



SEN Class Teacher (based in our Additional Resource Provision for children who have an autism diagnosis)

Salary: MPS/UPS + SEN Allowance



Welcome from the Headship team

Thanks for taking the time to consider joining Childs Hill and Claremont Primary Federation. We hope you gain a sense of how we approach the education of our wonderful pupils here in NW2. Moreover, we hope you see yourself working with us and adding to our team of committed and talented teachers and support staff.

One of our four values is **collaboration** which stems from one of our four vision statements *it takes a school community to educate a child*. This has never been more true. Our pupils come to us with an incredibly diverse range of backgrounds and needs. In them we see and hear interests, enthusiasm, knowledge and skills. They don't all communicate this in the same way, they don't all learn in the same way, but what they all have is potential. **Inclusion** is another of our values, as is **excellence**, and this is where you come in.

If you believe that a good education is the key to successful futures and that providing it for all pupils is possible, then you will be supported to achieve this aim and rewarded by the outcomes of your work. Fittingly **ambition** is our fourth value and as leaders we hold ambition for our schools, our pupils but also our staff. Educators are superheroes who thrive on challenges but we recognise that they need support and development in acquiring their superpowers. We are a federation where learn and together and everybody is welcome.

If you like the look of what you have seen in these slides we are sure you will love our schools, we hope to hear from you soon.



About the Elliot Foundation

We are a successful multi-academy trust specialising in the Primary sector. We are building a thriving community of converter and sponsored primary academies, that succeeds on behalf of its children and communities. We will maintain a family of autonomous schools that is uncompromising in its search for excellence as we strive to be the best academy chain in the UK. We have a clear vision, values and goals. The Elliot Foundation was created as a safe place for children and teachers where all are nurtured to achieve beyond even their own expectations. Our motto, "Where children believe they can because teachers know they can" reflects our conviction that raising expectations for all children and teachers is at the heart of a successful and inclusive society. Our values are at the heart of everything we do:

Put children first

- We trust and value your professionalism
- We share the responsibility for the learning and welfare of all of our children
- Our purpose is to improve the lives of children

Be safe

- Don't assume that someone else will do it
- Look after yourself, your colleagues and all children
- We are all responsible for each other's safety and well being
- Discuss any concerns with an appropriate member of staff

Be kind and respect all

- People are allowed to be different, as are you
- Kindness creates the positive environment we all need to flourish
- Kindness and respect should extend to ourselves as well as others

Be open

- If you can see a better way, suggest it
- If someone else suggests a better way to you, consider it
- Nurture innovators and support those who take informed risks in the interests of children

Forgive

- We all make mistakes
- Admit them, learn from them, and move on

Make a difference

- Making the world a better place starts with you
- Model the behaviour you would like to see from others



CHC vision, values and ethos

- Excellence
- Inclusion
- Collaboration
- Ambition
- Every child needs a good education.
- Education should be of the whole child.
- It takes a school community to educate a child.
- Every child has great potential and deserves opportunity



A = Academic ME
B = Being ME
C = Creative ME

NO ONE left outside our curriculum offer



Pathways

Pathways, the Autism Resource Provision (ARP) at Childs Hill Primary School and Claremont Primary School.

For some children with autism, learning in a mainstream environment can be a great challenge. Education in Pathways offers great flexibility, taking into account each pupil's developmental and emotional stages. Our carefully planned education programme inspires children to achieve their full potential through skilled teaching. This in turn develops confidence, curiosity and independent learning within a safe, supportive and inclusive environment.



Pathway's ARPs enrich the school's ethos because they enable all pupils in our school community to improve their understanding of diversity, differences and issues all children face in everyday life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, visit and work in both of our schools.

As a community we look forward to celebrating the achievements of the children who join us in Pathways. Our school policies promote inclusion and diversity and recognise the impact of ASD on our pupils and their families. The school's policies and development plans reflect our duties under the Disability Discrimination Act and the inclusion framework. Please see our school website for more information and current policy overview.

Curriculum Information

We are inclusive schools that serve a vibrant and culturally diverse community. We have developed our curriculum to deliver our values - every child needs a good education; education should be of the whole child; it takes a community to educate a child and every child has great potential and deserves opportunity.

Our approach to education is guided by our curriculum design, this includes use of widely known strategies including Talk for Writing, White Rose and Read Write Inc. These we have been adapted by leaders, in partnership with teachers in all phases, for our children and our teaching. Large sections of our curriculum have been created and written by our staff. Our commitment to personal development, delivered through our Being Me curriculum, is an important and effective element of our teaching. Our wider Creative Me curriculum covers the remaining subjects and has been written to ensure coverage of the national curriculum whilst having cultural significance and local community relevance for our pupils.

We teach in exciting and engaging ways with learning beyond the classroom for all ages. Trips and residential to give children opportunities and experiences throughout their primary school experience.

We are supported by sports coaches and musicians this means that all areas of the curriculum are delivered to a high standard and teachers get PPA covered effectively.

Senior and subject leadership is a strength and we retain a focus on the development of our teaching and learning. Evidence based research is the basis of our ongoing professional development for staff.



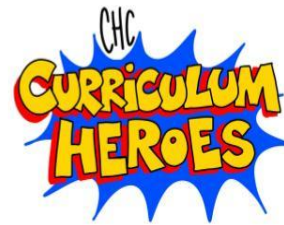
Immersion and engagement

Since our two school federated, providing us with the perfect opportunity to review our curriculum, we have constructed a 'blocked' model for the teaching of our Creative Me curriculum.

Curriculum Overview 2024-2025

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Art The wonderful world of Art Experiences with colour materials and techniques	RE Beliefs in our community Islam & Christianity Bible stories	Geography What's a town when you don't know it? London, England & UK regions	History Living memories, me and my family - Toys (CCCD)	Science Plants Cooking and growing	DT Cooking and Nutrition community picnic (CCCD)
Secondary Subject	Science / Art Them bones! Skeletons & collage	DKT Mechanisms Moving celebration cards (Lever and ratchet) (CCCD)	History Cricketer! Hove and Then All about the train	Geography Homes and families around the world (CCCD)	Art The Four Seasons Techniques with paint	RE Good for our planet (CCCD)
Year 2	Geography A history in focus UK and world rivers	RE Christianity Christmas, Easter, Jubilee and other special days (CCCD)	History UK story Great Fire of London Our city then and now	Art The impressionists Colour and collage the Mosaic - artist study	Science Plants Growing up!	DT Construction Design, materials and construction Freestanding structures - local playground design
Secondary Subject	DKT Mechanisms Carnival - Time to beat Carnival! Puppets (Jaws, and eyes)	Art David David City modelling	Geography UK story London and the river London across the capital cities	History Significant people women who changed the world	RE Religion stories Our work and care relationships	History Local history Up, up and away, flight
Year 3	History Invaders and Settlers The Roman Empire & Anglo-Saxons	Geography European studies UK and Great navigation and local (CCCD)	History Invaders and Settlers The Vikings	RE Islam, Christianity & Jewish Pilgrimage (CCCD)	DT Mechanisms and linkages Drawing books and toys Design, make and evaluate	Art The Surrealism movement and post war art Sculpture
Secondary Subject	RE Creation stories and festival origami story Where do we come from?	DT Construction Mechanisms, food and recipes	Art Paints Line drawings and fruit faces Sketching & 'Anatomists'	Geography UK story of the Vikings Let's follow the Roman road (CCCD)	Science Forces and magnet	Geography UK and European studies Landscapes and infrastructure Maps
Year 4	History Ancient civilisations The Ancient Greeks	Science States of matter	DT Textiles Stretching and Sewing Traditional crafts (CCCD)	Geography Roman Empire Roman life and Roman education UK, Westminster	History UK and European modern history WW2 - The Battle of Britain	Art Artter study Henry Moore Drawing techniques - pencils, charcoal and pastels

Pupils are immersed in the knowledge, skills, vocabulary and creative opportunities of a primary subject for a half term block. In order to ensure prior learning is revisited each primary subject is paired with a half termly secondary subject. The outcome is that we find our pupils know and remember more. The understand individual subject concepts better, gain more subject knowledge and develop cross curricular links in their learning. Giving longer to blocks of learning of one subject has really worked for our pupils and we are proud of the results.



We understand the importance of teaching children transferable skills that each pupil is able to apply in a range of contexts as they progress through the Key Stages.

That is why we have introduced CHC Curriculum Heroes that introduce skills taught in all subjects in primary school. Each character has a list of skills, which relate to their subject, that teachers cover in their lessons across the year. These heroes are often used to explain the relevance of our Learning Intentions and you can see them on slides, around classrooms and in books.

Having these Curriculum Heroes makes learning more enjoyable and introducing them in lessons helps learners understand what skills are being taught in lessons, evaluate their own learning and apply these skills to their independent work.

SEN Teacher Job Description & Person Specification (Salary: MPS/UPS + SEN Allowance)

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The post holder is accountable to the Head of ARP and the Principal.

Purpose of the job

- Carry out the professional duties of a teacher plus any other duties that can be reasonably asked under the direction of the Head of ARP and the Principal..
- To provide a stimulating curriculum which develops and celebrates all of our pupil's abilities helping to ensure that pupils at the CHC Federation become confident and successful learners.
- To ensure that the needs of pupils who have an autism diagnosis and attend our ARP are met.
- To proactively support the ethos of the school alongside the leadership team by maintaining professional conduct (e.g. engaging in meetings, meeting deadlines, responding to pressure in a productive manner)
- To assist the Head of ARP and the Principal in the establishment and maintenance of good relationships through effective communication and consultation procedures with the whole school community.

Duties and Responsibilities

- To teach autistic pupils in class and individually.
- To accompany and support autistic pupils when included in mainstream classes, where appropriate.
- To observe teachers teaching autistic pupils from the ARP who are attending lessons in their linked classrooms and advise how to best meet their needs.
- To recommend and implement appropriate provision for autistic pupils in terms of:-
 - Teaching principles
 - Differentiation and Resource materials
 - Whole curriculum including National Curriculum
- To work in close collaboration with the colleagues in order to ensure appropriate individual education plans for autistic pupils to meet the learning needs and to monitor and evaluate them.
- To organise timetables for the class and for inclusion programmes for pupils in the ARP.
- To keep detailed and concise records of ARP pupil's progress and analyse data to inform future planning.
- To provide written reports for ARP pupils' annual review and at other times deemed appropriate.
- To assist in the preparations for annual reviews.
- To attend annual review meetings.
- To support and monitor the work of learning support staff within the ARP.
- To oversee the ordering and maintenance of equipment, books and materials required for meeting individual teaching programmes.

SEN Teacher Job Description & Person Specification

- To develop and maintain resource materials relevant to work with autistic pupils.
- To assist with in-service training as appropriate.
- To make a full contribution to the life of the school, including attendance at staff meetings and parents' evenings.
- To establish and maintain partnerships with parents of the ARP pupils, ensuring maintenance of formal/informal communication.
- To work closely with the Trust colleagues and/or LA Advisor for autistic pupils in the ARP.
- To liaise with other agencies, including external agencies, involved in the care and education of autistic pupils in the ARP.
- To undertake training consistent with developing skills relevant to these duties and responsibilities.
- To be aware of, and act in accordance with the school policy on Child Protection and Safeguarding.

Further Responsibilities

The postholder will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:-

- To welcome prospective families and pupils to the provision and provide information about the teaching and the curriculum.
- Identify relevant school improvement issues relating to the ARP.
- Define and agree appropriate improvement targets.
- Ensure that a robust assessment system for all ARP pupils leads to educational programmes that are personalised to each pupil's particular needs
- Evaluate the impact of all improvement activities on the quality of teaching and learning within the ARP.
- Contribute to relevant sections of the school's SEF (Self Evaluation Form) in conjunction with the school leadership team.
- Support the Head of ARP to advise on matters related to individual pupils in the ARP where appropriate.
- Working alongside other teachers with responsibility for coordinating specific areas within the mainstream classrooms.

Leading, developing and enhancing the teaching practice of others

- Develop and share exemplary portfolios of children's work.
- Support and disseminate the most effective teaching approaches to support pupils with SEN (autistic pupils in particular)
- To liaise with the whole team and evaluate and identify training needs and then inform the Head of ARP.
- Attend Trust and/or LA meetings to keep up-to-date with recent developments.
- Organise resources to ensure that staff are aware of the availability, location and correct and safe use of resources.

SEN Teacher Job Description & Person Specification

Other School Improvement Plan Responsibilities

- To analyse and interpret relevant school data & support leadership team in setting whole school targets.
- Provide the Head of ARP and the Principal with relevant subject, curriculum area or pupil performance information.

Additional Information:

- The post holder is required to contribute to and support overall aims and ethos of the school.
- The post holder is required to be aware of and comply with policies & procedures relating to child protection; equal opportunities; health safety and security; confidentiality and data protection and to report all concerns to an appropriate person.
- The post holder will be expected to attend INSET sessions and meetings as necessary and appropriate.
- Behave in a professional manner at all times demonstrating mutual respect, compassion, good manners, politeness and common courtesies for all members of our community. All employees are expected to behave in a manner that role models positive behaviours for our pupils.
- Be committed to own continuous professional development.
- To support the values and ethos of the Elliot Foundation Academies Trust.

This list is not exhaustive. The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by the line manager.

Special Conditions of Service:

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Why work with us?

CHC federation are happy schools and you will be working with wonderful engaging children. You will be supported by

- A strong Leadership team across both schools with an open door policy
- A restorative ethos which is more than just a policy document, this is a safe and secure place to teach where people are heard.
- Supportive colleagues, a healthy workplace culture.
- A workplace that recognises that all staff, whatever their role are equally valued and contribute to the success of the schools
- Continuous professional development opportunities and access to trust wide opportunities
- Both schools were inspected by Ofsted in 2024 - Good
- A very strong commitment to our community and rewarding opportunities to be involved in community events, such as firework nights and summer festivals
- We are 10 minutes from Kings Cross by Thameslink from Cricklewood
- We are within the Brent Cross Town regeneration area - one of London's largest and most exciting regeneration projects which will deliver accommodation, sports facilities, restaurants and retail outlets to the community in the years ahead.
- Close to one of the largest David Lloyd gym and fitness suites in London
- A range of employee benefits including access to
 - Tea, coffee and milk supplied in our staff rooms
 - techscheme.co.uk
 - cyclescheme.co.uk
 - my gym discounts
 - Blue light card
 - Beyond card
 - Citysave credit union
 - Eye care vouchers
 - Free flu jabs
 - Employee assistance programme

Feedback......don't just take our word for it....

The ethos of the Leadership Team is clear. Staff work hard but they know that everything they do is for a purpose. They are embedding skills in young people that will enable them to be successful in later life. **IQM Inclusive Schools Award, June 2024**

Standing by the school gates you quickly realise this is a very 'special' school. The ethos radiates out into the street, where on a sunny London morning parents, teachers and children chatter, relaxed in the knowledge that children are safe in an environment that cares deeply about their wellbeing and progress. **IQM Inclusive Schools Award, June 2024**

The school community is highly valued by pupils, staff, and families. The community council is a strong pupil and parent group who work together for the school, and the local community and beyond. For example, the pupil 'eco councillors' wrote a letter to a local company for a donation of plants. Following their success, they planted flowers in the local community. Parents and carers appreciate the care and regular communication of the school.

Ofsted Report

Pupils enjoy school and they are enthusiastic to learn. Teachers have a secure knowledge of the subjects that they teach. In class, teaching engages pupils and sparks their imagination. Pupils show a strong understanding of key knowledge, for example significant periods throughout history, such as the Roman Empire and the Anglo-Saxons. **Ofsted Report**

Pupil voice "I love the trips, my teachers and my friends" "I love that there are lots of celebrations like black history month where we invite our parents to show what we have learned" "I love that they make the lessons good, like you learn and have fun at the same time"

Parental voice: "they are an outstanding school and work holistically with families and children to create the best overall environment for the pupils" "Thank you very much for the amazing work you all do everyday"

Find out more, how to Apply and the interview process

If you want to know more about the role please get in touch, visits are warmly welcomed.

Completing your application: Please read the details carefully and complete all the information requested. Please enclose a letter of application/personal statement with your application form.

Tools like ChatGPT can be useful for exploring thoughts, but we ask that the words you share with us are your own. Responses that feel overly generic or artificially generated may not reflect the individuality we value and could affect how your application is perceived or result in it being rejected.

CVs will not be accepted.

Please send your completed application form to fiona.rafter@childshillprimary.org the closing date is **Monday 11 May 2026 @ noon**

Interviews will be held on **Tuesday 19 May 2026**

*Although this is our intended interview date, in certain circumstances this may be subject to change

Interview process: Candidates successfully shortlisted will go through a robust interview process and may be asked to do a combination of activities ie, a task and interview. Further details will be provided if you are invited to interview.

Special Requirements: If you require any special arrangements to be made in order to take a full part in the interview, please contact us.

References: As part of Safer Recruitment Checks references will be taken up immediately for all shortlisted candidates. Please ensure you have received consent to include details of your referees.

Equality

The Elliot Foundation Academies Trust (TEFAT) is committed to developing, maintaining and supporting a culture of equality and diversity across all aspects of the Trust's work. The Trust aims to create an environment in which all employees, pupils and stakeholders are recognised as being of equal value and are able to grow and develop through equality of opportunity.

Safeguarding

Safer Recruitment: We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment and behave in a way which reflects this. Appointment to this post will be subject to satisfactory safeguarding pre-employment checks, including a Barred List check, Disclosure and Barring Service check and references. This post is exempt from the Rehabilitation of Offenders Act 1974. Therefore we are permitted to ask job applications to declare all convictions and cautions on a self declaration form in advance of attending interview (including those which are "spent" unless they are "protected" under the DBS filtering rules). This is to assess a candidates suitability to work with children.

Please note, it is a criminal offence to apply for this post of employment if you are barred from working with children and young people.

GDPR

The Trust abides by UK data protection laws, including the Data Protection Act 2018 (DPA) and the General Data Protection Regulation 2018 (GDPR), in its handling of personal information. We aim to ensure our employees are acting in accordance with these laws, the relevant regulatory guidance and best practice. This policy regulates the way in which the Trust obtains, uses, holds, transfers and otherwise processes personal data about individuals and ensures all of its employees know the rules for protecting personal data. Further, it describes individuals' rights in relation to their personal data processed by the Trust.