



## **Class Teacher – Primary**

Candidate Recruitment Information Pack  
May 2026

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## LETTER TO APPLICANTS

Thank you for your interest in the staff team at The Wherry School in Norwich.

This is an exciting and challenging role to join a growing staff team at this ASD Specialist School for young people from the age of 4 to 19. The successful candidates will play an integral role alongside the Head of School, Assistant Principal, Phase leaders and Trustees to continue to develop a recently opened school for autistic learners and be part of an outstanding staff team working to support this vulnerable group of learners. The teachers in our school will play a key role in supporting the planning of the curriculum, personalising learning for the children and young people in their care, developing the skills of the support staff working within the classes, designing the classroom environment alongside the learners and being a point of contact for parents/carers, health agencies, and the other professionals working within the school.

If you require any further information regarding The Wherry School, please do visit our school website or please contact Alex Gotte Business Manager [office@thewherryschool.co.uk](mailto:office@thewherryschool.co.uk)

We look forward to receiving your application.

Michael Rosen  
Chair of Trustees  
(on behalf of The Wherry School Trust)

## Information for Candidates

We are seeking to appoint a Primary Teacher, from all education sectors and with a varying range of experience, who will work closely together as the first group of staff at The Wherry School; the teachers, along with the Executive Principals and Phase Leaders will be asked to help design and establish this innovative provision for children and young people with ASD. This is a wonderful opportunity for a current specialist teacher or a teacher with good knowledge and experience with this group of individuals and is passionate about this exciting opportunity to work within a specialist school, individualising a mainstream curriculum. Very rarely do we get the opportunity to be part of the development phase of an outstanding provision such as this in a lifetime – this promises to be a very exciting challenge for all.

The teachers at The Wherry School will possess the skills and ambition to help develop excellent learning opportunities for all the children in the school.

## Procedure for Application

We hope that you find the information useful and are interested about applying for a teaching post at The Wherry School.

To apply for this position and view all of the information relating to this vacancy please go to our My New Term Page where you will be able to apply for this role. All applications must go via this platform.

- The closing date for applications is 9am on Tuesday 19<sup>th</sup> May 2026

CVs will not be accepted – application by completion of a fully completed application form. If you would like this pack in larger print or in a different language, please contact us at [office@thewherryschool.co.uk](mailto:office@thewherryschool.co.uk) and we will do our best to help.

## The Appointment Process

It is anticipated that interviews will take place on Friday, 22<sup>nd</sup> May 2026 at The Wherry School, Hall Road, Norwich

We would be grateful if you could let us know if you will require any special provision as a result of any disability should you be called for interview. Finally please ensure that you have included mobile, work and home telephone numbers, as well as any dates when you will not be available.

## The Post

The Classteacher will be responsible to the CEO, Executive Principals and the Primary Phase Leader of The Wherry School. They will be expected to plan, teach and assess the curriculum. The Classteacher is responsible for directing the support staff within the class alongside all supporting agencies and school clinical staff, as well as forming strong partnerships with parents/carers to ensure the highest possible quality of education for all the young people, enabling them to reach their maximum potential in all areas of learning and relevant life skills.

Post title:	<b>Primary-</b> Classteacher
Grade:	MPS (UPS considered) + 1 SEN point
Reporting to:	Primary Phase Leader
Purpose:	<p>To initially plan, teach and assess across the primary curriculum, directing support staff within the classroom, to ensure highest possible quality of education for all the children/young people in their care.</p> <p>To support the provision of a holistic learning setting, which enables all children and young people, to reach their maximum potential, in all areas of learning and relevant life skills.</p>
Responsible for:	<p>Developing and delivering high quality teaching and learning across the curriculum and Key Stages, appropriately differentiated for autistic learners in their care, ensuring that all the children and young people in their care are safe, happy, thriving and learning well.</p> <p>Establishing good behaviour and learning behaviours and strategies to allow children to achieve their individual academic potential, using a variety of teaching strategies and approaches that engage and support the needs of children with autism, as well as meet the demands of the National Curriculum</p> <p>Creating, assessing, reporting and monitoring individualised learning for the autistic learners in a class, ensuring children are appropriately prepared for relevant internal and externally accredited assessments.</p> <p>Providing statutory and general advice as required, to support Education Health and Care planning and review.</p> <p>Undertaking assessment of children as requested by external examination/assessment schedules.</p> <p>To assess, mark and provide suitable feedback on work, to children and young people as required, in line with the school assessment and marking policy</p>
Liaising with:	Class teachers and support staff across all phases of the school, Senior Leadership Team, Core Curriculum lead teachers, school based clinical support staff, including Educational Psychologists, Clinical Psychologists, Speech and Language therapist, Parent support staff, pastoral support staff, external agencies
Working time:	School Teachers Pay and Conditions Document 195 days per year – Full time equivalent
Disclosure level:	Enhanced

<b>Main (Core) Duties:</b>	
Operational/strategic planning – including curriculum provision and development	<p>To contribute to the development of the whole school curriculum offer, supporting in particular the development of the curriculum.</p> <p>To contribute to the development of an engaging curriculum for all Key Stages, ensuring innovative use of IT/computing and other technologies to enhance learning</p> <p>To plan, prepare, teach and assess learning opportunities for the children in a given class</p> <p>To contribute to whole school performance management and school development planning, review and evaluation</p> <p>To assist in the development of and relevant changes within the school curriculum, during the early development phase of the Wherry School</p>
Staffing: Staff development	<p>To take part in the school's staff development programme, participating in arrangements for further training and professional development, in particular in relation to the understanding of the unique needs of autistic learners</p> <p>To continue personal professional development in relevant areas, including Key Stage knowledge, assessment and developing an understanding of the wider learning, social emotional and mental health needs of children and young people, directed by clinical professionals within the school</p> <p>To contribute to whole school performance management process including peer performance review</p> <p>To ensure targeted effective/efficient deployment of class-based support staff</p> <p>To work as a member of the Primary School team, contributing positively to ensure good working relationships both within the Primary School and across all phases</p>
Quality Assurance:	<p>To contribute to the development of and review of school based policies and procedures and to ensure that these are carried out fully</p> <p>To contribute to the process of monitoring and evaluation of the curriculum and school development priorities, including evaluation of external and internal performance data</p> <p>To support the school leadership team with the review of and implementation of individual, pupil level and school based improvement objectives – including review of teaching approaches, school structure and procedures</p>
Reporting and Management Information:	<p>To maintain appropriate records and ensure school based Management information systems (MIS) and performance tracking information is updated in line with the school management plan</p> <p>To complete relevant documentation, including providing information for statutory reviews, to assist in the tracking of children and identification of appropriate support and interventions</p> <p>To track pupil progress and use information to inform teaching and learning</p> <p>To attend appropriate multi-agency meetings and review sessions, offering a range of observations, interventions and support to meet the assessed needs of the pupils</p>
Communication, liaison including the promotion of the school:	<p>To communicate and report effectively to parents and carers of children and young people, as appropriate through Parents/Carers interview/evenings and oral or written reports</p>

	<p>To report and communicate effectively with school based clinical and pastoral support professionals, and as appropriate other professionals</p> <p>To follow the agreed policies for communications in the school</p> <p>To take part in relevant liaison activities such as Open Evenings, review days and liaison activities with partner schools</p> <p>To contribute and attend sessions which enhance links with other schools, agencies etc. to support the development of the curriculum and pastoral support for children and young people</p>
<p>Teaching, Classteacher and wider responsibilities – (also see section - <b>Responsible for</b>)</p>	<p>To ensure the social, emotional and mental health needs of the children, along with general progress are promoted and supported</p> <p>To liaise with and utilise the pastoral support staff to ensure that the school pastoral support and behaviour support procedures are implemented</p> <p>To ensure that children are registered, appropriately accompanied around the school, supported by pastoral teams if required to ensure children are able to access learning and participate fully in lessons</p> <p>To contribute to statutory and in-school review meetings and subsequent action plans – evaluating and monitoring the progress of students and keep up to date records</p> <p>To communicate, as appropriate, with the parents of children and young people or bodies outside of the school, concerned with the safeguarding and welfare of individuals (after consultation with appropriate staff)</p> <p>To contribute to the positive behaviour approaches and PSHE (Personal, Social, Health Education programme, including Citizenship and life-skills for all children and young people in the school</p> <p>Management of resources – to contribute to the process of ordering and allocation of equipment and materials</p> <p>To assist the core curriculum leads and senior staff to identify resource needs and contribute to the efficient/effective use of physical resources</p> <p>To work co-operatively with all staff to ensure sharing and effective use of resources to enhance learning for all the children and young people in the school.</p>
<p>Other specific duties:</p>	<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task that a teacher may assume or undertake may not be identified</p> <p>All staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</p> <p>The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>The school acknowledges the entitlement of all staff to continuing professional development.</p>
<p>The job description is current at the date shown, but following consultation with you, may be changed by the CEO/Executive Principals to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>	

## **The Person (see also Person Specification)**

The successful candidate will have a good level of understanding and knowledge of autism and be passionate about improving the life changes of young people with Autism and their families. They will have experience of teaching in either a specialist setting, or within a mainstream school. They will demonstrate a detailed understanding of the relevant Key Stage curriculum, including the National Curriculum and the assessment of pupil progress. They must be committed to delivering a personalised curriculum to young people with Autism and identifying and implementing appropriate individual strategies to enable each learner to experience success.

## **Remuneration**

The Wherry School, when filled to capacity, will be Group 5 School. The salary range for classteachers will be:

- MPS (including UPS, where appropriate) + 1 SEN point
- The school will be a member of the Teachers' Pension Scheme.