

Vacancy: KS2-3 Class Teacher (hybrid Primary Model)

Castlewood School

Date: July 2026



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Building Confidence and Self Belief

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Dear Applicant,

Thank you for your enquiry regarding the above position. The post is offered on a permanent contract on the Teachers Pay scale plus SEN allowance (£2,787), pay award pending.

The school is at an exciting phase in its development being sponsored by Manor Hall Academy Trust since September 2020. We are a small school where all pupils are well known and understood by our experienced staff and we are proud of our pastoral care which ensures our pupils are well supported. I hope that this job pack you will give you a clear sense of what makes our school distinctive in an ever-changing world.

If you would like more information, or if you would like a tour of the school, please get in touch. It is important for potential employees to fully understand our culture and ethos 'at work'. I hope you will be interested in taking your initial enquiries further and look forward to receiving your completed application form, equal opportunities statement, and supporting statement via the link to mynewterm. Please ensure your supporting statement addresses the person specification along with your reasons for applying for the post,

Applications must be received by the closing date **3rd July 2026 at Midday**

Yours faithfully,

Jo McKinney

Head Teacher

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About Castlewood School



The school stands on the site of what was previously known as 'Oaklands School' in Castle Bromwich. The building was constructed in 2009 and boasts state-of-the-art facilities.

Castlewood School is a special day school for 96 pupils aged 4-16 with Social, Emotional and Mental Health difficulties (SEMH).

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Conditions (ASC) including Asperger's Syndrome, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia and Speech, Language and Communication Needs (SLCN). Some pupils have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) requiring medication or visual and hearing impairments.

All pupils at Castlewood School have an Education, Health and Care Plan (EHCP) and are admitted following close consultation with the referring Local Authorities.

Pupils are taught in groups of a maximum size of eight by an allocated Class Teacher and Teaching Assistant. Sometimes additional adults are allocated to a group or an individual for a short period of time to meet specific needs.



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Before attending our school, many pupils have experienced 'failure' in a conventional mainstream setting, often resulting in attainment below the national expectations and significant self-esteem and confidence issues. At Castlewood School we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued and to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement and experiencing success.



Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, enabling them to move on and become a functional member of society. This is achieved by challenging pupils and staff to take the next step for their personal development.



Many of our pupils arrive feeling that they are not successful learners and with significant self-esteem difficulties due to their prior experience of learning. It is also common for our pupils to arrive with limited and underdeveloped skills due to missed opportunities and challenging behaviour acting as a barrier to learning. Pupils are valued as individuals and time is taken to identify learning styles and to understand the needs of the child. This approach allows us to identify activities and learning opportunities to close the gap and to move children along their educational journey.

Our school is a successful and happy one, where pupils feel valued and learn to take responsibility for themselves and others. We are blessed with children of many different age groups. The consideration and patience shown by our older pupils towards their younger peers is only one of the many remarkable features of our school.

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All pupils benefit from;

- in-house catering
- a fully-equipped drama studio
- a multi-purpose sports hall, with space and equipment to host 5-a-side football, badminton, basketball and trampolining
- Lower School outside gym and play area
- a design technology suite
- a mechanics room
- a food technology room
- a science lab
- a music room
- an art room
- a library
- landscaped grounds
- spacious classrooms equipped with interactive screens and the
- Upper School pupils additionally enjoy their own outside area

We regularly feature pupils' work and successes on our website, (our new website is currently under construction) and seek to include all our children in school performances and off-site learning activities, experiences from which they may have been excluded in the past.

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Our pupils receive a broad and balanced curriculum, aiming to meet their individual special educational needs. The school is committed to equal opportunities and all our pupils are expected to leave school with accredited qualifications. At all times pupils and staff are expected to work and behave responsibly, showing respect and consideration for others.

We are developing a culture of aspiration, achievement and personal growth for all pupils and we are committed to broadening

their experiences through our enrichment programme. Themed days, residential excursions and an active School Council combine to make this a busy school where everyone's talents are nurtured and stretched. I appreciate the hard work and dedication of the pupils, their teachers and support staff and I enjoy good communication with all our families. Our school motto is '**Building Confidence and Self Belief**' so you can see this is not merely a slogan but a guiding principle for whole school improvement.

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Remuneration

The salary for the post will start from MPS/UPS £32,916 to £51,048 + SEN 1 (2,787).

Dependant upon qualifications and experience

Contractual Hours are **32.5 Hours**

A Teachers pension is also provided.

The Application Process

The closing date for applications is **12:00 midday 30th September 2026**.

Interviews will take place **week commencing 5th October 2026 time to be confirmed**

Please follow the link to Mynewterm and register with them to be able to complete an application form, to tell us what you can bring to the role and why you feel Castlewood School is a good match for you.

Applicants must provide a minimum of two references, one which must be their current employer (or most recent permanent employer if not in permanent work). The reference must be of someone of a senior nature (normally the Head Teacher in the case of someone working in a school presently)

The school will shortlist applications based on the Person Specification provided.

Successful shortlisted candidates will be called for interview. During the interview candidates will be required to bring with them a range of Identification, as required under Safer Recruitment and Right to Work. Proof of qualifications will also be required.

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Safeguarding

Castlewood School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All applicants will be subject to a rigorous, Enhanced Disclosure and Barring Service (DBS) check and all references obtained will be checked for authenticity and accuracy.

We are an Equal Opportunities employer and welcome applications from all members of the community.

Information for Job Applicants - Safeguarding of Vulnerable Groups, including children

Please read this important information if the post for which you are applying is classed as Regulated Activity with regard to working or having contact with Vulnerable Groups, including Children.

1. Exemption Orders to the Rehabilitation of Offenders Act 1974 permit us to ask you to tell us about all convictions or cautions on your application form. You are obliged to tell us.
2. Under the Disclosure & Barring Service Scheme, we will need to check that you are not barred from working or having contact with Vulnerable Groups, including Children (according to the post).

Currently we will discover this from an application by you for an Enhanced DBS check for Regulated Activity, which we will arrange for you.

3. As we have children under the age of 8 on site, we will also check that you have not been barred from working with young children due to the 'disqualification by association' legislation which is set out in the DFE's 'Keeping children safe in education' guidance
4. If you are already barred from working with either Children or Vulnerable Groups, we cannot by law employ you for this post, and you will commit an offence by making an application.
5. If you are not barred, a criminal record will not automatically bar you from employment, but you may be required to attend a meeting with a Senior Officer to discuss the details of your record.
6. All information provided by you and the DBS Disclosure, will be kept secure and only made available to persons who need to view it for employment purposes. It will be destroyed after use. We will comply with the DBS Code of Conduct relating to storage and security of all Disclosure information

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JOB DESCRIPTION

Job Title	KS2/3 Class Teacher
Job Group	Teacher
Hours/Week	32.5
Special Conditions	Schools Teachers' Pay and Conditions Document
School	Castlewood School
Responsible to	Head Teacher

Job Summary

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for Professional Development and has pupils who achieve well.

Additional duties and responsibilities:

INTRODUCTION

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher; and the Headteacher, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may be the Stress at Work Policy and the Dignity at Work Policy.

GENERAL DUTIES/RESPONSIBILITIES

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation and documentation.

To take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager.

To take appropriate responsibility for promoting and safeguarding the welfare of children and young persons for whom you are responsible, or with whom you come into contact.

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Core Requirements of the Post

In fulfilling the requirement of the post, the teacher will demonstrate essential professional characteristics and in particular will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking
- Improve the quality of pupil's learning
- Be able to liaise with professionals in other agencies

Pupil Progress

- Demonstrate appropriate consistent progress for the majority of pupils, across all teaching areas, across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings
- Use performance data and incident data to evaluate pupils' progress and set appropriate targets for improvement
- Use assessment to inform planning and teaching

Professional Practice

- Maintain an up to date knowledge of good practice in teaching techniques
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider strategies in all teaching curriculum developments
- Incorporate national strategies in all teaching curriculum developments
- Incorporate national strategies in all teaching
- Use knowledge of pupils' learning needs
- Communicate learning objectives
- Effectively use homework and other extra-curricular learning opportunities
- Understand and apply effective classroom management
- Understand and apply a range of teaching strategies
- Positively target and support individual learning and behavioural needs
- Maintain high levels of behaviour and discipline
- Make best use of all resources
- Undertake professional development to enhance teaching and pupils' learning and apply outcomes and identify impact, sharing outcomes with colleagues.
- Take responsibility for professional learning

Contribute to the Ethos and Priorities of the School

- Contribute to school improvement and development planning and promote the learning priorities of the school
- Contribute to the development and/or implementation of school policies
- Use the Appraisal Process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities.
- Promote the wider aspirations and values of the school

This list of duties is not exhaustive. The post-holder will be expected to adopt a flexible attitude to the duties which may have to be varied subject to the needs of the school and in keeping with the general profile of the post.

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It is your responsibility to carry out your duties in line with the Trust's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.

Such other duties may be requested, as may be appropriate to achieve the objectives of the post to assist the Trust in the fulfilment of its objectives, commensurate with the post holder's salary grade, abilities and aptitudes.

Any variations to the job are a common occurrence and cannot of themselves justify a reason for a reconsideration of the grading of the job.

The post holder must at all times carry out his/her responsibilities with due regard to the Trusts policy, organisation and arrangements for Health and Safety at Work.

The post holder must ensure they are aware of all other policies and procedures, in particular those surrounding safeguarding of children.

The post holder must ensure they keep up to date of policies and procedures in relation to safeguarding of children and bring highlight any concerns to the relevant individual/agency any concerns that relate to the safeguarding of children, whether in school or out of school.

The post must ensure they maintain the strictest confidentiality in relation to any stakeholders of the Trust.

Signed..... Headteacher

Signed.....Post Holder

Date.....

This job description may be amended at any time after discussion with you, but in any case will be reviewed annually.

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PERSON SPECIFICATION – PSHE Teacher

Key Criteria	Essential	Desirable
Professional Qualifications	Relevant degree or equivalent qualifications.	Further study/qualification in SEN
	Qualified Teacher Status	
Experience	Planning for and teaching pupils with SEN.	Evidence of building links with parents, other schools and the wider community
	Experience of working with children with SEMH	Experience of working with other SEN categories
	Experience in providing pastoral care for pupils	Experience of liaison with a wide range of outside agencies.
	Successful teaching experience in key stages 2 & 3	
Professional knowledge and skills	Knowledge of safeguarding policies and procedures	Knowledge and experience of setting, monitoring and evaluating targets
	Awareness of fundamental British Values	
	Knowledge and experience of developing a purposeful learning environment and using strategies to promote good behaviour	
	Up to date subject knowledge of current curriculum developments	
	Respect for pupils' social, cultural, religious and ethnic backgrounds with an understanding of how these may affect their learning	
Competence summary	Ability to teach across the complete ability and age range	Willingness to take an active role in all aspects of school life
	Excellent organisational and time management skills	
Personal Skills	Sense of humour	Ability to work alone
	Committed to providing a high standard of education for all pupils	
	Enjoys working as part of a team	
Professional Development	Evidence of commitment to personal professional development	