



MARLBOROUGH

RECEPTION

**MARLBOROUGH
PRIMARY
SCHOOL**

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ADVERTISEMENT

SEN Teacher – Permanent Role

Apply by: Monday 19th May 2025

Interview Date: Wednesday 21st and Thursday 22nd May

Start Date: July 2025

Employer: Marlborough Primary School

Location: London Borough of Harrow

Contract Type: Full time

Contract Term: Permanent

Salary: MPS & SEN Allowance

We are seeking an enthusiastic and talented SEN teacher to become part of our highly motivated team and work with our delightful pupils. This is an exciting opportunity for a dedicated professional who is passionate about making a difference in children's lives.

We are looking for someone who:

- Is a passionate and inspirational classroom practitioner
- Holds high expectations for all pupils and believes strongly in every child's potential
- Builds positive, supportive relationships with children, colleagues, and the wider school community
- Is committed to contributing to the school's ongoing success and the development of our inclusive SEND provision

If you are a creative, reflective and collaborative teacher who is excited to join a supportive and forward-thinking school, we would love to hear from you.

Information pack and application form can be downloaded from:
<https://www.marlboroughprimary.school/Community/Vacancies/>

Applications should be sent via MyNewTerm/TES platform or emailed to:
fzubair@marlborough.harrow.sch.uk

You are invited to visit our school to see us in action for yourself. Please contact Mrs Ferhat Zubair to make an appointment on 020 8427 3087.

Contract

The school has its own contract of employment based on the conditions of service as published in the 'School Teachers Pay & Conditions'.

Marlborough Primary School is committed to safer recruitment practice and promoting the welfare of children and expects staff and volunteers to share this commitment. Pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to an enhanced Disclosure and Barring Service clearance check and including social media checks in accordance with KCISE 2024.

MESSAGE FROM THE HEADTEACHER

Thank you for your interest in Marlborough. We are a vibrant, inclusive school where children thrive in a safe, warm and welcoming environment. Our school community is built on mutual respect, strong relationships, and a shared commitment to helping every child reach their full potential.

At Marlborough, we believe that happy children are successful children. That's why emotional wellbeing and mental health are at the heart of everything we do. Our staff team is united by a deep commitment to supporting pupils' personal development, and our curriculum reflects this by embedding wellbeing throughout every aspect of school life.

We offer a broad, enriched curriculum that challenges pupils to grow academically, creatively, physically and personally. Our children are encouraged to ask questions, persevere, and reflect with confidence. We celebrate their successes and foster in them a strong sense of self-belief, curiosity and a love of learning.

As a proudly diverse and inclusive school, we value the uniqueness of every child and adult in our community. We work hard to ensure everyone feels seen, heard, and supported, and we create opportunities for pupils to engage meaningfully with the wider world around them.

I am incredibly proud of our passionate, skilled and dedicated staff. Teaching and learning here is underpinned by strong relationships and a culture of professional growth. We invest in our team with high-quality professional development and create space for collaboration, innovation and shared success.

Marlborough is a school where your wellbeing is valued, your contribution matters and your professional journey is supported. If you share our values of equality, respect, honesty, teamwork and determination, I warmly invite you to find out more about joining our Marlborough family.

Claire Robinson-Jones
Headteacher



GENERAL INFORMATION

Marlborough Primary School is a joyful place. Strong relationships benefit everyone, making it a happy environment in which to work and learn.



**MARLBOROUGH
PRIMARY SCHOOL**
FOR EVERY CHILD'S BRIGHT FUTURE

For more information about the school, please view our school prospectus by clicking on the link below:

<https://www.marlboroughprimary.school/School-Prospectus/>

To arrange a school visit, please call the school office on 020 8427 3087 or email fzubair@marlborough.harrow.sch.uk

The focus on personal development is exceptionally strong and leads to high-quality provision for all.

The school has designed an ambitious curriculum that matches the demands of the national curriculum.

Staff morale is very high. Staff said that this school is a great place to work. The school provides staff with the training they need to do their jobs to a high standard.

BENEFITS OF WORKING AT MARLBOROUGH PRIMARY SCHOOL

SCHOOL BUILDING

- Modern
- Highly resourced
- Accessible
- Dedicated intervention rooms
- Purpose built Music Room and ICT Suite

FLEXIBILITY

- Option to take PPA offsite
- Opportunities for additional time off in-lieu
- Higher than average non-directive time
- Dedicated leadership time

ECT SUPPORT

- “ECTs confirm that they are encouraged and supported to work with the right person at the right time”
- The school ‘invests’ in the mentor-ECT element of the programme. Meetings are valued and time is protected
- The school is providing a high-quality and thoughtfully organised induction for its ECTs which is in line with the statutory guidance. This leads to high levels of satisfaction and progress for all involved.

Taken from ECT Quality Assurance Report, March 2025

STAFF WELLBEING

- Access to highly skilled counsellors in school
- Access to free legal support and advice
- Free cooked breakfasts weekly
- Supportive and encouraging weekly staff fitness sessions
- Purpose built staffroom with allocated working and relaxation spaces
- Healthy work-life balance with manageable workload and supportive working environment.

PERSON SPECIFICATION

E – Essential, D – Desirable, A- Evidenced in Application, I - Evidenced during interview process

Professional Qualifications and Training	E	D	A	I
Relevant degree	X		X	
Qualified Teacher Status	X		X	
Evidence of commitment to continued professional development	X		X	

Relevant Experience	E	D	A	I
Proven ability to demonstrate excellent teaching within the Primary phase	X		X	X
Experience and understanding of a range of assessment techniques to maximise pupil progression	X		X	X
Experience of using a range of positive behaviour management strategies effectively	X			X
Experience teaching a range of Key Stages		X	X	X
Interest or expertise in a particular subject area e.g. PE, MfL		X		X

Knowledge, Skills and Understanding	E	D	A	I
Knowledge of the National Curriculum and assessment requirements	X		X	X
Understanding and knowledge of current KCSIE requirements	X		X	X
Knowledge of current educational research and best practices		X		X
Set high expectations and standards as a role model for pupils	X		X	X
Inspire and motivate pupils and staff	X			X
Ability to develop positive working relationships with those within the school community	X			X
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	X		X	X
Excellent oral and written skills in communication with a variety of audiences	X		X	X
Ability to prioritise and manage own time effectively, consistently meeting deadlines	X			X
Ability to plan and deliver challenging and well organised sequences of lessons	X			X
Show a commitment to educational inclusion (SEND, EAL) and an understanding of the diverse and multi-cultural nature of the school and community	X		X	X
Ability to evaluate, review and adapt teaching to maximise pupil achievement	X			X
Creative and innovative approach to lesson planning and delivery		X		X
Competence in using technology to enhance teaching and learning		X		X

Values and Commitments	E	D	A	I
Hold high expectations of all learners'	X		X	X
Is committed to the provision of a broad, balanced and adapted curriculum which meets the needs of all children and promotes their individual development	X		X	X
Is committed to equal opportunities for all pupils, staff and parents	X			X
Engage and actively seek opportunities for continued professional development	X		X	X
Implement school policies and practices	X			X
Experience or willingness to contribute to wider school life e.g. clubs, assemblies, trips etc.		X		X

Personal Qualities	E	D	A	I
Strong team player	X		X	X
Good sense of humour		X		X
Honest and trustworthy	X			X
Dedicated and passionate professional	X			X
Warm, approachable and nurturing demeanour		X		X
Strong interpersonal skills and ability to build rapport with children, parents and colleagues		X	X	X
Flexible and adaptable to change	X		X	X
Driven and ambitious with high aspirations		X		X



JOB SPECIFICATION

Job Title	SEN Class Teacher
Responsible to	The Headteacher, members of the senior leadership team (SLT) and the governing body
Purpose of Job	<ul style="list-style-type: none"> To plan, deliver and assess high-quality teaching for pupils with Special Educational Needs (SEN), either individually or in small groups, supporting their academic and personal development within a mainstream school environment To collaborate closely with the SENCO and wider staff team to identify needs, adapt teaching strategies and ensure all learners make progress Treat pupils with dignity, building relationships rooted in mutual respect Work proactively and effectively in collaboration and partnership with all key stakeholders Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current <i>School Teachers Pay and Conditions Document and Teacher Standards (2012)</i> Take responsibility for promoting and safeguarding the welfare of children and young people within the school
Key Responsibilities (Teaching and Learning)	<ul style="list-style-type: none"> Deliver high-quality lessons tailored to the individual needs of SEN pupils, using adaptive strategies and resources Plan and prepare engaging learning activities and materials Use a range of assessment strategies to monitor progress and inform future planning Provide clear, constructive feedback and encourage pupils to reflect on their learning Support early reading where applicable, using strategies such as synthetic phonics <p>All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school Teachers' standards: overview</p>
Key Responsibilities (Curriculum and Adaptation)	<ul style="list-style-type: none"> Develop and adapt conventional teaching methods to meet diverse learning needs, including those with EAL, disabilities, and gifted and talented pupils Collaborate with classroom teachers to align SEN support with the curriculum Use specialist resources (e.g., audio-visual aids, computers, assistive technology) to enhance engagement and understanding Employ specialist skills where needed, including support for visual/hearing impairments
Key Responsibilities (Assessment and Progress)	<ul style="list-style-type: none"> Maintain accurate records of pupil progress, achievement and behaviour Use data to evaluate and track pupil progress, adjusting plans accordingly Contribute to statutory assessments, including EHCP reviews and LAC reviews Support the development and implementation of individual learning plans
Key Responsibilities (Collaboration and Professional Relationships)	<ul style="list-style-type: none"> Work closely with the SENCO, classroom teachers, support staff and leadership team Liaise with other professionals such as Speech and Language Therapists and Educational Psychologists and implement recommend strategies to support teaching and learning Take part in staff meetings, pastoral meetings, and assemblies

	<ul style="list-style-type: none"> • Mentor and support other teachers and support staff where appropriate • Promote and model professional standards and effective practice • Communicate effectively with parents/carers about pupil progress and well-being • Liaise with external professionals, such as speech and language therapists, social workers, and educational psychologists • Contribute to multidisciplinary discussions and implement agreed strategies
Key Responsibilities (Pupil Welfare and Personal Development)	<ul style="list-style-type: none"> • Establish a safe, supportive, and inclusive environment based on mutual respect • Manage SEN classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils • Promote high expectations of behaviour, personal development and independence. • Manage classroom behaviour effectively • Organise enriching learning opportunities such as school trips and community visits. • Promote safeguarding and follow the school's safeguarding procedures rigorously.
Key Responsibilities (Administrative Responsibilities)	<ul style="list-style-type: none"> • Maintain and update records and documentation in line with school policies • Register attendance and supervise pupils during school sessions as appropriate • Participate in administrative duties related to teaching and learning as required
Key Responsibilities (Professional Development)	<ul style="list-style-type: none"> • Actively seek and engage in opportunities for professional development • Regularly reflect and review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress
General Duties	<ul style="list-style-type: none"> • To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality • Perform any reasonable duties as requested by the Headteacher or Senior Leadership Team