

Nexus Education Schools Trust

Additionally Resourced Classes



Class Teacher Recruitment Pack



Job Advert

Be part of something new, purposeful and life-changing

Nexus Education Schools Trust, in partnership with Southwark Council, is opening new **Additionally Resourced Classes** at **Rotherhithe Primary School** and **Grove Primary School** from September 2026. These new specialist provisions are being developed to give more children access to high-quality support within their local community and to increase specialist capacity across Southwark.

We are seeking enthusiastic, skilled and compassionate **Class Teachers** to join us at the beginning of this exciting journey. This is a rare opportunity to help establish new specialist classes from the ground up and to play a leading role in shaping inclusive, ambitious and nurturing learning environments where every child can thrive.

At **Rotherhithe Primary School**, the new specialist hub will include up to six **Additionally Resourced Classes** for pupils aged 3–11 with complex autism spectrum disorder (ASD), opening initially with three classes for 24 pupils and expanding in phases during 2027–2028. At **Grove Primary School**, the new provision will support pupils aged 3–11 with social communication needs, opening initially with three classes for 18 pupils and growing to four classes during 2027–2028.

Both schools offer exciting environments in which to work. **Rotherhithe Primary School** benefits from a modern, purpose-built site designed with accessibility, flexibility and inclusion in mind, with spaces that support a wide range of learning needs. **Grove Primary School** has been thoughtfully developed to support specialist provision, with purpose-built spaces for younger pupils and refurbished Key Stage 2 classrooms planned as the provision grows.

As a **Class Teacher** in one of our **Additionally Resourced Classes**, you will provide high-quality teaching, learning and care for a designated class or group of pupils within the provision. You will be responsible and accountable for the progress and development of all pupils in your class, including pupils with SEND and pupils with Education, Health and Care Plans (EHCPs), and will work in accordance with the Teachers' Standards, the school curriculum and school/Trust policies.

You will plan, prepare and teach ambitious, engaging and appropriately adapted learning for pupils with a range of needs and developmental starting points. You will assess, record and evaluate progress accurately, use this information to identify next steps, and ensure that teaching and provision support pupils to make progress towards curriculum goals and EHCP outcomes where applicable.

You will work closely with the **SENDCo, provision leaders, teaching assistants, therapists, specialist teachers, families and external professionals** to create structured, safe and inclusive learning environments in which pupils feel secure, valued and ready to learn. You will adapt teaching approaches, routines, resources and the classroom environment to remove barriers to learning and promote communication, independence, engagement, self-regulation and positive outcomes.

We are looking for teachers who are committed to inclusion and who believe strongly in the potential of every child. You will hold Qualified Teacher Status (QTS) and have successful experience of teaching in a primary setting, including experience of teaching pupils with SEND and adapting provision to meet a range of needs. You will have a secure understanding of effective classroom practice, assessment, behaviour, safeguarding and inclusive teaching, and a clear commitment to the progress, wellbeing and achievement of all learners.

Job Advert

This role will suit a teacher who is reflective, nurturing, resilient and ambitious on behalf of pupils with SEND. Experience of teaching in an additionally resourced provision, specialist provision or special school setting would be welcomed, as would knowledge of specialist approaches such as communication-support strategies, autism-informed practice, sensory regulation approaches, AAC, Makaton, PECS, TEACCH or Attention Autism.

Joining us means becoming part of a new specialist provision at a formative stage, with the opportunity to contribute to strong foundations, shared practice and a culture of high expectations for pupils and families alike. These roles offer the chance to make a genuine difference every day – not only in children’s learning, but in their confidence, relationships and future opportunities.

Join us and help build exceptional local provision for children and families in Southwark.

Salary	Main payscale - Inner London with SEN Allowance		
Location	<table border="0"><tr><td>Grove Primary School Grove Road East Dulwich London SE22 8AB Tel: 020 7274 1829 www.dkh.org.uk</td><td>Rotherhithe Primary School 61 Hawkstone Road London SE16 2PE Tel: 020 7237 1586 www.rotherhitheprimary.co.uk</td></tr></table> <p>Please indicate on your application form which school you are applying for. Internal applicants should email HR@nestschools.org for an application form.</p>	Grove Primary School Grove Road East Dulwich London SE22 8AB Tel: 020 7274 1829 www.dkh.org.uk	Rotherhithe Primary School 61 Hawkstone Road London SE16 2PE Tel: 020 7237 1586 www.rotherhitheprimary.co.uk
Grove Primary School Grove Road East Dulwich London SE22 8AB Tel: 020 7274 1829 www.dkh.org.uk	Rotherhithe Primary School 61 Hawkstone Road London SE16 2PE Tel: 020 7237 1586 www.rotherhitheprimary.co.uk		
Hours	Full-time. Part-time considered		
Reports to	Senior Leadership		
Start Date	01 September 2026		
Closing Date	Midnight on Monday 6 July 2026 Please apply online using MyNewTerm - www.nestschools.org/286/current-staff-vacancies		
Interviews	Wednesday 8 and Thursday 9 July 2026 <i>We reserve the right to interview suitable candidates prior to the closing date.</i>		

Nexus Education Schools Trust

We're proud to offer:

- **Endless Growth Opportunities:** Access to ongoing professional development to help you thrive in your career.
- **Thriving Partnerships:** Strong collaborations with schools to enhance your impact and network.
- **A Happy and Supportive Team:** Work alongside a motivated, friendly, and encouraging group of professionals. We are committed to helping you achieve your professional goals.
- **Comprehensive Training and Development:** NEST supports the continuous growth of all our staff.
- **Course and Qualification Opportunities:** Enhance your skills for your current role or prepare for future opportunities.
- **Career Advancement:** Gain qualifications that can help you progress within the organisation.
- **Resources You Deserve:** A well-equipped environment with the tools and support you need to succeed.
- **Innovative Culture:** Join an organisation that values creativity, teamwork, and fresh ideas.
- **Exclusive Perks:** Enjoy staff benefits like the Cycle to Work scheme and technology discounts.
- **Special Discounts:** Gain access to CSSC Benefits, BHN Extras and Blue Light Card savings, making your life outside work even better.

Welcome from the CEO

Dear Candidate,

Thank you for expressing your interest in joining **Nexus Education Schools Trust**. We are delighted that you are considering becoming a part of our community.

This is an incredibly exciting time for our schools, as the Trust continues to grow and thrive. Currently, all our schools are rated as good or outstanding, with strong leadership teams dedicated to delivering a rich variety of opportunities and outstanding outcomes for every pupil.

At **Nexus Education Schools Trust**, we are guided by a vision to empower individual academies to flourish with true autonomy while fostering a strong culture of support and collaboration across all our schools. Central to everything we do is a commitment to making child-centred decisions and choices.

Our mission is to:

- Nurture every individual,
- Provide exceptional educational opportunities and outcomes,
- Empower all to succeed, and
- Transform the life chances and aspirations of our pupils, equipping them to thrive as fulfilled individuals in an ever-changing world.

We also celebrate the uniqueness of each school's community and the vital contributions they make to ensuring the best education and experiences for our pupils. Every school is fundamental to our collective success. We firmly believe that, together, we can achieve more—delivering higher educational outcomes, broader opportunities for our pupils, and enhanced prospects for our staff and communities.

As a member of NEST, you will join a Trust that champions collaboration, mutual support, and a shared commitment to excellence. We are looking for individuals who:

- Share our values and vision,
- Are enthusiastic about working collaboratively with colleagues both within and beyond their school,
- Are dedicated to continuous development and professional excellence, and
- Are passionate about providing the highest standards and opportunities for all children.

We hope this information inspires you to take the next step in your career with us. We look forward to receiving your application and wish you the very best as you consider this exciting opportunity.

Regards

Paula Farrow OBE
CEO
Nexus Education Schools Trust



Class Teacher - Job Description

Main Purpose of the Role:

To provide high-quality teaching, learning and care for a designated class or group of pupils within the SEND Hub Additionally Resourced Classes within the school, in accordance with the Teachers' Standards, the school curriculum, statutory requirements, and school/Trust policies. The postholder will be responsible and accountable for the progress and development of all pupils in the class, working closely with colleagues, families and external professionals to secure strong outcomes.

Roles & Responsibilities:

Teaching and Learning

- Be the class teacher for an allocated class or group of pupils within the ARC and maintain high expectations for achievement, behaviour and inclusion for every pupil.
- Plan, prepare and teach high-quality lessons and sequences of learning that are ambitious, engaging and appropriately adapted to meet pupils' individual needs, starting points and developmental stages.
- Deliver teaching that is consistent with the Teachers' Standards and reflects a strong understanding of how children learn, including pupils with SEND.
- Adapt teaching approaches, learning resources, routines and the classroom environment to remove barriers to learning and promote independence, communication, engagement and progress.
- Provide a structured, safe and inclusive learning environment in which pupils feel secure, valued and ready to learn.

Curriculum, Assessment and Progress

- Assess, record and evaluate pupils' learning and progress accurately and use this information to inform teaching, identify next steps and secure strong outcomes.
- Use formative and summative assessment effectively to monitor progress and identify where pupils require additional support, intervention or revised provision.
- Track progress for all pupils in the class and maintain appropriate records in line with school and Trust expectations.
- Ensure that teaching and provision support pupils to make progress towards curriculum goals and, where applicable, outcomes and targets identified in EHCPs.
- Contribute to reporting, reviews and meetings concerning pupils' attainment, progress, development and wellbeing.

SEND and EHCP Responsibilities

- Plan and deliver provision that is informed by pupils' assessed needs, professional advice and EHCP outcomes, where applicable.
- Work collaboratively with the Hub Teaching and Learning lead / SENDCo, provision leaders and other colleagues to contribute to provision mapping, target setting, annual reviews and the review of support arrangements.
- Liaise effectively with therapists, specialist teachers and other external professionals to ensure advice is understood and implemented within day-to-day teaching.
- Use strategies and approaches appropriate to the needs of the pupils in the provision, for example communication-support strategies, sensory regulation approaches, structured teaching and adapted curriculum pathways, as determined by the school's provision model.
- Promote pupils' independence, communication, self-regulation, social interaction and readiness for the next stage of education.

Class Teacher - Job Description

Class Environment, Behaviour and Pupil Wellbeing

- Establish and maintain a positive, purposeful and nurturing classroom culture where pupils feel safe, respected and supported to succeed.
- Implement the school's behaviour policy consistently and use positive, relational and restorative approaches appropriate to the needs of the pupils.
- Maintain a high standard of care for all pupils, including support for personal development, emotional wellbeing and, where required and appropriate, personal care and medical needs in line with policy and training.
- Ensure the classroom and wider learning environment are well organised, stimulating and responsive to pupils' sensory, communication and learning needs.

Working with Support Staff, Families and Other Professionals

- Lead and direct the work of teaching assistants and other support staff effectively so that their contribution is purposeful, coordinated and focused on pupil progress.
- Work closely with colleagues across the school, including mainstream staff where relevant, to support inclusion, transitions and opportunities for integration.
- Build strong, professional relationships with parents and carers and communicate clearly about pupils' development, progress and wellbeing.
- Establish effective working relationships with external agencies and professionals to support pupils and families.

Safeguarding and Professional Responsibilities

- Safeguard and promote the welfare of children at all times and comply fully with statutory safeguarding guidance and all school and Trust policies.
- Willing to undertake safeguarding training appropriate to the role and understand and fulfil safeguarding responsibilities.
- Uphold the professional conduct expected of teachers and act in accordance with the Teachers' Standards, including Part Two: Personal and Professional Conduct.
- Participate in appraisal, professional development and training, including SEND-specific training relevant to the provision.
- Work collaboratively as part of the wider school team and contribute to school improvement priorities, curriculum development and staff development as appropriate.
- Undertake other reasonable duties commensurate with the grade and nature of the post, as directed by the Headteacher.

Wider School Responsibilities

- Support pupils during assemblies, clubs, school events, off-site visits and educational trips, and contribute to planning and preparation where appropriate.
- Supervise and support pupils safely during less structured times of the school day, including arrival, departure, transitions, breaks and lunchtimes.
- Work flexibly across classes, groups, activities and areas of the school according to pupil need and the operational requirements of the school.
- Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the school.

Teaching Assistant - Job Description

Continuing Professional Development:

- Participate in the Performance Management Scheme.
- Undertake any necessary professional development as identified.

Additional Points:

- While every effort has been made to outline the main duties and responsibilities of the post, not every individual task may be specified.
- Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not detailed in this job description.
- All staff must comply with academy and Trust policies.
- The Trust will make reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- The job description may be subject to amendment or modification should circumstances change. Any changes will be discussed with you initially. If a disagreement arises, you will have the opportunity to resolve the matter with your line manager, and you may be accompanied by a Trade Union representative if you wish.

Special Conditions of Service

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore the successful candidate will be required to disclose relevant criminal history in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and current disclosure and barring legislation. Certain cautions and convictions are protected and are not subject to disclosure to employers, and cannot be taken into account. Guidance on criminal record disclosure and filtering can be found on the GOV.UK Disclosure and Barring Service (DBS) filtering guidance and Ministry of Justice guidance.

Policies and Procedures

Ensure compliance with, and awareness of, all school policies and procedures in relation to all aspects of the school's management, teaching and learning.

Contacts and Relationships

Provide the expected standard of service, identifying and communicating any shortfalls or opportunities for improvement. Maintain high professional standards of attendance, punctuality, appearance and conduct, and positive courteous relationships with pupils, parents/carers, colleagues and external stakeholders.

Equalities

Ensure the Trust's equality policies are implemented and that duties under the Equality Act 2010 are met in relation to staff, pupils and service delivery.

Data Protection

Nexus Education Schools Trust (NEST) is committed to protecting your personal data throughout the recruitment process and in the course of employment. Personal data will be processed in accordance with UK GDPR, the Data Protection Act 2018 and other applicable UK data protection legislation. NEST is the data controller for the personal information you provide as part of your application. All staff are required to maintain appropriate confidentiality in relation to pupils, staff, parents/carers and Trust information. For further information, please refer to the Trust's Data Protection Policy and Job Applicant Privacy Notice available on the Trust website.

This job description should be read alongside the School Teachers' Pay and Conditions Document, the Teachers' Standards, and the policies of the school and Trust. It may be amended following consultation to reflect the changing needs of the school or provision.

Class Teacher - Person Specification

Knowledge and Experience:

- Qualified Teacher Status (QTS). E
- Successful experience of teaching pupils in a primary setting, including assessed placements where relevant. E
- Experience of teaching pupils with SEND and adapting teaching to meet a range of needs. D
- Secure knowledge of the Teachers' Standards and what effective classroom practice looks like in relation to teaching, behaviour, assessment and professional conduct. E
- Good knowledge of the primary curriculum and how it may need to be adapted for pupils with SEND. E
- Understanding of child development and how children learn, including pupils with additional and complex needs. E
- Knowledge of adaptive teaching, inclusive practice and the importance of high-quality teaching as the first response to SEND. E
- Experience of planning, assessing, recording and evaluating pupil progress effectively. E
- Knowledge of statutory responsibilities relating to SEND, safeguarding, equality, health and safety, and inclusion. E
- Understanding that the class teacher is responsible and accountable for the progress and development of all pupils in their class, including where support staff or specialists are involved. E
- Experience of working with teaching assistants, parents/carers and external professionals to support pupils' learning and wellbeing. E
- Experience of contributing to EHCP targets, annual reviews, provision planning or pupil support plans. D
- Experience of teaching in an additionally resourced provision, specialist provision or special school setting. D
- Knowledge of specialist approaches relevant to the provision, for example communication-support strategies, autism-informed practice, sensory regulation approaches, AAC, Makaton, PECS, TEACCH or Attention Autism. D

Skills and Abilities:

- Ability to plan and deliver high-quality teaching that engages, motivates and supports pupils with a wide range of needs. E
- Ability to adapt teaching, resources, routines and the learning environment to remove barriers to learning and enable progress for all pupils. E
- Ability to assess pupils accurately and use assessment to inform next steps, adapt provision and improve outcomes. E
- Ability to create a calm, safe, purposeful and stimulating classroom environment that supports learning, communication and wellbeing. E
- Ability to establish clear routines and high expectations for behaviour and engagement, using approaches appropriate to pupils' needs. E
- Ability to communicate clearly and effectively, both orally and in writing, with pupils, parents/carers, colleagues and external professionals. E
- Ability to work collaboratively as part of a team and to build positive professional relationships across the school community. E
- Ability to lead, direct and deploy teaching assistants and other adults effectively so that support is purposeful and focused on pupil progress. E
- Ability to organise time, priorities and resources effectively and maintain accurate records. E
- Ability to contribute to review meetings, provision planning and professional discussions about pupils' needs and outcomes. E

Class Teacher - Person Specification

- Ability to use IT effectively to support teaching, learning, assessment and professional responsibilities. E
- Ability to reflect on practice, respond to feedback and implement new approaches in order to improve teaching and outcomes for pupils. E

Personal Qualities

- Commitment to high expectations and positive outcomes for all pupils. E
- Commitment to inclusive education and to ensuring that every pupil is known, valued and supported to succeed. E
- A caring, nurturing and reflective practitioner who is ambitious on behalf of pupils with SEND. E
- Resilience, flexibility and emotional warmth, with the ability to remain calm and professional in a dynamic SEND environment. E
- Ability to work positively and constructively as part of a team, contributing to a collaborative school culture. E
- Strong sense of professional responsibility, integrity and accountability. E
- Commitment to safeguarding and promoting the welfare of children and young people. E
- Commitment to continuous professional development and openness to further training relevant to SEND and specialist provision. E
- Excellent attendance, punctuality and reliability. E
- Enthusiasm, positivity and a willingness to contribute to the wider life of the school. D

Key

E = Essential

D = Desirable

Our Trust



Alexandra
Infant
School



CHILDERIC
PRIMARY SCHOOL



HIGHFIELD

Infants' and Junior Schools



John Keats
Primary School



PERRY HALL
PRIMARY SCHOOL



www.nestschools.org