

Key Stage 1 - 2 Teacher




Ofsted
Outstanding
Provider

Welcome

Dear Applicant,

With the completion of our new purpose-built school and the expansion in pupil numbers, we are seeking to grow our team of dedicated professionals to ensure we maintain and further enhance our outstanding offer of education and therapeutic care.

We are absolutely thrilled to share that Side by Side School has been rated Outstanding (Inspection July 2025) across all areas. This wonderful achievement is a genuine recognition of the exceptional education, care, and support provided every day by our incredible staff team, and it marks the beginning of an exciting new chapter for our school. We would be delighted if you would consider joining us and becoming part of our story as we continue to grow and achieve together.

Visitors to Side by Side are consistently impressed with the warm and calm atmosphere. They often comment on the happiness of our pupils in their learning environment, where personal care needs are met with the utmost dedication. Our staff team is passionate about providing pupils with an educational and therapeutic input that enables them to make significant progress. We are sure you will be inspired and we warmly encourage you to visit us and view our school first-hand.

We are looking to appoint dedicated and skilled **Key Stage 1-2 Teacher** at our school, who as part of a broad staff team and supported by teaching assistants, will play a crucial role in creating an enriching learning environment that caters to the social, emotional, physical, and intellectual needs of our students. You will work closely with colleagues across education and therapy teams, supporting staff, promoting high-quality teaching and learning, and ensuring that every child is supported to thrive.

We place a strong emphasis on continued professional development and offer opportunities to grow your skills within a supportive and collaborative environment.

We are excited about the prospect of welcoming a dedicated professional who shares our commitment to delivering excellence for all our pupils. Thank you for your interest, and I look forward to receiving your application.

Yours faithfully,



Gerald Lebrett
Headteacher
Side by Side School

Job Description

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| Job Title: | Key Stage 1 / 2 Teacher |
| Responsible to: | Headteacher |
| Hours: | Full Time – Job Share will be considered |
| Salary: | Competitive – commensurate with qualifications and experience |
| Location: | The Ronson, Wohl, Esfandi Campus, Avigdor Mews, Lordship Road, N16 0QJ |

Side by Side Children Ltd. is committed to safeguarding and promoting the welfare of children and young persons. Staff must ensure that they follow guidance and regulation to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure form the Disclosure and Barring Service (DBS).

It is essential to maintain complete confidentiality on all school matters.

Core purpose of the role:

To work as part of a committed, enthusiastic and happy team focused on teaching the pupils at Side by Side. You will be responsible for delivering early numeracy, literacy and other curricular areas, alongside supporting pupils' life and social skills. You will plan and adapt learning in line with each pupil's individual needs and their Pupil Support Plan (PSP), ensuring a supportive and personalised approach across all areas of development.

Duties and Responsibilities

1. To plan, prepare and deliver a range of lessons and evaluate these activities to inform future learning. You will develop your programmes in line with the National Curriculum and our Jewish Studies curriculum and ensure we meet the diverse needs and interests of each child.
2. To maintain individual records for each child based on observation and interaction, including contributing to and implementing their Pupil Support Plan (PSP), in order to monitor progress, inform planning and support assessment processes, including EHCPs where appropriate.
3. To direct the teaching assistant assigned to the class and work supportively and collaboratively as part of this small team.
4. To liaise with the SENCO and follow through recommendations. Where appropriate, you will integrate individual and therapeutic goals into your lessons.
5. To implement and review individual targets and strategies outlined in each child's Pupil Support Plan, ensuring these are embedded consistently within teaching and learning.
6. To work in close partnership with parents.

7. To behave in a warm, friendly yet professional manner towards colleagues, children and parents.
8. To share responsibility with colleagues for the general upkeep of the classroom, to include care of resources and equipment and to encourage the children to do the same.
9. To share responsibility for presentation of the children's work and for compilation of interest areas and displays.
10. Willingness to assist in personal care needs of the children.
11. To participate fully in all tasks required to run the class smoothly, including preparation of snacks, activities, setting up different areas and clearing up and cleaning after certain activities.
12. To attend and participate in meetings as required.
13. To attend any INSET sessions and/or training for professional development to keep informed of current childcare legislation and practice.
14. To ensure that all the Health and Safety policies are followed.
15. To contribute to and support the schools' ethos.
16. To uphold all the school's policies, procedures and ethos.

The duties and responsibilities of this post may vary from time to time according to the changing needs of the school or as require by legislation.

The job description will be reviewed at the discretion of the Headteacher in the light of those changing requirements and in consultation with the post holder.

Person Specification

| | <u>Essential</u> | <u>Desirable</u> |
|--------------------------------------|--|---|
| Qualifications And Experience | <ul style="list-style-type: none"> • 3+ years experience teaching children who have special and/or additional needs. • Teacher Qualification – QTS or equivalent. • Taught early literacy and numeracy skills to children with special needs. • Evidence of continue professional development relevant to post. • Experience in working across a multi-professional team • Working with teaching assistants, parents and volunteers. | <ul style="list-style-type: none"> • Attended additional training to support the teaching of literacy and numeracy skills. |
| Knowledge and Skills | <ul style="list-style-type: none"> • Have a good understanding of best practice for children with special needs • Ability to develop and deliver effective programs for the pupils and be responsive to their needs • Monitor the effectiveness of programs and adapt as required. • Ability to work under pressure and meet deadlines • Ability to identify own training needs, attend required training and continued professional development. | |

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| | <ul style="list-style-type: none">• Able to communicate confidently with a wide range of people both written and verbal.• Able to work independently as well as being part of a team. | |
| Personal Attributes | <ul style="list-style-type: none">• Warm and caring personality – friendly and approachable to families, staff and children.• Highly motivated, reliable and commitment to high standards.• Flexible | |

About our school ...

Integrated Nursery

We aim to provide high quality care and education for all children with or without special needs from the age of 2 to 5 years. We offer children and their parents a service that promotes equality and values diversity within our framework and the Early Years Foundation Curriculum.

Our curriculum follows the EYFS to ensure the children are given the opportunities to develop in the key development areas which works alongside our Jewish Studies curriculum. For children with special and additional needs our SENCO team and therapists work together with our teaching staff, parents and external professionals to ensure we are meeting their needs. We gather the information and record the input we are providing we will present this as part of our request for a statutory assessment leading to an EHCP.

At Side by Side we pride ourselves on preparing the children for their next phase of education. For some we support transition into mainstream settings whether they have an EHCP or not. For those children with EHCPs that require continued support from a specialist environment will transition into our special school.

Special School

Our school welcomes all children with EHCPs with the placement being approved by the Local Authority. We provide an all through education from the age of 5 through to 19. This provides the stability for the children and their families to be able to complete their statutory education in a setting that they are familiar with, building friendships and benefit from an educational provision that is challenging, ambitious preparing them for young adulthood.

Across the different age phases, we provide two learning frameworks; complex needs curriculum for pupils with severe learning needs, with the semi-formal stream for pupils who are working at higher levels and early stages of the national curriculum. Alongside the secular curriculum the pupils will continue to receive a Jewish Studies provision as a discrete programme as well as utilising cross-curricular opportunities throughout the day. As the

pupils move into the 14 – 19 phases, they will have opportunities to develop the skills and recognised qualifications using ASDAN courses, work experience placements, access the community and focus on life skills education. As with the Early Years provision, our therapy team will work with the pupils and staff to ensure their needs are being met and the opportunity to generalising their skills.

Integration – When appropriate, we work with the local schools to enable our children to attend sessions in the school. This provides the opportunity for our pupils to integrate and have those additional social experiences in a mainstream setting. For some children, there will be transition points during their time in school where they have made progress and ready to move into a mainstream setting with the continued support provided through their EHCP. We will support this process to ensure they are prepared for this transition.