

Broomley First School Class Teacher and SENCO Recruitment Pack



The Cheviot Learning Trust

Cheviot Learning Trust was created in 2023 from a merger of Tyne Community Learning Trust and Three Rivers Learning Trust. The new Trust will enable our high quality staff from across all of our schools to cooperate through professional and innovative networks that develop the educational excellence all of our students deserve. We educate over 5500 students across 18 schools between the ages of 2 and 19 and employ over 750 staff. We are a charity supported by over 150 governance volunteers who hold us to account in their role as critical friends. We are proud Northumbrians; more than happy to welcome schools to join us from inside or outside Northumberland. All of the schools have a long and proud history of

providing an excellent education service to their local populations. We are seen locally as a centre of educational excellence and were selected to be the Teaching School Hub for Newcastle, Northumberland & North Tyneside. We recognise the mutual benefits to our Learning Trust through reciprocal staff development opportunities, training events, and the generation of new ways of working through system leadership. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The Cheviot Learning Trust mission

Our core purpose is to advance education for the public benefit. We believe that each school in the Trust family has unique qualities to share and unique challenges to be resolved. Deep collaboration is a key Trust expectation that helps us to deliver significant benefits for the students, the staff and the schools that form the Trust. Each school is stronger in the Trust family; delivering a better education for the public good than if they were outside the Trust.

Our vision

Our purpose is to deliver excellent education for the benefit of all and our mission is to develop all our young people to have the opportunity to succeed.

Our values

Everything we do is based around the values that we hold dear:

- **Innovation:** We're here to shape the future, which is why we all have a responsibility to be thinking about the big issues of tomorrow.
- **Cooperation:** We nurture the relationships that we've built over many years and we know by working together we can achieve more than we can alone.
- **Respect:** We take the time to understand and make decisions and have due regard for the feelings, wishes and rights of others.
- **Excellence:** We will always strive for continuous improvement and will produce the best solutions and deliver the best services possible.

About Broomley First School

Broomley is a very popular village school for 4-9 year olds located in Stocksfield, Northumberland.

At Broomley we thoroughly believe that the children are at the heart of everything we do. We strive to provide them with an education that gives them the skills to become well rounded citizens in an ever changing world. Children have one education, and we believe that education should be fun, challenging, robust and fully engaging but before all of that we truly believe children learn best when they feel safe and nurtured. In order to learn we must first be secure and happy in what we do, and at Broomley we put that at the heart of our lessons to ensure that everyone can 'Be Happy, Work Hard'.

The school is set within a beautiful Victorian building which is over 100 years old. We have a large playground, garden area, fire pit for our forest school activities and access to the sports fields at Stocksfield Cricket club, which is right next door to school. We also benefit from a large dedicated sports hall, and a separate dining hall.

Within our school grounds we also accommodate Mid Tyne Kids Club, who provide excellent wrap around care for our children and holiday care during school breaks.

The school is divided into five single-age classrooms, with classes from reception to year 4. Although we do not have our own nursery provision in school, we do have a privately managed Pre-School, Broomley Pre-School, on site. They have provision for three to four year olds and work closely with the school to carefully manage transition and care.

All of our classes are taught by teachers that are highly qualified and skilled at their role, in addition, most of our classes also benefit from a class teaching assistant or Early years support.

After completing their time at Broomley, our children progress to Ovingham Middle School and then to Prudhoe High School. These are two of the 18 schools that along with ourselves, form the Cheviot Learning Trust - a multi academy trust made up of 18 schools - all within the three tier system.

Mrs Katie Jacobs
Executive Headteacher



Job Advert

Broomley First School

Mrs Katie Jacobs Executive Head Teacher

Job title: Class Teacher and SENCO

Pay scale: Main Pay Scale M3 – M6 + TLR2b

Terms: Permanent, Full Time

Broomley First School is a successful small, inclusive school set in a beautiful semi rural location. We have enthusiastic and friendly pupils, together with dedicated and hardworking staff and governors.

Broomley First School is proud to be part of Cheviot Learning Trust which comprises of 18 schools, and we work closely with our partnership schools to provide the very best educational experience for all pupils.

We are looking to appoint a passionate, professional and highly motivated individual to join our supportive and successful team from September 2026. The main duties of this role are set out in the Job Description.

This role would not be suitable for an ECT and the NPQ SENDCO qualification, or willingness to complete this as soon as possible, is essential.

We are looking to appoint someone who:

- Is an exemplary classroom practitioner with high expectations for pupils' achievement and is creative and innovative in their approach to teaching and learning
- Has excellent classroom management skills and is proficient in planning, assessment and target setting
- Is dedicated to their own professional development

- Is willing to be involved in the extended life of the school, supporting the informal as well as the formal curriculum
- Demonstrates the ability to lead on SEND and Inclusion across Broomley and Whittonstall First Schools

In return, we can offer you:

- A caring, nurturing, supportive, dedicated and hardworking team of individuals with a common vision and set of goals.
- Delightful children who are eager to learn and exceptionally well behaved.
- A strong school and Trust which is outward looking and forward thinking.
- A strong commitment to your continuing professional and leadership development.
- A challenging and exciting professional opportunity across two highly successful schools.

Visits to School: Friday 5th June 1:30pm **or** 4:00pm

Closing date: Monday 8th June 2026

Interviews: Friday 12th June 2026

Executive Headteacher: Mrs Katie Jacobs

Completed applications should be returned directly to the school by email to admin@bfs.cheviotlt.co.uk

<https://bfs.cheviotlt.co.uk/>

Address: Main Road, Stocksfield,
Northumberland, NE43 7NN

Job Advert Continued

We are strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for an interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed.

Full details on protected convictions and information about which convictions must be declared during job applications can be found on the Ministry of Justice website. You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed. This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post. This policy outlines the Trust's approach to the recruitment of ex-offenders.

Further details and an application form are available by accessing the job vacancies section of the [trust website](#).

Completing an Application Form: Application forms can be downloaded from the school [website](#).

If you have a Gmail account:

- Open the Application document
- Click 'Sign in' at the top right of the page
- Go to File > Make a copy
- Complete the application form in the Google

If you don't have a Gmail account:

- Open the Application document
- Go to File > Download as > Microsoft Word
- Complete the app

If you require assistance or have any questions, please reach out using the contact details provided below:

01661 842271

admin@bfs.cheviottt.co.uk

www.bfs.cheviottt.co.uk

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Job Description

Job Purpose:

SENCO: The SENCO, working under the direction of the headteacher, leads the strategic development of the school's SEND policy and provision, ensuring it is implemented effectively and reflected in day-to-day practice. They coordinate and oversee specific support for pupils with SEN or disabilities, provide professional guidance to colleagues, and work closely with staff, parents and external agencies to secure high-quality, inclusive provision. The SENCO also fulfils the wider responsibilities of a teacher as set out in the School Teachers' Pay and Conditions Document.

Class Teacher: To be responsible and accountable for delivering inclusive, high quality classroom practice in accordance with the national curriculum, national guidelines and the school development plan, achieving the highest possible standards in work and conduct and at all times promoting and safeguarding the welfare of pupils within the school.

Key Duties and Responsibilities – SENCO

Strategic Development of SEND Policy and Provision

- Have clear strategic SEND oversight and lead and monitor the quality of SEND provision across both school sites.
- Support whole-school self-evaluation with a focus on SEND and inclusion.
- Ensure the SEND policy is enacted effectively and reflected in the School Improvement Plan.
- Maintain up-to-date awareness of national and local SEND developments and their implications for practice.
- Evaluate the impact of SEND funding and recommend improvements to maximise its effectiveness.

Operation of the SEND Policy and Co-ordination of Provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN and / or a disability, and advise on the graduated approach to SEND support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Maintain an up-to-date understanding of the local offer and available external support services.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA) and educational psychologist.
- Analyse assessment and progress data for pupils with SEND and use findings to inform provision and next steps.
- Coordinate and quality assure EHCP annual reviews within statutory timelines

Support for Pupils with SEN and / or a Disability

- Identify and support colleagues to identify a pupil's SEND.
- Co-ordinate provision that meets the pupil's needs and monitors its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.

Job Description Continued

- Review the education, health and care plan (EHCP) with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN and / or a disability.

Leadership and Management

- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the Governing Board is required to publish.
- Contribute to the school improvement plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the SEND policy/Information Report.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.
- Manage Teaching Assistants and Learning Support Assistants working with pupils with SEN or disabilities.
- Review staff performance on an ongoing basis through monitoring activities and feedback to SLT.
- The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- The postholder must be a qualified teacher. Where the SENCO does not already hold the National Professional Qualification (NPQ) for SENCOs, they will be required to achieve it within the statutory timeframe.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Key Duties and Responsibilities - Class Teacher

Safeguard and Welfare

- To be responsible for promoting and safeguarding the welfare of pupils, raising any concerns appropriately and following school protocol/procedures.

Job Description Continued

Teaching and Learning

- To deliver an age and ability relevant curriculum and be accountable for promoting high standards, taking responsibility for the attainment, progress and outcomes of pupils taught, ensuring that excellence and enjoyment are achieved.
- To plan and prepare lessons in order to deliver the highest standards in the relevant curriculum, ensuring breadth and balance in all subjects, but with a strong emphasis on the correct use of standard English. Weekly and termly planning records to be discussed with the Headteacher.
- To prepare and develop own teaching materials, teaching programmes and pastoral arrangements, as appropriate.
- To have a clear understanding of the needs of all pupils, and to understand how individual pupils learn and each pupil's capabilities and use this knowledge to plan teaching, and use adaptive teaching approaches and inclusive strategies to engage and support pupils.
- To demonstrate a clear understanding of appropriate, relevant, up-to-date teaching strategies.
- To analyse relevant data to monitor pupils' progress and levels of attainment against set targets, plan subsequent lessons, and promote the highest possible aspirations for pupils, targeting expectations and actions to raise their achievements.
- To monitor both class work and homework, providing regular constructive feedback, setting informed, challenging learning objectives for pupils and using an appropriate range of observation, assessment, monitoring and recording as the basis for making accurate assessments to demonstrate and secure pupils' progress.
- To give pupils regular feedback, both orally and through accurate marking, and regular reports to parents, encouraging pupils to respond to the feedback, reflect on progress, their emerging needs and to adopt a responsible and conscientious attitude to their own work and study.
- To plan opportunities to develop the holistic, social, emotional and cultural aspects of pupils' learning and personal development.
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired, as appropriate.

Classroom Management

- To be a positive role model and demonstrate and promote consistently courteous, respectful and polite behaviour in class, the school values and a positive attitude.
- To understand and apply the school behaviour policy at all times, having high expectations of pupils' behaviour, promoting self-control and independence of all pupils', using praise, sanctions and rewards consistently and fairly.
- To manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- To provide a safe, purposeful and stimulating environment for pupils, rooted in mutual respect.

Job Description Continued

Professional responsibilities

- To maintain appropriate, effective relationships with pupils in line with safeguarding policies and procedures.
- To work collaboratively with others and as a team member to develop effective professional relationships and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- To treat others with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- To communicate effectively with parents/carers with regard to pupils' achievements and well-being.
- To communicate and co-operate effectively with relevant external bodies.
- To make a positive contribution to the wider life and ethos of the school.
- To have professional regard for the ethos, policies and practices of the school and maintain high standards in own attendance and punctuality.

Professional Development

- To regularly review and self-evaluate the effectiveness of own teaching and assessment and inter-personal skills, considering the impact on pupils' progress, attainment and wellbeing, and taking responsibility for refining own approaches where necessary.
- To be responsible for own personal and professional self-development and to demonstrate continuing improvement of teaching expertise through participating fully in training and development opportunities identified by the school, or as developed as an outcome of appraisal, to enrich the learning experience within and beyond own class.
- To keep abreast of educational research and developments in designated subject areas and share new publications, advancements and materials for the use of colleagues and discussion, as appropriate.
- To fully participate in the performance management procedures in accordance with the Appraisal Regulations 2012 and take responsibility for own professional development.

Other

- To participate in relevant meetings, including those relating to pupils, parents, curriculum and school operation and organisation.
- To participate in school activities, such as educational trips, extra-curricular activities and clubs.
- To participate in arrangements for examinations and assessments within the remit of the role.
- To carry out playground and other duties as directed.
- To participate in and carry out administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.
- To cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.
- To perform any reasonable duties as requested by the Headteacher commensurate with the salary and job title.

Notes

1. In addition, all teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document.
2. 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.

Person Specification

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits

SPECIFICATION	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications	<p>B.Ed or PGCE with QTS status</p> <p>NPQ SEND qualification or equivalent (or willingness to complete asap)</p> <p>Up-to-date CPD and evidence of proactive, self-development.</p> <p>Up-to-date Child Protection Training.</p> <p>A demonstration of commitment to ongoing in-service training.</p> <p>High standard of Maths and English.</p>	<p>Subject or phase specialism within EYFS</p> <p>Current first aid certificate.</p>	(a) (r)
Experience	<p>Age and subject related teaching experience, using a wide variety of strategies to maximise achievement for all pupils through an inclusive, holistic approach, including pupils with special educational needs and high achievers and to meet differing learning styles.</p> <p>Experience of creating a stimulating, effective and inclusive learning environment teaching Early Years/primary pupils, both within and beyond the classroom.</p> <p>Experience of planning independently and with colleagues, preparing and delivering stimulating learning experiences in line with Early Years Foundation Stage Framework including phonics and primary curriculum.</p> <p>Experience of the appropriate use of a range of teaching styles, including adapting teaching strategies to relate sensitively and flexibly to the different needs of all pupils, including those with needs and higher achievers.</p> <p>Experience of analysing relevant data to monitor pupils' progress and levels of attainment against set targets, promoting the highest possible aspirations for pupils, targeting expectations and actions to raise their achievements.</p>	<p>Experience of expertise or personal interests in an extra curricular context [e.g. Dance, writing, sport].</p> <p>Some experience of using the outdoors to enhance provision.</p>	(a) (i) ®

Person Specification Continued

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits

SPECIFICATION	ESSENTIAL	DESIRABLE	ASSESSMENT
Experience	<p>Successful experience in using a range of strategies for raising attainment. Experience of effective planning methods, including the use of tracking and data analysis.</p> <p>Experience of effectively using a range of behaviour management strategies fairly and in a calm manner in order to ensure a safe, focussed environment for learning.</p> <p>Experience of using ICT effectively in role. Some experience of using the outdoors to enhance provision</p>		(a) (i) (r)
Knowledge and Understanding	<p>A thorough knowledge and understanding of the statutory requirements and implications of legislation concerning safeguarding children, multicultural education, inclusion, equal opportunities and health and safety.</p> <p>A practical knowledge and understanding of the aims of the primary curriculum/Early Years Foundation Stage requirements.</p> <p>A secure knowledge of all areas of the primary/Early Years curriculum, including specifically Little Wandle.</p> <p>A practical knowledge and understanding of a range of assessment requirements and arrangements used to analyse relevant data to monitor pupils' progress and levels of attainment against set targets, plan subsequent lessons, and promote the highest possible aspirations for pupils, targeting expectations and actions to raise their achievements.</p> <p>An in-depth knowledge and understanding of how to use local and national data to evaluate the effectiveness of teaching.</p>		(a) (i) (r)

Person Specification Continued

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits

SPECIFICATION	ESSENTIAL	DESIRABLE	ASSESSMENT
<p>Knowledge and Understanding</p>	<p>Knowledge of effective phonics teaching to achieve high performance in Reading and Writing.</p> <p>A sound understanding of inclusion, making the curriculum accessible to all learners.</p> <p>An operational knowledge and understanding of the potential of computer technology to enhance the curriculum and pupils' learning.</p> <p>A practical knowledge of ICT and how this can be used in role.</p> <p>Recent, relevant understanding and knowledge of current issues affecting the education sector.</p>		(a) (i)
<p>Skills and Abilities</p>	<p>The ability to work in a team and liaise and work effectively with others and to motivate others to achieve successful outcomes.</p> <p>Ability to establish a good relationship with pupils in order to gain their confidence and motivate them to learn.</p> <p>Ability to form effective positive, informative, working relationships both within the school, with parents and carers and with the wider school community.</p> <p>Enthusiastic, positive and passionate about teaching and learning.</p> <p>The ability to adapt to changing work priorities, circumstances and needs.</p>	<p>Ability to offer extra-curricular activities.</p>	(a) (i) (r)

Person Specification Continued

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits

SPECIFICATION	ESSENTIAL	DESIRABLE	ASSESSMENT
Skills and Abilities	<p>Effective verbal and written interpersonal and communication skills with a wide range of pupils, relating positively to and showing respect for all members of the school and wider community, with the ability to use ICT, as appropriate.</p> <p>Efficient and well organised and able to meet deadlines.</p> <p>Ability to plan and prepare thoroughly, in advance and collaboratively.</p> <p>Effective problem solver with the ability to present alternative solutions where appropriate.</p> <p>Ability to reflect on own practice, responding positively to the suggestions of others or to constructive criticism.</p>		(a) (i) (r)
Qualities	<p>Ambition, drive and vision to improve the outcomes of all children – someone who goes the extra mile and has the desire/resilience to succeed, with high expectations of all</p> <p>Ability to demonstrate an empathy with the school ethos/ vision/values and with children of all abilities</p> <p>Excellent communication skills combined with an ability to form respectful relationships with pupils, staff, parents and carers</p> <p>Able to learn with and from others, an ability to work as part of our close team and an aptitude to work flexibly</p> <p>Ability to tackle new challenges and create successful outcomes independently</p>	<p>Leadership across school</p> <p>Evidence of building and sustaining the school community</p>	(a) (i) (r)



Contact us

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