



TEACHER VACANCY INFORMATION



 

COMPASSION

We will be kind
and thoughtful to
everyone every
day



 

RESILIENCE

We will always
try our hardest
and never give
up



 

RESPECT

We will treat
everyone how we
would like to be
treated ourselves



Welcome to Combe Pafford School

Sally Banfield, Headteacher



Thank you for your interest in joining Combe Pafford School. We are a vibrant, nurturing, and inclusive community where children and young people feel safe, valued, and inspired to learn. As Headteacher, it is a privilege to lead a school where our students' individuality, achievements, and resilience are celebrated every day.

Since joining the school in September 2024, I have been consistently impressed by the incredible talent and resilience of our young people and the dedication and expertise of our staff team. Together, we are committed to providing exceptional education and personalised support that enables every student to thrive.

About Our School

Combe Pafford School currently provides specialist education for students aged 9–19 (Years 4–14) with:

- Moderate learning difficulties
- Physical difficulties
- Autistic Spectrum Condition (ASC)
- Complex needs

We combine high-quality academic teaching with a strong vocational pathway that continues into our Post-16 provision. Some students study GCSEs; others follow Entry Level or Functional Skills qualifications. Our belief is simple: there are no ceilings to what our young people can achieve.

Our aim is for every student to leave us with meaningful qualifications, confidence in themselves, and the skills they need for independence, work-based employment and adulthood.

Future Development

At the request of Torbay Local Authority, from September 2026 the school will move to a formal designation for Autistic Spectrum Condition (ASC). From this point forward, new admissions will require a formal ASC diagnosis. This shift strengthens and focuses on our commitment to delivering high-quality specialist provision for autistic learners. Our first cohort under this designation will join us in Years 4–7 from September 2026 and we are excited to welcome them to the school.

In line with our new designation, the school is having a capital build project completed over the summer. This includes new outside learning spaces, a new sensory zone with associated spaces, new toilets, outside playground equipment and a new OT space.

All our current young people with MLD will continue their journey at Combe Pafford as we build our new ASC cohorts up from the lower end of the school. The school will be fully ASC by September 2030.

Our Values and Vision

Personal development is at the heart of everything we do. We prioritise communication, social understanding, problem solving, resilience, and life skills so that our students can approach the wider world with confidence.

Our school culture is guided by our core values of:

- Compassion
- Resilience
- Respect

The Role of Teacher

Our teachers play a central role in the life of Combe Pafford School, and I am delighted that you are considering joining us, especially in this exciting period of designation change to autism. This is a dynamic and rewarding role involving high-quality classroom teaching alongside pastoral support during less structured parts of the day. As a special school, we have a higher ratio of teaching assistants than in mainstream settings. The ability to lead and coordinate the work of TAs is essential to this role. All the children will need specific interventions, in line with their EHCP, to support their learning.

Why Join Us?

We are proudly oversubscribed and recognised as a school of choice within Torbay and the surrounding community. Staff benefit from a supportive team ethos, clear routines, strong leadership, and a culture that values professional growth and wellbeing. Teachers receive 5 lessons of non-contact time per week and school finishes after lunch every Friday to ensure all staff receive high quality and time protected CPD time together.

If you believe in the potential of every young person and want to make a meaningful difference in the shaping of their lives, we would be delighted to receive your application.

Come and Visit

The best way to understand our ethos and culture is to come and see it in action. We warmly welcome prospective applicants to visit us and experience our community firsthand.

Thank you for reading our application pack and for the time you invest, if you choose to apply. I look forward to reading any application you submit. Please do not hesitate to contact me at school if you have any questions about the role.

Kind regards,

Sally Banfield
Headteacher



JOB DETAILS

Salary range	M1-UPS3
Contract	Permanent
Start Date	September 2026
Closing date for completed applications:	Wednesday 13 th May 2026 at 9.00am
Interview dates	Monday 18 th May 2026

We are fortunate in that the school has been extensively remodelled and refurbished in recent years, and we have invested heavily and created a wide range of first-class vocational facilities on-site which includes a construction hall, fully operational garage, a horticulture centre, animal care centre, hair salon and café which opens to the public. The outcome of this is that on average, at least 50% of our students leave us to undertake suitable and appropriate employment.

Besides a wide-ranging academic offer, we are also extremely keen to help youngsters develop their personal and social skills through wide-ranging enrichment and residential opportunities, which has included visits to Europe, China and Costa Rica. This year we will be offering residential trips for all our students from Year 7-Year 14 visiting, Kenya, Grand Canaria, Belgium, Wales and other parts of the UK.

Our vision is to develop a successful school that delivers the very best educational experience with a clear focus on raising standards and having high aspirations for all pupils and students whilst celebrating everyone's uniqueness.

We strongly believe that every child should go to school excited about the day ahead and experience a sense of achievement when they go home. We strive to provide an academic and wider personal and intervention curriculum that motivates our pupils and encourages them to continue learning each and every day and prepare them for the world of work.

Our pupils are encouraged to develop the knowledge, skills, attitudes, confidence and self-esteem necessary to overcome their barriers to learning and meet the challenge of adult life.

Further information about the school can be found on our school website: www.combepaffordschool.co.uk



ABOUT THE ROLE

We are seeking a full-time class teacher to join our new Year 4 - 7 first autism cohort team. As mentioned, in September, we will be welcoming the first new cohort of children with autism to our school. The cohort will cover age ranges from Year 4 - 7 and classes will be grouped based on need rather than ages. From September you will lead a mixed Year 4 and 5 class of pupils with autism and some with associated learning needs, within a well-resourced classroom, supported by two teaching assistants and a highly collaborative Year 4-7 team. All teachers and classes are reviewed annually based on expertise and experience, but we would expect this role to continue within our younger year groups moving forward.

The successful candidate will be a dedicated and reflective practitioner who is passionate about helping children with a range of special educational needs thrive academically, socially and emotionally. Our curriculum pathways are carefully mapped and resourced to support National Curriculum coverage at the appropriate stage, with identified interventions to remove barriers to learning. You will also have the flexibility to plan and deliver creative, engaging and appropriately challenging lessons that draw on pupils' strengths and interests.

A strong understanding of inclusive practice, adaptive teaching and strategies to support communication, sensory needs and emotional regulation will be essential. You will work closely with colleagues, families and external professionals to support pupils' holistic development and contribute positively to the wider life of the school.

Knowledge or experience of Early Years and Primary pedagogy would be advantageous, as many of our pupils benefit from developmental, play-based and sensory-informed approaches. In addition, an understanding of autism and associated needs is essential in supporting communication, social interaction and emotional regulation within the classroom.

The role requires patience, flexibility and high expectations, alongside a commitment to ongoing professional development and reflective practice. Above all, you will share our belief that every child can succeed and will play a key role in supporting pupils to develop confidence, independence and a love of learning throughout their KS2 journey.



HOW TO APPLY

Please apply via the link on My New Term. This link will also be on the school website. Applications will only be considered on the school application form with an optional covering letter.

All candidates are advised to refer to the job description and person specification before making an application.

In fulfilling its aims and objectives, Combe Pafford actively seeks to achieve equality of opportunity and treatment for all members of the school community. We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes.

Combe Pafford is committed to combatting all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act 2010.

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children and Adult Barred List Checks, Section 128, identity checks, medical clearance, proof of relevant qualifications, satisfactory references and eligibility to work in the UK checks. Shortlisted candidates will be subject to an online search and required to complete a self-declaration of their criminal record at their interview.

All members of staff are expected to promote and safeguard the welfare of students in accordance with Keeping Children Safe in Education, including maintaining clear professional boundaries in all relationships.

We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism.

If you believe you are the right person for our role then we would love to hear from you. If you have any further questions about this role, please liaise with the Headteacher, Sally Banfield, by telephone on 01803 327902.



JOB DESCRIPTION

Notes: This job description may be amended at any time in consultation with the postholder

The professional standards that the School Governing Body expects of its teaching staff are defined by the various regulations and circulars developed by the DfE and the Code of Conduct and Practice of the General Teaching Council of England, which we would expect every teacher to make themselves aware of.

The School has adopted the Professional Standards for Teachers issued by the Training & Development Agency and also developed its own policies to define the standards that are expected of its staff. These policies may vary and be updated from time to time but will always be available either on request or through the staff IT area.

The availability of this reference material does not exempt individuals from exercising their own professional responsibility in making themselves aware of such documents and standards. Nor does it wholly replace appropriate training and briefing which the School may make available to staff on some issues.

This description is not meant to be exhaustive; the responsibility and duties may have to be varied without changing the character of the post or the level of responsibility. The post holder will be required to adopt a flexible attitude towards their work so as to ensure the efficient and effective implementation of relevant legislation.

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 pupils' attainment, progress and outcomes
- be aware of pupils' 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 pupils' 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, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if 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 pupils' 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 pupils' 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 pupils' 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 school'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 pupils' 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 school
- 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 pupils' achievements and well-being.

Part Two: 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.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, 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 pupils' 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.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



JOB TASKS

- All teachers should have a passion for their subject and other subjects they teach, which they should impart with enthusiasm to their pupils.
- The teacher must follow the Health & Safety requirements as outlined in the School's Health & Safety Policies. All pupil activity both inside and outside the School must be risk assessed.
- The teacher should consistently plan high quality lessons which have high expectations of pupils and lead to pupils making progress, following agreed Schemes of Work and pupil related policies.
- When planning lessons, effective use should be made of individual pupil assessment data to inform the planning of both immediate and future lessons to ensure the needs of the full range of pupils is met.
- Keep accurate records of lessons delivered and any homework set.
- Maintain a good understanding of data used in school and its relationship to pupil progress.
- The teacher should consistently and effectively set, mark and monitor pupils' assigned class work (and any set homework) following the School's policy.
- The teacher should keep accurate records of pupil attendance in lessons.
- The teacher should keep accurate records of pupils' individual data and their progress.
- The teacher should keep accurate written records and provide constructive oral and written feedback for individual pupil's progress.
- Write reports on pupils' progress which are meaningful to parents and pupils.
- To be responsible for maintaining high standards of dress, punctuality, behaviour and participation by the pupils.
- The teacher should set and regularly review individual pupil targets.
- The teacher should contribute to the development of the School by working with the SLT on Whole School Improvement/Development Planning.
- Attend the appropriate calendared meetings in the School.
- Follow the School's Staff Codes of Conduct e.g. dress code, internet usage.
- Undertake emergency cover of lessons for absent colleagues.
- Undertake a staff duty, on a rota basis, when pupils first arrive, at morning break time and at the end of the School day.
- Undertake the role of a Form Tutor as required.
- The teacher should contribute to the effective and efficient running of the School as required by the Head Teacher.
- Lead or attend Annual Review meetings as required.
- Plan, lead and deliver whole school or lower/middle/upper school assemblies as required



PERSON SPECIFICATION

Essential - Qualifications and Experience

- Sound, research-informed pedagogical and subject knowledge that underpins high-quality teaching practice
- Experience of working with children with special educational needs particularly in supporting young people with ASC.
- Secure knowledge of age-related expectations and curriculum standards
- Demonstrates a caring, inclusive classroom presence that supports every child's present and future success
- Commitment to continual reflection and professional development, including through coaching and feedback
- Determined to be an inspirational, motivating and enthusiastic classroom practitioner
- Evidence of teaching that enables children to make good or better progress
- Creates an engaging, safe and supportive learning environment that encourages challenge and risk-taking
- Knowledge of adaptive teaching practices to ensure success for all learners
- Consistently manages pupil behaviour in line with school policies and values
- Uses formative and summative assessment effectively to inform teaching and drive progress
- Works collaboratively and flexibly with a partner teacher to meet the needs of all pupils
- Experience of working in partnership with parents and carers to support children's learning
- Qualified Teacher Status (QTS)
- Demonstrates a secure understanding of safeguarding, including current best practice
- Open, positive mindset with a commitment to change, improvement and innovation
- Maintains confidentiality and the highest standards of professional conduct
- Committed to upholding and modelling the school's ethos and values
- Satisfactory safeguarding checks, including DBS and online vetting

Desirable - Qualifications and Experience

- Experience of working with children with autism
- Experience of directing and making effective use of teaching assistants
- Awareness of health and safety considerations in a school setting

Essential - Personal Qualities and Abilities:

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to always maintaining confidentiality
- Commitment to safeguarding pupil's wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people