



Clarendon School

Class Teacher (All Centres)

Candidate Pack

February 2026



About us

Clarendon School is a vibrant and inclusive special academy for 160 pupils aged 4-16 with Moderate and Complex Learning Difficulties. Our unique and friendly school has three sites within the borough of Richmond upon Thames, all self-contained but co-located with inclusive minded



mainstream schools. Our **Primary** and **Secondary** centres opened in new or newly refurbished buildings 8 years ago, giving us excellent purpose-built facilities. Our new **Riverside** Centre opens in September 2026 and will boast state-of-the art facilities. Clarendon School is a proud member of the Auriga Academy Trust, a unique partnership of special schools in West London, that is committed to achieving the best possible outcomes for young people with additional learning needs.

Our Centres:

Primary Centre	Secondary Centre	Riverside Centre
Based in Hampton, our Primary Centre provides 50 specialist places for children aged 4-11 with moderate learning difficulties	Our Secondary Centre is based in central Twickenham and provides 90 specialist places for secondary aged pupils with moderate learning difficulties	Clarendon Riverside Centre will open in September 2026, initially with 4 classes. When fully occupied it will offer provision for 78 pupils aged 4-16



<p>Address:</p> <p>Buckingham Road Hampton TW12 3LT</p>	<p>Address:</p> <p>Egerton Road Twickenham TW2 7SL</p>	<p>Address:</p> <p>Meadlands Drive Petersham TW10 7ED</p>
---	--	---

As a result of the school's exciting expansion, we are seeking to recruit multiple teachers for a September start across all our centres. Candidates are welcome to state a preference in their application, but please note that an offer may be made for a position at any of our Centres.

Why join us?

- **Rewarding Work:** Make a tangible difference in the lives of pupils aged 4-16 with Moderate and Complex Learning Difficulties, providing the specialist support they need closer to home.
- **Supportive Environment:** Collaborate within the Auriga Academy Trust, benefiting from a supportive network of professionals and a culture of mutual professional respect.
- **Professional Growth:** Enjoy a clear trajectory for career development, benefiting from our commitment to invest in your professional and leadership development.

What we offer:

- Opportunities for flexible working
- Access to a supportive network of professionals across the Trust.
- Access to a cycle to work scheme
- Access to discounts and exclusive offers via our trust rewards platform
- Corporate eye care



- Occupational health and Employee Assistance Programme

We welcome prospective candidates reaching out to the school in advance of application.

To book a call or visit with the Headteacher please contact hr@aurigaacademytrust.org





Job Description - Class Teacher (All Centres)

Location:	One of three campuses across Twickenham and Hampton
Contract Types Available:	Permanent - full-time or part-time
Salary:	MPS / UPS + SEND Allowance (dependent on experience)
Start Date:	September 2026
Reports to:	Head of Centre

Duties and Responsibilities

1. General

- Support the Headteacher, Head of Centre, School Leadership Team in promoting the aims and vision of the school and the Trust
- Carry out duties as specified in the **Teacher’s Standards** and the **School Teachers’ Pay and Conditions Document (STPCD)**.
- Perform all responsibilities pro-actively and conscientiously, with due regard for the Trust’s Code of Conduct and the School Development Plan.
- Actively promote and adhere to the school’s safeguarding, child protection, and behaviour support policies.

2. Teaching & learning

- Deliver the agreed curriculum (including the National Curriculum where appropriate) ensuring equal access for every pupil.
- Plan and teach well-structured lessons that include the effective use of ICT and access technology to motivate and challenge pupils.



- Adapt teaching to respond to the strengths and needs of all individual pupils, particularly those with MLD, SLD, or ASD.
- Set high expectations to promote good outcomes, independence, and collaborative working among students.
- Create and maintain a stimulating, attractive, and well-organised learning environment, including classroom displays.

3. Assessment Tracking & Evaluation

- Undertake the planning, recording, and monitoring of the curriculum for your class.
- Keep accurate, clear, and up-to-date records of pupil progress in line with school policies and external accreditation requirements.
- Prepare reports for EHCP Annual Reviews, School progress reporting systems and multi-agency meetings as required
- Continually reflect upon and refine professional practice according to the school's appraisal and performance management schedules.

4. Management of people & Resources

- Lead, support and develop a team consisting of HLTAs, Teaching Assistants, students, and volunteers, overseeing their work and outcomes.
- Work closely with other professionals (in particular Occupational, Speech & Language, and Physiotherapists) to implement specific individual programmes.
- Take centre-wide responsibility for a subject curriculum area, in liaison with the Headteacher and Head of Centre
- Prepare and manage an annual curriculum development plan, including costs for resources.



- Ensure resources are created and readily available to promote learning, and encourage pupils to care for these resources.

5. Pupil Welfare & Specialist Support

- Take responsibility for the welfare and pastoral needs of all students in the class and throughout the school.
- Produce, manage, and implement behaviour support plans, risk assessments, manual handling programmes, and positioning programmes in liaison with lead professionals.
- Embed programmes provided by the multi-professional team, including the use of individual communication aids and alternative and augmentative communication (AAC) methods.
- Supervise the movement of pupils with due regard for their safety and undertake lunchtime supervision duties on a rota basis.

6. Wider Professional Responsibilities

- Maintain positive relationships and regular communication with parents and guardians to encourage involvement in their child's education.
- Facilitate collaboration between Trust schools and co-located or local mainstream schools to promote inclusive partnerships.
- Take responsibility for the forward planning, preparation, and risk assessment of educational visits, including community and residential trips.
- Attend weekly staff meetings and other arranged sessions, such as curriculum leader or inter-school partnership meetings.

Please note: The responsibilities listed above are not exhaustive. The post holder will be required to undertake other duties as may reasonably be expected by the Headteacher. To support the wider life of the school, occasional work outside of



core hours is required. This includes attending and contributing to parents' evenings, school concerts, fundraising activities, and social events.



Class Teacher - Person Specification

A Application | I Interview | R References
E Essential | D Desirable

Qualifications & Training			
1	Qualified Teacher Status (QTS) or Early Career Teacher (ECT) status	A	E
2	Evidence of participation in recent Continuing Professional Development including developing own practice within a relevant area of SEND.	A, I	E
3	Training in delivery of specific teaching and learning strategies, or positive behaviour support strategies e.g. TEACCH, PECS, Makaton, Team Teach etc.	A, I	D
4	Specialist qualifications such as a further degree or diploma in a relevant field	A, I	D

Experience, Knowledge & Skills			
5	Proven ability to teach high-quality lessons and enable individual access to learning for pupils with MLD, SLD, and ASD	A, I, R	E
6	For Primary roles: Essential knowledge and experience of both the Early Years Foundation Stage (EYFS) curriculum and the Key Stage 1 curriculum.	A, I, R	D
7	Working knowledge of appropriate curriculum and assessment systems to meet the needs of individual students with SEND.	A, I, R	E
8	Ability to devise individual annual and short-term outcomes and personalised learning programmes within an agreed syllabus.	A, I, R	E
9	Ability to maintain clear, up-to-date pupil records, including EHCP reports, Annual Review reports, and external accreditation portfolios.	A, I, R	E



10	Skill in leading and deploying a class team, including the supervision of teaching assistants and volunteers.	A, I, R	E
11	Ability to implement and embed programmes provided by a multi-professional team, including the use of individual communication aids.	A, I, R	E
12	Knowledge and ability to produce, manage, and implement behaviour support plans and manual handling/positioning programmes.	A, I, R	E
13	Ability to lead specific curriculum areas and facilitate inclusive interaction between SEND pupils and mainstream learners.	A, I, R	E
14	Competence in investigating, planning, and risk-assessing out-of-classroom activities and residential visits.	A, I, R	E
15	Ability to use a range of technology effectively to support teaching, planning, and assessments in the classroom.	A, I, R	E

Personal Attributes

16	Enthusiastic, motivated, and highly flexible approach to work.	A, I, R	E
17	Ability to reflect on own effectiveness and pro-actively address professional development.	A, I, R	E
18	Strong communication skills with the ability to liaise effectively with pupils, colleagues, parents and outside agencies.	A, I, R	E
19	Excellent time management skills and the ability to self-motivate.	A, I, R	E
20	A willingness to contribute to all aspects of school life, including extra-curricular and social events.	A, I, R	E
21	Commitment to promoting equality of opportunity, inclusion, and the safeguarding of all learners.	A, I, R	E