



# The Fernwood School

*High Achievement with Care & Discipline for All*

## Learning Support Team

### Roles & Responsibilities

**Job Description:**

**Primary School Trained Teacher (M1-M6)**

**0.6 Contract (Part-Time, Fixed Term 1 Year Contract)**



## Primary school trained teacher – Job description

**Post Title: Primary School trained teacher.**

**Location: The Fernwood School, Mainstream Secondary School**

**Hours: Part time, 0.6**

**Contract Type: Temporary (1 year)**

**Salary: M1-M6 (pro rata)**

### **Reporting relationship:**

The primary trained schoolteacher will be a member of a multi discipline team under the supervision of the SENDCO and assistant SENCO.

### **Job Summary:**

The Fernwood school has an exciting opportunity for an experienced Primary School trained teacher to work in a mainstream secondary school in our new and developing enhanced provision. The Fernwood School (Nottingham, NG8) is an outstanding, sought-after secondary school with a commitment to inclusive practice. We are developing our enhanced SEND provision for a small group of secondary-aged pupils working at Year 1 level or below, and we are seeking a talented Primary Trained Teacher to join our team. The successful candidate will be part of a team of ambitious, hardworking and passionate staff, teaching and supporting with the development of our enhanced provision.

### **Key Responsibilities:**

- Teach a small group of secondary-aged pupils who are working at Year 1 level or below as part of a developing enhanced SEND provision.
- Deliver a personalised, alternative curriculum focusing on early years/KS1 outcomes, adapted for secondary aged students.
- Plan and deliver high-quality lessons for small groups, ensuring learning is accessible and engaging for all pupils.
- Regularly assess pupils' starting points and progress, updating pupil passports as needed.
- Monitor, track, and report on pupil progress to parents and senior leadership.
- Work closely with families, therapists, and external agencies to ensure holistic support for each pupil.
- Use a range of multi-sensory, play based, and structured approaches to literacy and maths, topic and key life skills teaching.
- Undertake assessments, develop individual targets, write pupil passports, and contribute to EHCP reviews.
- Apply behaviour management strategies tailored to pupils with complex needs.
- Liaise and work collaboratively with therapists, the Autism team, learning support team and the multidisciplinary team.
- Adapt and create resources for a range of cognition and learning, communication, sensory, and physical needs.
- Support transition planning for pupils returning to mainstream or moving into specialist KS4 pathways.
- Contribute to staff training and development on SEND practice.
- Provide written and verbal reports for parents/carers and school leaders.
- Support the ongoing development of the school's enhanced SEND provision.
- Participate in meetings and professional development related to SEND.
- Model inclusive practice and share expertise with colleagues.
- Help manage classroom behaviour in line with school policies and provide support during group activities.
- Support whole school duties within study support and around school.



- Work with students with special educational needs (SEN), developing pupil passports and adapting teaching strategies where appropriate.
- Attend and participate in school meetings, planning sessions, and staff CPD sessions to improve practice and keep up-to-date with educational developments.
- Maintain confidential records and documentation for the students you support, reporting on their progress and needs as required.
- Liaise and communicate regularly with parents / carers as appropriate.
- Make a positive contribution to the wider life of the school.

### Essential Skills and Qualifications:

The post holder is required to be an appropriately skilled and qualified professional with strong communication and literacy skills to plan and deliver lessons, work collaboratively with support staff and the wider school. They will make a significant contribution to progress across the curriculum for students with identified significant SEND.

### Person Specification

<b>Training Experience and Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Qualified Teacher Status (QTS), with primary phase training.	X		A C R
5+ GCSE grade Cs or equivalent (including Maths and English)	X		A C R
Evidence of ongoing professional development relevant to SEND.	X		C I R
<b>Professional Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
A genuine passion for teaching SEND students and making a positive difference to their education and well-being.	X		I R
Ability to be patient, flexible, and adaptable in a variety of situations.	X		I R
Strong organisational skills and the ability to manage multiple priorities.	X		A I T R
Compassion, patience, and resilience when working with pupils with complex needs.	X		A I R
<b>Knowledge and Understanding</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Successful teaching experience with primary-aged pupils, including those with SEND or additional learning needs.	X		A C I R
Experience working with children working significantly below age-related expectations	X		A C I R
Experience planning and delivering multi-sensory, play-based, and/or structured literacy and math's lessons.	X		A C I R
Strong understanding of early years and KS1 curriculum and outcomes.	X		A C I R
Knowledge of effective strategies for teaching pupils with significant cognitive and communication needs	X		A C I R
Knowledge of safeguarding procedures and statutory guidance related to SEND.	X		A C I R
Understanding of behaviour management strategies and experience applying them in a classroom setting	X		A C I R
<b>Professional Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Ability to assess, record, and report on pupil progress using a range of SEND assessment tools.	X		A I R
Ability to adapt resources for a variety of learning, communication, sensory, and physical needs	X		A I R
The ability to use ICT skills to advance learning	X		A I R
The ability to promote high standards of literacy, articulacy and the correct use of standard English.	X		A I R



Strong communication and interpersonal skills to work effectively with students, staff, and parents.	X		A I R
A proactive approach to problem-solving and supporting students' individual learning needs.	X		A I T
<b>Leadership and Collaboration</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Ability to liaise effectively with multidisciplinary teams.	X		<b>A I</b>
A willingness to participate in staff CPD to enhance professional development.	X		A I R
Ability to work collaboratively and contribute to whole-school development.		X	A I
<b>Commitment</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
High expectations for all pupils and a belief in every child's potential to learn and progress	X		<b>A I T</b>
Commitment to upholding and promoting the ethos and values of Fernwood School.	X		A I R
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Strong understanding of early years and KS1 curriculum and outcomes.	X		A I T
Experience in writing and reviewing individual learning plans, EHCPs, and supporting complex behavior needs.	<b>X</b>		<b>A I</b>

**How criteria will be assessed:**

- A Application form
- C Certificate
- I Interview
- T Test/Task
- P Presentation
- R References