





# WELCOME

Are you a dedicated and enthusiastic class teacher with a genuine interest in Special Educational Needs? Do you want to make a lasting difference in the lives of children by providing inclusive, high-quality education in a supportive and forward-thinking school?

At De Bohun, we are seeking an inspiring Class Teacher who is passionate about supporting children with a range of learning needs in our established Complex Needs Unit. This is a fantastic opportunity to work in a nurturing and inclusive environment, where routines and procedures are embedded and every child is valued and supported to thrive.

This role also offers a valuable opportunity to develop and strengthen your leadership and skills, making it ideal for someone looking to take the next step in their professional journey while making a meaningful impact every day.

# DE BOHUN PRIMARY SCHOOL

De Bohun is a thriving, ambitious and inclusive nursery and primary school in North London. From the moment children join us, they become a De Bohun child.

Our rich and varied curriculum inspires pupils to develop a love of learning and to flourish into responsible, aspirational young people who are prepared, and excited, to embrace their future.



**Resilience**  
**Resourceful**  
**Responsibility**  
**Relationships**  
**Risk-taking**  
**Reflective**

*“De Bohun Primary School is a place where everyone is valued. Pupils enjoy coming to school and know they are safe there. Adults and pupils get along well because respect underpins their relationships. Parents and carers told me that staff routinely go the extra mile to help children to be successful.”*

~ Ofsted, January 2020

# KEY INFORMATION

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**Age range:**

2 - 11

**Location:**

Southgate, London

**School type:**

Academy converter  
Ivy Learning Trust

**Pupils on roll:**

396

**Children eligible for FSM:**

30.4%

**2025 KS2 results:**

47% achieved expected standard (combined)

**Ofsted:**

Good, January 2020



*“Pupils are expected to challenge themselves to do their best. They are familiar with the idea of risk-taking. It is something they apply during lessons. Parents and pupils told me about the very effective support for pupils’ well-being and mental health. They know staff are ready to listen and to help when children need it.”*

~ Ofsted, January 2020

## Our Vision

Ivy is a charity and our purpose is to provide education for the public benefit.

### We have four guiding principles:

- We are one family of schools.
- Good education is a birthright.
- We make it easy to make a difference.
- Local leaders know their communities best.



Ivy Learning Trust is a family of schools dedicated to giving children a great education. We formed our Trust in 2017 with two Enfield primary schools, Brimsdown and Lavender, in order to formalise the already close working relationship between them. We now have a network of 17 primary schools across North London and Hertfordshire.

This collaboration has enabled our community to benefit from the expertise and talents at each joining school, with leaders sharing successful techniques and innovations. Staff enjoy better access to CPD programmes and opportunities to develop their careers. We are a supportive community, dedicated to ensuring that no one is left behind and that everyone benefits from being part of our Trust.

# OUR SCHOOLS



**15**

*Good or Outstanding*

**2**

*Sponsored Academies*

| SCHOOL                  | LOCATION      | JOINED | OFSTED             |
|-------------------------|---------------|--------|--------------------|
| 1. Lavender             | Enfield       | 2017   | Good (2025)        |
| 2. Brimsdown            | Enfield       | 2017   | Good (2023)        |
| 3. Churchfield          | Enfield       | 2018   | Good (2022)        |
| 4. Eastfield            | Enfield       | 2018   | Good (2022)        |
| 5. Larkspur             | Hertfordshire | 2018   | Good (2023)        |
| 6. Walker               | Enfield       | 2019   | Good (2023)        |
| 7. The Wroxham          | Hertfordshire | 2019   | Good (2024)        |
| 8. Woodside             | Hertfordshire | 2020   | Good (2025)        |
| 9. Crabtree Infants     | Hertfordshire | 2021   | Outstanding (2024) |
| 10. Crabtree Junior     | Hertfordshire | 2021   | Outstanding (2023) |
| 11. Peartree            | Hertfordshire | 2022   | Good (2025)        |
| 12. Martins Wood        | Hertfordshire | 2022   | ●●●●● (2025)       |
| 13. Watchlytes          | Hertfordshire | 2022   | Inadequate (2021)  |
| 14. Round Diamond       | Hertfordshire | 2023   | Outstanding (2025) |
| 15. Windhill21          | Hertfordshire | 2024   | Outstanding (2025) |
| 16. Richard Whittington | Hertfordshire | 2024   | Good (2019)        |
| 17. De Bohun            | Enfield       | 2025   | Good (2020)        |

*\*Schools inspected since joining Ivy.*

# WORKING AT IVY



*“ Staff are overwhelmingly proud to be part of the school community. Regular training helps staff stay sharp and keep ahead of the game. Senior leaders do much to look after staff’s wellbeing.*

*~ Ofsted, Crabtree Junior, 2023*

When you join Ivy, you'll have access to a comprehensive range of benefits, designed to support your career progression and wellbeing. As a Trust, we offer an inclusive work environment, recognise and reward excellence, encourage creativity and support ongoing professional growth.



Employee Assistance Programme with access to free counselling, mental health and financial support



Professional development with defined careers pathways and paid study leave



Tax free childcare scheme and admissions priority for the children of school employees



Pension scheme



National pay in line with STPCD



Flexible working available



Cycle to work scheme



Discounted gym membership



Occupational health service

# JOB DESCRIPTION

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## Main Duties and Responsibilities:

- Be responsible for the planning in an appropriate and imaginative way to meet the individual needs of each child.
- Plan appropriate activities that incorporate sensory needs and the child's academic level, building on life skills.
- Ensure the pace of lessons planned are appropriate to each individual child.
- Plan practical and engaging tasks that will be carried out by the class practitioners on an individual basis.
- Hold daily planning meetings with all practitioners, allowing time for the practitioners to feedback from their session to inform planning and next steps. Keep a formal record of these meetings and the impact they have on children's outcomes.
- Use outcomes and feedback from the practitioners to effectively plan next steps for the children that are pitched correctly and are appropriate.
- Encourage the practitioners to be involved in planning, allowing them to be aware of the lessons that they will carry out on an individual basis.
- Be responsible for the assessments of all children in the pre-formal rooms. This includes keeping up to date with:
  - Academic tracking.
  - Autism framework tracking.
  - Soft skills tracking.
  - IEPs – reviewed half termly.
  - Behaviour logs - daily updates.
  - Positive behaviour support plans – reviewed half termly.
  - The teacher will be responsible for keeping each child SCERTS profiles updated, including weekly observations and assessing the use of support within the class to ensure these are being met.
  - Daily uploading and reviewing of the assessment app.
  - Support the practitioners to use the assessment app confidently and independently to record the progress of the children.

# JOB DESCRIPTION

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- Quality assure the delivery of practitioners' teaching through the appraisal process.
- Develop the use of adaptive teaching, encouraging the practitioners to use initiative.
- Support the practitioners to use AfL during the task to support the children to achieve.
- Provide learning tasks and sessions that are practical and incorporate sensory needs to create a calm environment that is suitable for children who benefit from a pre-formal classroom.
- Plan for and oversee the use of the outside area, ensuring it is set up for children to engage with meaningful tasks and activities that will support their development throughout the year.
- Plan, support and facilitate the running of a collapsed curriculum afternoon, encouraging the children to engage in an activity of their choosing.
- Ensure bespoke timetables are followed to ensure consistency for the children.
- Support and promote the use of meaningful individual timetables, depending on the SCERTS stage to encourage independence, consistency and routine.
- Create, develop and embed a classroom structure and routine that is predictable so the children are aware of what is expected during a session, incorporating their sensory needs, communication targets and appropriate life skills.
- Support with the self-care and development of independence.

## We are looking for someone who:

- Is a qualified teacher (QTS required).
- Has a strong interest in SEN and inclusive education.
- Demonstrates excellent classroom practice and a commitment to raising standards.
- Is proactive, reflective, and keen to develop professionally.
- Works well as part of a collaborative, caring team.

# PERSON SPECIFICATION

| Criteria                     | Requirements   | Essential / Desirable                |
|------------------------------|--|--------------------------------------|
| <b>Qualifications</b>        | <ul style="list-style-type: none"> <li>• Degree and Qualified Teacher Status.</li> <li>• Demonstrate commitment to own further professional development.</li> <li>• Further professional qualifications / CPD relevant to this post.</li> <li>• NPQ qualification or commitment to undertake a relevant NPQ within the first 3 years.</li> <li>• Knowledge of recent developments in education / a good understanding of the national picture in education.</li> </ul>   | E<br>E<br>D<br>D<br>E                |
| <b>Experience</b>            | <ul style="list-style-type: none"> <li>• Experience of teaching pupils with SEND.</li> <li>• Experience of working with children with complex needs.</li> <li>• Understanding of how children learn and aspirational expectations for their achievement.</li> <li>• Able to motivate others to close gaps in learning and achievement.</li> <li>• Experience of accelerating progress of all pupils in a classroom environment.</li> <li>• Demonstrate experience of reflecting on and improving their own teaching to increase achievement.</li> <li>• Experience and commitment to developing positive partnerships with parents, colleagues within the school and the Trust and the wider community.</li> </ul> | E<br>D<br>E<br>E<br>E<br>E<br>E<br>E |
| <b>Skills and attributes</b> | <ul style="list-style-type: none"> <li>• Principles and practices of effective personalised teaching and learning to meet the needs of children with SEND.</li> </ul>  | E                                    |

# PERSON SPECIFICATION

| Criteria | Requirements   | Essential / Desirable  |
|----------|--|--|
|          | <ul style="list-style-type: none"><li>• Principles and practices of effective personalised teaching and learning to meet the needs of children with complex SEND.</li><li>• Maintain a safe learning environment, ensuring the safety and wellbeing of pupils is prioritised.</li><li>• Able to identify gaps in teaching and learning.</li><li>• Ability to support and guide quality first teaching through effective professional development.</li><li>• Able to write engaging and progressive curriculum plans.</li><li>• Up to date knowledge of the primary curriculum.</li><li>• Up to date knowledge of assessment for learning strategies.</li><li>• Up to date knowledge of SEN teaching approaches.</li><li>• Up to date knowledge of SEN teaching approaches to support children with complex needs.</li><li>• Up to date knowledge of innovative teaching using IT to promote learning and accelerate progress.</li><li>• Evidence of innovative practice to influence the engagement of children.</li><li>• Demonstrate how you have personalised and adapted the curriculum to ensure access for all.</li><li>• Expect and promote high standards of behaviour.</li><li>• Able to understand and use data to inform teaching and learning.</li></ul> | <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> |

# PERSON SPECIFICATION

# DETAILS AND TIMELINE

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**Contract Type:**

Fixed Term, Full-Time

**Salary:**

£37,870 - £50,474

**Closing Date:**

12pm, 19 February 2026

**Interview Date:**

W/C - 22 February 2026

**Start Date:**

April or September 2026

**Our Policies:**

[Privacy Notice](#)



[Code of Conduct](#)



[Recruitment](#)



[Safeguarding](#)

This post has a minimum requirement of two references which must be your current or most recent employer.

De Bohun Primary School is committed to safeguarding and promoting the welfare of children and young people. The post is subject to an enhanced disclosure and medical checks.

Visits to the school are welcome. Please get in touch to arrange a visit or speak with the Headteacher:

0208 441 7728  
[office@debohun.enfield.sch.uk](mailto:office@debohun.enfield.sch.uk).

