



Advert

Role	Teacher with a responsibility for English (Reading, writing, Phonics and SPAG)
School	Vermont School
Hours	Full time
Salary	MPS/UPS + SEND allowance £2,679
TLR 2.1	£3,391
Closing date	15 th May 2025
Interview date	Week commencing 19 th May 2025
Start date	September 2025

An exciting opportunity has arisen for a primary trained teacher to join our experienced team at Vermont Primary School, a small special school for children with SEMH as the primary area of need on their EHCP.

Vermont School, is a Thrive school. Relational practice and trauma informed approaches are core to how we support our wonderful children. We believe that our children need to be safe, feel special and have their needs met and we do this through love, play and a strong understanding of our children's individual needs.

We are seeking a passionate and experienced Teacher to join our team at Vermont School, a nurturing and inclusive environment catering to children with Social, Emotional, and Mental Health (SEMH) needs. If you are ready for a new challenge and enjoy working with an organisation where no day will be the same, then please apply.

We are part of the Aspire Community Trust, which is a small but fast paced trust consisting of 9 schools, 1 secondary and 8 primaries. Our family of schools are based in the vibrant and diverse city of Southampton, on the South Coast of England. Our trust is based on the co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity. We believe in openness, honesty, social responsibility and caring for others.

Unlike a Multi-Academy Trust, our schools remain autonomous bodies with their own governing bodies and their own Headteachers. Whilst we are all Foundation Schools that work within the Aspire Community Trust, we also maintain our Local Authority maintained status. This is important – we want to provide a local education that meets the needs of our local context.

Job/person summary:

- We are looking for an inspirational English Lead who values inclusivity and diversity
- You need to be committed to ensuring that every child, regardless of their needs or background, is able to access a curriculum which is rich and ambitious and enables them to read, not only to survive in life, but to be in a position to read for pleasure and experience the freedom that that affords
- You will champion a love of literacy using English as a powerful tool to open worlds, challenge thinking and empower our pupils to find and use their voice
- You will innovate and lead outstanding practice so that our pupils achieve excellence on their own unique journeys and realise their true worth

We can offer you:

- a collaborative working environment;
- opportunities to work with multi agencies and access to –

- play therapists
- occupational health therapists
- speech and language therapists
- educational psychologists
- Majestic Project
- Saints Foundation
- trauma informed working practices;
- the opportunity to work with wonderful young people and their families and make a significant difference to their lives
- a supportive senior leadership team who collectively and individually offer a wealth of experience;
- a comprehensive CPD programme;
- an individual induction programme supported by a buddy scheme;
- eligibility to join the Teachers' Pension Scheme or Local Government Pension Scheme for support staff;
- SEN allowance payable for teaching staff
- exciting move to extensively refurbished new school in the coming 18-24 months
- access to an Employee Assistance Scheme (EAP) for yourself and your family –
 - 24 hour helpline
 - phone and face to face counselling sessions
 - financial guidance
 - legal assistance
 - support & coaching for managers
 - signposting for general help
- a positive, creative and supportive environment

Application procedure

Should you wish to apply for this vacancy, please view the linked documents on our website, [Vacancies | Vermont School](#)

Please return the completed Application form to Mrs Annie Mewett, recruitment@vermontschool.co.uk

Where applicable, potential candidates may benefit from a tour of the school. Please note, any candidates requesting a tour will be asked for their current place of work which will allow the school to verify, where possible, the name and place of work given. Potential candidates will be asked to bring their current school ID and/or photographic ID as proof when they visit the school for a tour.

Successful candidates will be subject to online searches.

Applications will be reviewed as they are received. An early application is advised with interviews possibly being arranged in advance of the closing date. Vermont School reserves the right to make an appointment before the closing date.

Safeguarding

Vermont School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and fulfilling our statutory obligations as detailed in the DfE statutory guidance, 'Keeping Children Safe in Education'

We are committed to recruiting candidates who share this commitment and therefore we apply robust recruitment and selection procedures to ensure that the people selected are suitable and that all candidates are subject to the appropriate pre-employment checks

Job Description: Teacher

Your role

- To lead English (Writing, Spelling and Phonics across KS1 and KS2) across our school, developing an engaging and inclusive curriculum which supports the diverse needs of our children and helps them build confidence in their English
- To teach a small class of mixed age children with a range of SEMH needs
- Lead a team of teaching assistants to provide quality education for children with SEMH needs
- Take an active role in reviewing and developing pupils' curriculums based on their EHCP targets
- Create and manage a nurturing, supportive and purposeful environment which is conducive to children's learning.

Teaching & learning responsibilities:

- Demonstrate a positive, enthusiastic and imaginative approach to children's learning in order to meet their specific needs and the requirements of the National Curriculum and School Curriculum;
- Meet all the [Teachers' Standards](#)
- Use children's EHCPs to inform planning, teaching and ensure that their needs are met;
- Contribute to and lead on Annual Reviews of children in your class;
- Communicate and consult with parents on a regular basis (at least weekly);
- Produce reviews/reports on children as and when required.

English

- Extensive experience in teaching English with a deep understanding of phonics and effective literacy strategies to enhance reading fluency and comprehension of children with SEMH needs.
- Ability to implement innovative teaching methods that cater to diverse learning styles, ensuring that every child feels included and motivated to learn.
- Experience in managing behaviour in a way that promotes a positive and safe learning environment, particularly for children with Social, Emotional, and Mental Health (SEMH) needs.
- Lead improvements in planning an engaging and tailored English and Phonics curriculum
- Use children's ECHP targets in order to shape learning pathways and improve progress in learning and outcomes.
- Be a passionate and strong leader of English by working effectively with individual teachers to develop their knowledge of English
- Be an excellent teacher and a role model for the teaching of English
- Coach and mentor other teachers in refining their teaching skills and use of resources and specific teaching strategies in English.
- Formulate and lead on the implementation of a well-informed action plan for English and Phonics
- Manage a budget to meet priorities within English.
- With senior leaders, lead on the evaluation of English across the school: analysis of performance and progress data in English; and triangulate with observations and examination of learning in books.
- To lead training and planning for English, so that teaching confidence improves, including teaching assistants, and the quality of learning is strengthened.
- Liaise with external colleagues to gain advice and support where needed.
- With other senior leaders, monitor the impact of intervention programmes and lead on approaches to support able pupils.
- Ensure that teaching assistants are deployed effectively to support intervention programmes in English.
- Communicate with governors in order for them to examine and monitor the quality of learning in English.
- Communicate with parents in order for them to be well informed about English learning and are able to support their children's learning at home.

Curriculum Leadership Responsibilities

- Review and update the agreed scheme of work as required and in line with the school curriculum;
- Develop and be responsible for the agreed subject action plan within the School Improvement Plan;
- Monitor and evaluate the action plan;
- Advise other staff on current developments relating to the agreed subject(s);
- Assume responsibility for the subject budget including making recommendations regarding training and ensuring adequate and relevant resources;
- Maintain a curriculum file and report to the Headteacher, Deputy Headteacher and Governors as required.

Responsibilities of all school staff

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to:

- support the attitudes, beliefs and values alongside the vision of Vermont School
- contribute as a member of the Vermont team in all aspects of school life to enhance our community
- attend and contribute to staff meetings and INSET days as required

- take responsibility for safeguarding and children's welfare and ensure the immediate reporting to the DSL or a Deputy DSL of any safeguarding matters which place a child at risk or potential risk
- be aware of health and safety issues and act in accordance with the school's Health and Safety policy
- maintain positive discipline and uphold school policies and practices at all times, ensuring a safe, stimulating and positive learning environment for all pupils
- maintain appropriate standards of professional appearance and conduct and to ensure that all interactions with pupils, staff, parents, governors and visitors reflect a commitment to high professional standards of courtesy and behaviour and effectively contribute to the safeguarding of learners at all times
- keep their Line Manager/ SLT apprised of any concerns whilst undertaking this role.

Professional development

As part of your performance development, ensure that you:

- fully engage in the Professional Development and CPD programme as required
- contribute to the setting of your own performance development targets which ensure Vermont improvement outcomes are met
- regularly review your own practice and set personal targets in consultation with your line manager
- take responsibility for, seek out and engage fully with CPD in order to support your development as a practitioner
- maintain accurate and up-to-date professional development records
- develop effective working relationships and network with local, national and digital agencies to ensure that you are at the forefront of developments within your field of expertise
- disseminate best practice further to CPD opportunities made available to you.

NB.

- All teachers at Vermont School work within the parameters outlined in the School Teachers' Pay and Conditions Document.
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent in carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post
- This job description will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post
- To carry out any other duties that are commensurate with the role as requested by the Headteacher

Headteacher/line manager's signature	
Date	
Postholder's signature	
Date	

Person Specification

Qualifications and training	Essential	Desirable
<ul style="list-style-type: none"> Relevant good degree Qualified Teacher Status 	✓	
<ul style="list-style-type: none"> Recent and relevant professional development linked to trauma informed practices (e.g. TIS UK, TAAES, PACE, Thrive) and/or autism and/or ADHD 		✓
Experience/employment record	Essential	Desirable
<ul style="list-style-type: none"> Clear understanding of effective Quality First Teaching A well developed and evidenced understanding all Teaching Standards Ability to build effective working relationships with staff and other stakeholders Confident ICT user 	✓	
<ul style="list-style-type: none"> An understanding of issues related to inclusivity and social mobility within education Understanding of ordinarily available provision Experience working in a school serving underserved children 		✓
Skills & Knowledge	Essential	Desirable
<ul style="list-style-type: none"> Ability to establish excellent working relationships within a team High expectations of self and others Ability to manage change Ability to delegate well and enable others to succeed Ability to maintain a trauma and SEND informed lens when supporting our children 	✓	
Personal qualities	Essential	Desirable
<ul style="list-style-type: none"> A positive role model who is understanding, reflective and able to identify when they need to moderate practice in response to the child's needs at the time A curious practitioner who understands that all behaviour is communication and has the curiosity to unpick what the child maybe communicating via their behaviours Ability to motivate, inspire and challenge children Ability to plan, prioritise and organise self and others. Commitment to improving the life chances of young people Personality traits: Kind, calm, adaptable, dependable, collaborative, reflective, forward looking, enthusiastic, imaginative and resilient Commitment to further own professional development A commitment to promoting and safeguarding the welfare of children Excellent communication skills who creates a good first impression and has 'presence' around the school 	✓	