

## Help Shape the Future of Inclusive Education in North Manchester

Are you an inspirational, empathetic, and forward-thinking educator ready to build something remarkable from the ground up?

At **Charlestown Community Primary School**, our nurturing ethos drives everything we do. We believe that every day counts and every day matters. Therefore we are thrilled to be opening a brand-new, purpose-built, 30-place Resource Provision explicitly designed to support children with Speech, Language, and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).

We are seeking SEN Teachers to help shape and breathe life into this specialised learning environment. This isn't just a teaching job; it's an opportunity to support in the design of the space, establish the culture, and create a flagship provision that bridges specialist support with mainstream community life.

### What You Will Do:

- **Build from New:** Work alongside school leadership to establish a brand-new environment, choosing specialised resources and planning a bespoke, highly adaptive curriculum.
- **Empower & Adapt:** Teach a small (10-12), dedicated cohort of children with complex communication and social interaction profiles, utilising communication frameworks like PECS, Makaton, and SCERTS.
- **Lead a Team:** Direct and mentor a dedicated team of specialist Teaching Assistants, fostering a collaborative, highly skilled workspace.
- **Collaborate Globally:** Partner intimately with Speech and Language Therapists (SLTs), Educational Psychologists, and families to ensure every child's Education, Health, and Care Plan (EHCP) is seamlessly actioned and children make progress against personal and national milestones.

### What We Are Looking For:

- A fully qualified teacher (QTS) with a proven track record of teaching neurodivergent learners, particularly those on the autism spectrum or with complex language delays.
- A professional who understands that behaviour is communication, prioritising regulation and emotional safety over rigid compliance.
- An innovative thinker who can break a standard primary curriculum down into tiny, accessible milestones.

### Why Choose Charlestown Primary?

- The unique professional milestone of launching a brand-new, Local Authority-backed specialist unit.
- Comprehensive structural support from an established, "Good" Ofsted-rated primary school leadership team.
- Dedicated therapy spaces, sensory zones, and bespoke safe outdoor learning areas designed specifically for this provision.
- Exceptional continuing professional development (CPD) and links with Manchester City Council's wider specialist networks.

**To Apply:** Please download the application pack from our school website. For an informal discussion about the role or to arrange a site visit to discuss the new facilities, please contact the school office.

*Charlestown Community Primary School is committed to safeguarding and promoting the welfare of children. The successful candidate will be required to undertake an enhanced DBS check and all recruitment will follow safer recruitment procedures including referencing before interview stages.*

## 2. Person Specification

This person specification outlines the essential and desirable criteria required for the role. Candidates will be assessed via their application form (A), interview process (I), and lesson observation/task (T).

### Qualifications & Professional Development

Criteria	Essential / Desirable	Assessment
Qualified Teacher Status (QTS).	<b>Essential</b>	A
Degree or equivalent qualification.	<b>Essential</b>	A
Further professional qualifications in SEN / Autism / Speech & Language (e.g., Post Grad Cert in Autism, Language Impairment, or NASENCO).	<b>Desirable</b>	A
Evidence of recent, relevant professional development related to SLCN, ASD, and sensory processing.	<b>Essential</b>	A / I

### Experience

Criteria	Essential / Desirable	Assessment
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Proven, successful teaching experience within a UK primary school setting.	<b>Essential</b>	A / I / T
Substantial experience working directly with children diagnosed with ASD and complex communication/interaction difficulties.	<b>Essential</b>	A / I
Experience in developing, implementation, and tracking of highly personalized profiles, EHCP targets, and individual learning plans.	<b>Essential</b>	A / I
Experience setting up or significantly developing a classroom environment, structured teaching areas, or specialist intervention zones.	<b>Desirable</b>	A / I
Experience leading, managing, and training Teaching Assistants to deploy high-impact interventions.	<b>Essential</b>	A / I

## Knowledge & Understanding

<b>Criteria</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Deep understanding of the primary National Curriculum and how to differentiate/adapt it radically for children with severe learning and communication barriers.	<b>Essential</b>	A / I / T
Expert knowledge of specialist strategies such as TEACCH (structured teaching), Attention Autism, PECS, Makaton, and the SCERTS model.	<b>Essential</b>	A / I
Sound understanding of sensory integration techniques and how sensory diets can be integrated into a school day.	<b>Essential</b>	I
Strong working knowledge of the SEND Code of Practice and statutory EHCP processes.	<b>Essential</b>	A / I
Clear understanding of positive behaviour support and trauma-informed practices, viewing behaviour as an expression of an unmet communication or sensory need.	<b>Essential</b>	I / T

## Skills & Competencies

<b>Criteria</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Ability to create a highly structured, low-arousal, visually supportive learning environment.	<b>Essential</b>	I / T

Exceptional communication and interpersonal skills, with the ability to navigate delicate, emotional conversations with parents and caregivers.	<b>Essential</b>	I
Ability to write precise, analytical reports for annual reviews and multi-agency panels.	<b>Essential</b>	A
Excellent collaborative skills to work cohesively with external agencies like Speech and Language Therapy (SLT) and Occupational Therapy (OT).	<b>Essential</b>	I

### Personal Attributes

<b>Criteria</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
High levels of emotional resilience, patience, and a calm, stabilizing physical presence.	<b>Essential</b>	I / T
A flexible mindset—someone who can pivot instantly when a child's sensory or emotional needs require a change of plan.	<b>Essential</b>	I
A genuine passion for inclusion and an unwavering belief in the potential of neurodivergent young people.	<b>Essential</b>	I
Energy, enthusiasm, and the visionary drive needed to build a brand-new unit from scratch.	<b>Essential</b>	I