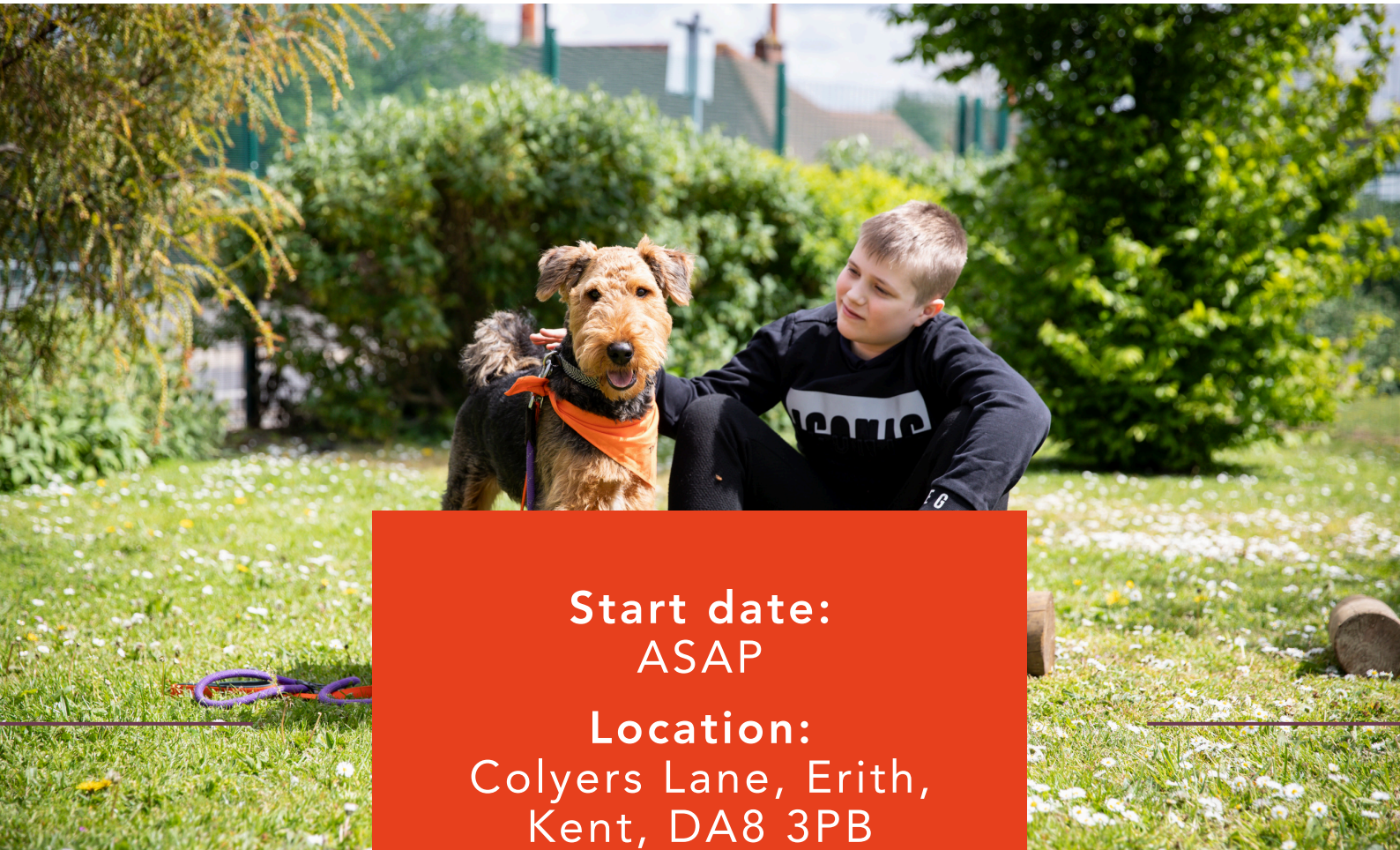




CANDIDATE PACK

SEN Class Teacher



Start date:
ASAP

Location:
Colyers Lane, Erith,
Kent, DA8 3PB



About Us

Woodside Academy is an all-age special school, (EYFS-Post 16) for pupils with a primary diagnosis of autism. The school is a flourishing and vibrant learning community located in the London Borough of Bexley.

The school's moto is "All together better" and we are committed to achieving our shared goal of individual and collective excellence for all.

Visitors to the school frequently comment on the welcome they receive, the calm and positive ethos as well as how much pupils and staff enjoy being at school. Parents and Carers tell us how much difference Woodside makes.

Hear this for yourself in our [virtual tours](#) and read more on the school website [here](#).

WOODSIDE
ACADEMY



WOODSIDE
ACADEMY



About the Trust

Our school is part of London South East Academies Trust - a multi-academy trust sponsored by London South East Colleges. In 2024 the Trust was formally recognised and awarded as the TES Small Trust of the Year.

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools

Read more on the trust website:
LSEAT.co.uk

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SOUTH EAST
ACADEMIES



TRUST

Our Values

At Woodside Academy, we value trust, honesty and kindness from all.

We respect ourselves and each other in all that we do.

We strive for independence in our learning and in our leisure time to live safe and happy lives.

We face challenges by being positive and believing that we can overcome them.

All together better; all together we will achieve great things.

Respect

Kindness

Achievement

Trust

Independence

Positivity

Honesty

WOODSIDE
ACADEMY





Job Description

Job title: SEN Class Teacher

Salary: MPS/UPS plus SEN allowance

Contractual Hours: Part-Time or Full-Time

Contractual Weeks: 52 weeks per year

Position Status: Permanent

***ECTs are encouraged to apply**

About our vacancy

We are looking for full time or part time SEN Class Teacher to work across either our primary or secondary site. This is a permanent position starting in the Easter term.

We are seeking to appoint a class teacher who is:

- Passionate about high quality personalised provision for children with autism.
- An excellent teacher with experience or expertise in working with pupils with complex needs in EYFS/Primary/Special Needs.
- Will be an excellent role model, especially encouraging positive relationships with everyone they come into contact with.
- Equipped with strong inter-personnel needs.
- A resilient practitioner committed to further development.
- Someone who loves working closely with others to change things for the better

We offer a comprehensive and bespoke CPD programme throughout the year and have a good record of upskilling staff at all levels. As all children have an EHCP and are working significantly below age-related expectations, the role is more likely to suit those who are trained/experienced within Early Years, Primary or Special settings. ECTs and those with SEN/autism experience are also welcome to apply. We operate an EYFS/Primary model of teaching up to and including Year 13 with some specialist teaching in Y10-13.

These are opportunities for teachers who actively collaborate in an ambitious team. We are particularly keen to hear from you if you have experience of delivering tailored and personalised learning programmes for children with SEND.





Job Description

To ensure that high quality provision is in place for all pupils so that they can reach their full potential in their learning and in life.

Key Tasks and Responsibilities

To be responsible for a small class of pupils with complex needs including autism and moderate learning difficulties. This will be achieved by:

- Being an outstanding teacher
- Having excellent communication and interpersonal skills
- Having evidence of experience in meeting the needs of pupils with a range of complex needs or being willing to undertake training.
- Being resilient with a commitment to continuous development.



General Responsibilities:

- Ability to work effectively with class-based support staff working with pupils that face barriers to their learning
- Provide high quality lessons and interventions
- Meet regularly with parents, carers and other stakeholders to ensure that pupils needs are being met
- Ensure that any statutory functions for pupils with SEN are completed in good time and are of high quality
- Work closely with your team and phase to ensure that provision is of the highest quality and that support is closely monitored and evaluated



Strategic direction and development of provision

- With the support of, and under the direction of the Assistant Head Primary to:
- Ensure all pupils have access to a broad, balanced and relevant curriculum;
- Devise and promote plans to ensure the needs of pupils with SEN are met;
- Regularly monitor progress against targets for pupils by accurate assessment and planning and delivering high quality teaching;
- Ensure that all statutory requirements for pupils are adhered to
- Keep up to date with relevant local and national information relating to pupils with SEN;
- Work closely with the Assistant Head of your phase and the Senco, liaise with staff, parents and carers, external agencies and other schools to maximise support and ensure continuity of educational provision.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately;
- Ensure that pupils are enabled to share their views and that these are acted upon appropriately.
- To maintain accurate assessments and records of children's progress, using them to set the next steps in their development, reporting progress to parents/carers as necessary.

Teaching and Learning

- Understand child development
- Be an excellent teacher
- Be able to work with pupils with a range of complex needs
- Be able to promote pupil independence
- Support pupil transition including the development of highly effective induction and exit arrangements
- Promote high standards of behaviour and support the development of appropriate behaviours for learning

Recording, Assessment and Reporting

- Set ambitious targets for children to make progress towards their EHCP and learning outcomes.
- Manage a range of data and information on individual pupils and groups from a range of stakeholders
- Contribute to the Annual review process and to ensure that all reports are accurate, of high quality and available for all stakeholders in a timely manner
- Provide high quality information to parents and carers keeping them informed about their children's progress

General Requirements

STARS Values: Consistently model and promote the our STARS values, contributing positively to our culture and reputation. **Sustainability:** Support our commitment to environmental sustainability through responsible use of resources and sustainable working practices. This job description may be amended at any time following discussion between the Head Teacher, Senior Leader and member of staff, and will be reviewed annually.

The scope of this profile reflects the needs of the academy at the present time; it is not intended to be a fully inclusive or exhaustive list. The post holder may therefore be expected to work flexibly and perform such other duties other than those given in the job description.



What we offer

- Friendly, enthusiastic, delightful pupils and students who teach us something new every day
- A committed and caring staff team who support and develop each other A proactive and supportive SLT who are actively mindful of workload
- A collaborative approach to planning and problem-solving
- A comprehensive induction and an ongoing extensive CPD programme
- Opportunities to develop your skills and talents
- Small class sizes with high staff/pupil ratio
- Free parking on site
- Advantages of belonging to a multi-academy trust, e.g. discounts on gym and wellbeing services, access to free and confidential Occupational Health and Employee Assistance Programmes
- Excellent Pension Schemes - Including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest.
- Professional Development - Access to high-quality training, leadership development, and career progression opportunities
- Employee Assistance Programme - Providing free, confidential support.
- Travel Support - annual season ticket loan and cycle-to-work scheme.
- Well-being and Lifestyle Benefits - including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments.
- Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.





Person specification

| Qualifications | Essential | Desirable |
|--|-----------|-----------|
| Qualified Teacher Status | X | |
| Relevant SEN Qualifications or equivalent experience | | X |
| Skills & Experience | Essential | Desirable |
| Experience of working with autistic children with complex needs within the 4-18 age range | X | |
| Awareness/experience of using a range of teaching and strategies designed to meet educational needs of children with ASD and complex needs | X | |
| Experience delivering qualifications at Entry Level and or pre-entry level | | X |
| Knowledge, Skills and Abilities | Essential | Desirable |
| Ability to establish an appropriate, nurturing and positive class ethos and learning environment which promote good relationships and create excellent conditions for learning | X | |



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|---|---|--|
| A skilled classroom practitioner with the ability to meet planning, recording and reporting requirements for individuals, small groups and the whole class | X | |
| Understanding and knowledge of child development in (early) learning | X | |
| Understanding of the national curriculum and curricula appropriate for a range of pupils with ASD/Complex needs, especially those working at a lower p levels | X | |
| Understanding of appropriate assessment, planning, recording and reporting strategies - particularly in relation to pupils with ASD/Complex needs | X | |
| Readiness to learn innovate and develop your pedagogy | X | |
| Ability to work in a multi-disciplinary setting | X | |
| Emotional resilience and ability to motivate, manage and encourage pupils | X | |
| Effective organisational skills | x | |
| Ability to participate in curriculum development work | X | |





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|---|------------------|------------------|
| Good ICT skills and able to use learning technology to promote children's independence, communication and learning | X | |
| Equal Opportunities | Essential | Desirable |
| Commitment to the Trusts Equality and Diversity Policy | X | |
| Ability to manage and develop children and staff within the framework of Equal Opportunities | X | |
| Safeguarding and Promoting Welfare of Children | Essential | Desirable |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people, colleagues and parents | X | |
| Other Job Specific Requirements | Essential | Desirable |
| Understanding of Health and Safety issues | X | |



How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form, please view our vacancies page [here](#).

