Farney Close School
Job Description
PRIMARY TEACHER

Job title	Primary Teacher
Reports to	Head of Education
Location	Farney Close School, Bolney, West Sussex
Contract	As stated in the appointment documentation
Responsible for	Teaching and learning within the Primary Unit / Key Stage 2

About Farney Close School

Farney Close School is a specialist day and residential school for children and young people aged 9 to 17, all of whom have an Education, Health and Care Plan (EHCP). The school provides an integrated approach to education, care and therapy for pupils with social, emotional and mental health needs and a range of associated neurodevelopmental, communication and learning needs, including ADHD/ADD, autism, dyslexia and speech, language and communication needs.

The school is committed to providing a well-balanced academic, social and emotional education. Staff work collaboratively across Education, Residential Care, SEND, Behaviour and Attitudes, Safeguarding and Therapy to help each pupil develop confidence, independence, resilience and the knowledge and skills needed for a fulfilling adulthood.

Main Purpose of the Role

The Primary Teacher will provide high-quality, adaptive and engaging teaching for pupils within Key Stage 2. The postholder will create a safe, nurturing, predictable and aspirational learning environment in which pupils can develop academically, socially and emotionally.

Working collaboratively with education, care, therapy, SEND and behaviour colleagues, the Primary Teacher will ensure that each pupil's individual needs, EHCP outcomes, Education Passport, support strategies and aspirations inform teaching, assessment, curriculum planning and pastoral support.

The postholder will carry out the professional duties of a teacher and demonstrate consistently high standards of personal and professional conduct in accordance with the Teachers' Standards, statutory guidance and the policies and expectations of Farney Close School. In doing so, the postholder will model the school's values through respectful and inclusive relationships, effective collaboration, professional growth, accountability, reflective practice and openness to appropriate innovation.

Key Responsibilities

1. Teaching and Learning

- Plan and deliver ambitious, well-sequenced and engaging lessons that build on pupils' individual starting points and promote strong progress.

- Create opportunities for every pupil to participate, belong and succeed by using adaptive teaching to remove barriers to learning and provide appropriate levels of support, challenge, structure and independence.
- Establish clear learning intentions, success criteria and routines so pupils understand what they are learning and how to succeed.
- Use a range of teaching approaches, practical experiences, visual supports and appropriately scaffolded resources to sustain engagement.
- Develop pupils' literacy, numeracy, communication, personal development and wider learning skills across the curriculum.
- Create an organised, stimulating, dyslexia-aware and sensory-considerate classroom environment that supports attention, regulation and learning.
- Provide timely, constructive feedback and opportunities for pupils to reflect on, improve and take pride in their work.
- Maintain high expectations for achievement, behaviour and participation while making appropriate reasonable adjustments for individual needs.

2. Curriculum and Assessment

- Plan and deliver a broad, balanced and ambitious Key Stage 2 curriculum informed by the National Curriculum and adapted to pupils' ages, aptitudes, SEND, EHCP outcomes and aspirations.
- Contribute to the development and evaluation of the Primary curriculum, schemes of work, enrichment opportunities and cross-curricular learning, using reflection and innovation to identify and implement better ways of improving pupil outcomes.
- Use formative and summative assessment accurately to identify gaps, inform planning, set suitable next steps and evaluate the impact of teaching.
- Maintain accurate records of attainment, progress, interventions and wider development, using school systems within agreed timescales.
- Analyse pupil information and progress data to adjust provision and contribute to planning at pupil, subject, key stage and whole-school levels.
- Provide clear, evidence-based reports for parents/carers, EHCP reviews, internal reviews and external professionals.
- Manage classroom resources responsibly and contribute to resource and budget planning within the Primary provision as required.

3. SEND and EHCP Provision

- Know and understand the EHCPs, Education Passports, individual plans and agreed support strategies of pupils taught.
- Ensure relevant EHCP outcomes, provision and specialist recommendations are reflected in classroom practice, curriculum planning, assessment and target setting.
- Demonstrate collaboration by working closely with the SENCo, specialist teachers, Speech and Language Therapist, Occupational Therapist and other professionals to implement and review provision.
- Embed agreed literacy, communication, sensory, regulation and learning strategies consistently within everyday teaching.
- Contribute appropriate evidence to annual EHCP reviews, Education Passport reviews and other statutory or school-based review processes.
- Promote pupil voice, self-advocacy, independence and positive self-esteem, ensuring pupils are meaningfully involved in plans and targets that affect them.

4. SEMH, Behaviour and Relational Practice

- Build positive, professional and trusting relationships with pupils, based on consistency, respect, clear boundaries and high expectations.
- Understand that behaviour may communicate an underlying need and respond with professional curiosity, empathy and appropriate support.
- Establish calm, clear and predictable classroom routines that support emotional safety, co-regulation and readiness to learn.
- Implement individual Behaviour Support Plans, Risk Assessments, Education Passports and agreed regulation or de-escalation strategies.
- Use relational, restorative and de-escalation approaches in line with school policy, training and the individual pupil's needs.

- Recognise individual triggers, communication differences and sensory or regulation needs, adapting the environment and adult response appropriately.
- Following incidents, work collaboratively to support reflection, repair, reintegration and successful re-engagement with learning.
- Record and report incidents, concerns and interventions accurately and within required timescales. Demonstrate accountability by following through on actions and taking responsibility for decisions.

5. Multi-disciplinary and Residential Working

- Work collaboratively across Education, Residential Care, SEND, Therapy, Behaviour and Attitudes, Health and Safeguarding to develop a shared understanding of each pupil.
- Promote consistent approaches to learning, communication, emotional regulation, behaviour and wellbeing across the school day and, where appropriate, the wider residential experience.
- Attend and contribute constructively to pupil reviews, team meetings, professional consultations and other relevant meetings sharing knowledge, listening to different perspectives and working together for the best outcomes.
- Communicate relevant information promptly, accurately and professionally, maintaining confidentiality and appropriate information-sharing boundaries.
- Work positively with parents/carers, placing authorities and external professionals to support pupils' progress and wellbeing.

6. Pastoral Care, Personal Development and Transition

- Contribute actively to pupils' pastoral support, personal development, social learning and sense of belonging within the school community.
- Promote equality, inclusion, respect, positive relationships, spiritual, moral, social and cultural development and preparation for adulthood.
- Provide opportunities for pupils to develop resilience, independence, confidence, teamwork and responsible decision-making, recognising and celebrating growth in all its forms.
- Plan carefully for transition from Key Stage 2 to Key Stage 3, working with pupils, families, teachers, care staff and specialists to ensure continuity of curriculum and support.
- Contribute to enrichment, educational visits, assemblies, whole-school events and other activities that broaden pupils' experiences.

7. Safeguarding and Child Protection

- Maintain a child-centred and professionally curious approach to safeguarding and promote the welfare of children and young people at all times.
- Know and follow current statutory guidance, the school's Child Protection and Safeguarding Policy, Staff Code of Conduct, online safety procedures and reporting arrangements.
- Identify, record and report safeguarding concerns promptly to the Designated Safeguarding Lead or deputy, using the school's agreed systems.
- Maintain appropriate professional boundaries and ensure that information is shared on a need-to-know basis in accordance with safeguarding and data protection requirements.
- Complete required safeguarding training and updates, applying learning consistently in practice.

8. Health, Safety and Risk Management

- Comply with the school's health and safety procedures and take reasonable care of personal safety and the safety of pupils, colleagues and visitors.
- Understand and implement relevant individual and activity Risk Assessments, Behaviour Support Plans, medical information and emergency procedures.
- Plan and supervise classroom activities, educational visits and off-site learning safely, completing required documentation and checks.
- Report accidents, hazards, near misses and health and safety concerns promptly in accordance with school procedures.

9. Professional Responsibilities and Development

- Meet the expectations of the Teachers' Standards and participate fully in appraisal, quality assurance, professional supervision and school improvement processes.
- Take responsibility for continuing professional development, keeping knowledge of curriculum, SEND, SEMH, safeguarding and effective pedagogy current.

- Engage positively with coaching, observation, feedback, moderation and collaborative planning.
- Deploy and support Teaching Assistants effectively, communicating clear roles and promoting their professional contribution to pupil outcomes.
- Attend staff meetings, training, parents'/carers' meetings and other events reasonably required by the role.
- Maintain confidentiality and comply with UK GDPR, data protection requirements and school policies.
- Manage workload and professional responsibilities effectively, completing required tasks accurately and within agreed timescales.
- Actively model and promote the school's values of inclusion, collaboration, growth, accountability, reflection and innovation, its reputation and its commitment to equality, diversity and inclusion.

General

The duties listed above are not exhaustive. Due to the nature of the school's work, circumstances may arise that are unpredictable. The postholder may therefore be required to undertake other duties that are commensurate with the grade and nature of the post, as reasonably requested by the Principal or delegated senior leader. Appropriate notice, guidance and support will be provided wherever practicable.

This job description will be reviewed at least annually through the appraisal process and may be amended following consultation with the postholder to reflect the changing needs of the school.

Safeguarding, Equality and Pre-employment Checks

Farney Close School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment is subject to satisfactory safer recruitment checks, including an Enhanced DBS check with Children's Barred List information, identity, qualification, right-to-work and reference checks, and any other checks required for the role. Following a conditional offer, relevant health enquiries may be undertaken, with reasonable adjustments considered where required.

Farney Close School is committed to equality of opportunity and welcomes applications from suitably qualified candidates. The postholder must uphold the school's equality, diversity and inclusion responsibilities in all aspects of employment and practice. Reasonable adjustments will be made for disabled applicants throughout the recruitment process and, where required, in employment. Selection decisions will be based on objective criteria that are relevant and proportionate to the role.

PERSON SPECIFICATION

PRIMARY TEACHER

Criteria will be assessed through the application form, references, interview, teaching activity and safer recruitment checks, as appropriate.

Area	Criterion	E/D	Assessment
Qualifications	Qualified Teacher Status (QTS) or a recognised qualification that permits teaching in England.	E	Application / Checks
Qualifications	Relevant degree or equivalent professional qualification.	E	Application / Checks
Qualifications	Further professional development related to SEND, SEMH, primary education, literacy, numeracy, communication or behaviour support.	D	Application / Interview
Experience	Evidence of effective classroom teaching and positive outcomes for pupils.	E	Application / Interview / Teaching activity
Experience	Experience of planning and teaching the primary curriculum, particularly Key Stage 2.	E	Application / Interview
Experience	Experience of adapting teaching for pupils with differing starting points, learning needs and levels of engagement.	E	Application / Interview / Teaching activity
Experience	Experience in a special school, alternative provision, SEMH provision or similar specialist setting.	D	Application / Interview
Experience	Experience of working with EHCPs and contributing to reviews or individual pupil plans.	D	Application / Interview
Knowledge	Secure knowledge of primary curriculum expectations, assessment and effective teaching practice.	E	Application / Interview / Teaching activity
Knowledge	Understanding of SEND and adaptive teaching, including how barriers to learning can be identified and reduced.	E	Application / Interview
Knowledge	Understanding of how SEMH, attachment experiences, communication differences and neurodevelopmental needs may affect learning and behaviour.	E	Application / Interview
Knowledge	Working knowledge of ADHD, autism, dyslexia, SLCN, sensory needs or related profiles.	D	Application / Interview
Knowledge	Sound knowledge of safeguarding, child protection, professional boundaries and the duties of school staff.	E	Application / Interview / Checks
Knowledge	Understanding of relational, restorative, trauma-informed and positive behaviour support approaches.	D	Application / Interview
Skills	Ability to plan and deliver ambitious, engaging and well-sequenced lessons with appropriate scaffolding and challenge.	E	Application / Teaching activity
Skills	Ability to establish calm, predictable routines and maintain high expectations in a nurturing manner.	E	Interview / Teaching activity
Skills	Ability to use assessment information accurately to adapt teaching and evaluate pupil progress.	E	Application / Interview
Skills	Strong written and verbal communication, including accurate record keeping and professional report writing.	E	Application / Interview
Skills	Ability to work constructively within a multi-disciplinary team and communicate effectively with families and external professionals.	E	Application / Interview
Skills	Ability to deploy and support Teaching Assistants effectively.	E	Application / Interview / Teaching activity
Personal qualities	Calm, consistent, resilient and reflective, with the capacity to remain professionally regulated when situations are challenging.	E	Interview / References
Personal qualities	Warm, respectful and relationship-focused, while maintaining clear professional boundaries.	E	Interview / References

Area	Criterion	E/D	Assessment
Personal qualities	Committed to inclusion, pupil voice, equality and ambitious outcomes for children with SEND.	E	Application / Interview
Personal qualities	Flexible, organised and dependable, demonstrating accountability by following through on commitments and contributing to the wider life of a day and residential school.	E	Application / Interview / References
Professional conduct	Willingness to uphold the Teachers' Standards, school policies and the highest standards of safeguarding and confidentiality.	E	Application / Interview / Checks
Professional conduct	Commitment to growth through ongoing professional development, coaching, Reflection and collaborative improvement, with openness to appropriate Innovation.	E	Application / Interview

Confirmation

I confirm that I have received and understood this job description and person specification. I understand that it may be reviewed and amended following consultation to meet the changing needs of the school.

Postholder name	
Signature	
Date	