have full access to the curriculum	✓		Application form, interview
Experience of working with pupils who may present challenging behaviour	✓		Application form, interview
Knowledge and understanding of devising and implementing whole school policies and procedures		✓	Application form, interview
Knowledge and understanding of government initiatives and policy direction for SEND		✓	Application form, interview
Skills			

Excellent teaching skills with clear communication to set goals and pupil expectation	✓		Application form, references
An ability to use your own initiative	✓		Application form, references
Excellent skills in the ability to use ICT programmes for teaching and learning and for data management and record keeping	✓		Application form, references
The application form should demonstrate accurate and correct use of the English language	✓		Application form
Demonstrate a professional and confident approach to work	✓		Application form, references
Able to use data to identify strengths and areas for development	✓		Application form, interview
Able to lead improvement and change to improve outcomes for SEND pupils		✓	Application form, interview
Good organisation and prioritisation in planning and delivering change, whilst managing workload	✓		Application form, interview
Able to develop positive, trusting and appropriate relationships with pupils, parents and stakeholders	✓		Application form, interview
Able to identify, discuss and report safeguarding issues, including child protection with the relevant representatives	✓		Application form, interview
Skills and abilities - other			
Sensitivity, flexibility and a sense of humour	✓		References, interview
A positive and flexible approach, open to challenges	✓		References, interview
Personal Qualities			
Belief in the values and behaviours of TLP	✓		References, interview
Evidence of continuing professional development	✓		Application Form, references
Commitment to equal opportunities and diversity in the performance of duties	✓		Application, interview