

JOB DESCRIPTION

KS2 Teacher

Reporting to:	Deputy Headteacher
Responsible for:	Therapeutic Education Practitioners (Specialist TAs)
Salary:	£42,319 - £46,328 per annum (TCES Salary Band 4)
Location:	TCES Nurture Primary, E16
Contract and hours:	Term Time Only

Overview

TCES staff follow a therapeutic approach to education, combining high-quality pastoral care with behaviour management strategies informed by therapeutic principles. This approach is particularly important within our primary environment, where we prioritise nurturing each child alongside delivering an excellent educational experience.

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictable (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Our expectation is that the role-holder shares our commitment to our Principles of Therapeutic Education and plays an active part in ensuring they are embedded in everything we do within TCES.

Scope of the role

Teachers at Nurture Primary are responsible for delivering and managing a high-quality learning programme with a nurturing approach. Pupils within the service will have been excluded from mainstream primary education or are currently non-attenders.

It is therefore essential for the teacher to champion and promote the interests and well-being of their pupils, creating an environment that feels safe, secure, and child-focused. The teacher holds overall responsibility for establishing and maintaining the quality and standards of educational and pastoral provision for all pupils in their class.

In this Key Stage 2 teaching role, the teacher will work collaboratively with colleagues and leadership to ensure that all pupils make positive progress and have meaningful, supportive learning experiences.

Main duties and responsibilities

Plan, prepare, and deliver all aspects of teaching and learning for Key Stage 2 pupils, using the guidance and support of the Senior Leadership Team.

Deliver the TCES five-part curriculum in a nurturing way, in line with the TCES Principles of Therapeutic Education.

Differentiate curriculum delivery with a particular emphasis on nurturing approaches and teaching styles to meet the needs of neurodiverse pupils

Deliver the TCES five-part curriculum in a nurturing way and according to the TCES Principles of Therapeutic Education.

Devise schemes of work, lesson plans, and thematic projects that reflect a nurturing approach and promote pupil engagement.

Monitor and assess pupils' learning to ensure lessons are pupil-focused, creative, and meet agreed objectives.

Produce progress reports, track individual pupil development, and provide regular updates to the SL

Work collaboratively with Therapeutic Education Practitioners to support differentiated learning and implement Individual Education and Behaviour Plans.

Facilitate and support interventions arising from Individual Education and Behaviour Plans to ensure positive pupil outcomes.

Use positive reinforcement as a key behaviour management strategy and contribute to a consistent, predictable system of rewards across the class.

Actively plan for and support rapid improvement in pupils' literacy and numeracy skills.

Maintain professional boundaries, ensuring the confidentiality and dignity of all pupils and staff.

Ensure that risk assessments are in place and followed for all activities, including those undertaken in the community.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Qualified Teacher Status (QTS) or equivalent.

NPQML or NPQSL (D).

SEND qualifications or training (D).

Knowledge and experience

Recent primary, SEND or nurture related teaching experience.

Minimum of five years qualified teaching experience either in the primary or SEND sector or both.

Experience delivering online learning through virtual classrooms such as a VLE or MS Teams.

Experience of managing neurodiverse children with SEND, especially ASC/SEMH needs, and an understanding of potential implications for communication, learning and behaviour patterns.

Working knowledge of National Curriculum and SEND Code of Practice.

Knowledge and awareness of Safeguarding & Child Protection Procedures.

Working knowledge of the Education Inspection Framework (EIF).

Experience supporting other teachers to improve their practice.

Experience of managing others e.g. TAs / LSAs / Middle or Senior Leadership experience (D).

Experience working with a Nurture approach/according to the 6 Principles of Nurture (D).

Skills and abilities

Be able to offer a calm response to children with complex and co-morbid neurodiverseneeds.

Prioritise workload effectively; organised with attention to detail.

Differentiate the national curriculum across a primary model.

Proficient IT skills, including teaching online.

Work collaboratively and solve problems creatively.

Produce effective records and reports, including planning and the monitoring of pupil progress.

Able to support pupils in forming and sustaining effective relationships.

Promote excellent practice and reflect upon own practice.

Other

Commitment to safeguarding and promoting the welfare of children and children.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values and Principles of Therapeutic Education

D= Desirable **January 2026**