

Candidate Pack

Classroom and Family Support Practitioner – Hybrid Role



SENDSCOPE
Independent School

Welcome

Thank you for your interest as a Classroom and Family Support Practitioner at SENDSCOPE Independent School.

SENDSCOPE Independent School is a small Special Needs School and Alternative Provision for Neurodivergent young people aged 11 to 15 years.

This is a particularly exciting time for the school as we have recently moved into a new building in September 2025, increased student numbers from 16 to 32 and introduced a KS4 curriculum.

The school's three pillars of *'Diversity, Inclusion, Opportunity'* ensures every student is provided with the opportunity to achieve the best possible outcomes and prepares them for adulthood. The staffing body are fully committed to the students and have an in-depth understanding of the needs of all students.

Leaders at the school have worked hard for the past three years since the school opened to develop a community that works in harmony with one another towards their core goal of improving outcomes and developing happy and healthy young people. The recent focus areas have included strategies to improve attendance and curriculum development, underpinned by the Five Ways to Wellbeing. These areas continue to be core priorities, alongside consolidating a whole school approach to teaching and learning and professional development.

As a growing school, an opportunity has arisen to join our school as a Classroom and Family Support Practitioner.

We are seeking a passionate and experienced Classroom and Family Support Practitioner (to join our dedicated team. The successful candidate will play a key role in supporting teaching and learning, delivering tailored interventions, and contributing to the holistic development of our learners.

This is a unique hybrid role combining high-quality teaching, therapeutic support, and strong family engagement to support the holistic development of young people with additional needs. The successful candidate will deliver engaging and inclusive lessons across Key Stage 3 and Key Stage 4, including Functional Skills English and support for GCSE Art, while promoting emotional wellbeing, resilience, and positive outcomes for all learners. Working closely with families, pastoral staff, external agencies, and a Teaching Assistant, the postholder will play a key role in strengthening home-school relationships, supporting students with barriers to education, including SEMH and Emotionally Based School Avoidance (EBSA), and implementing personalised interventions to improve attendance, engagement, and wellbeing. The role also includes delivering therapeutic and creative interventions, including art-based approaches, contributing to safeguarding and pastoral support, and providing flexible classroom practice to ensure continuity of learning across the school.

Whether you are at the start of your career or an expert we focus on what attributes you will bring to the school and most importantly what impact you will have on our students.

With best wishes,

Victoria Nolan
Principal

The shaping of young people's lives is at the heart of SENDSCOPE, ensuring that they are both academically and emotionally developed, and understand their own self-worth when they leave us. We take pride in ensuring positive outcomes, focusing on social and emotional mental health and wellbeing, at SENDSCOPE, "Every Moment Matters".

The School

An innovative school supporting neurodivergent young people with Special Educational Needs and Disabilities (SEND) to reach their full potential and achieve success. We place young people at the heart of everything we do and know that in the right environment, at the right time, all students have the potential to blossom and thrive. At SENDSCOPE we have an inherent understanding of Teaching and Learning and know-how inclusion, making reasonable adjustments and quality first teaching in the classroom cannot only bridge gaps in learning but facilitate accelerated progress.

At SENDSCOPE Independent School, we offer a broad and balanced curriculum. It is our aim to develop rounded individuals who are not only academically successful, but who also have opportunities to develop other key skills; such as leadership, teamwork and communication. The school has a comprehensive careers offer and students receive termly careers advice.

The school has adopted a consistent trauma-informed approach which is used in conjunction with high standards, high expectations and clarity of the SENDSCOPE Way. There is a calm and purposeful atmosphere at SENDSCOPE Independent School, with good relationships between staff

and pupils. Pupil voice is strong and proud of the school values of Diversity, Inclusion and Opportunity.

We fully recommend that you take the opportunity to make an informal visit prior to making your application, to see the school for yourself.

If you would like to arrange a visit or require any further information please contact Kimberley Perkins our Administration Officer either by email k.perkins@sendscope.co.uk or phone **07951 942 587**



We foster a welcoming and secure environment where young people can develop themselves holistically and therapeutically, focusing on building resilience, effective communication, positive relationships, theory of mind and emotional wellbeing.



Job Description

Role Purpose

This is a unique hybrid role combining high-quality teaching, therapeutic support, and strong family engagement. The postholder will play a critical role in delivering a broad and inclusive curriculum, supporting vulnerable learners, strengthening home–school relationships, and contributing to the holistic development of young people.

The role is designed to meet the evolving needs of the school, particularly in supporting students with additional needs, barriers to education, and social, emotional, and mental health (SEMH) challenges.

Key Responsibilities

1. Teaching Responsibilities (Approx. 50% of Role)

Plan, deliver, and assess engaging lessons across both Key Stage 3 and Key Stage 4, ensuring differentiation to meet diverse learning needs.

Teach Functional Skills English, supporting students to develop literacy skills essential for life, further education, and employment.

Contribute to and support delivery of the GCSE Art qualification, including:

Assisting students in developing creative techniques and portfolios

Supporting coursework completion and exam preparation

Encouraging expression through a variety of artistic media

Support inclusive practice, ensuring all learners can access the curriculum regardless of barriers.

2. Family Liaison and Engagement

Work closely with a Teaching Assistant (TA) to develop and maintain strong, trusting relationships with families.

Act as a point of contact for parents/carers, providing regular updates on student progress, wellbeing, and attendance.

Support families in overcoming barriers to education, including attendance issues and social/emotional challenges.

Facilitate and attend meetings, home visits, and review sessions to strengthen collaboration between school and home.

Promote a culture of open communication, ensuring families feel valued and supported.

Contribute to safeguarding processes by sharing relevant concerns in line with school policy.

3. Emotional Support and EBSA Intervention

Undertake training in Emotionally Based School Avoidance (EBSA) strategies.

Support students experiencing anxiety and barriers to attending school through structured interventions and transition planning.

Develop individualised strategies to support reintegration into education.

Work collaboratively with pastoral teams, external agencies, and families to implement consistent approaches.

Promote emotional wellbeing and resilience across the school community.

4. Therapeutic and Creative Intervention (Art Therapy)

Be willing to undertake training (if not already qualified) in Art Therapy approaches.

Deliver therapeutic art-based interventions to support students' emotional expression and mental health.

Use creative approaches to support regulation, confidence-building, and engagement in learning.

Record and evaluate the impact of interventions.

5. Staff Support and Cover Responsibilities

Provide flexible cover for staff absence when required, ensuring continuity of learning and maintaining high standards.

Adapt quickly to different subject areas and groups as part of responsive staffing needs.

Person Specification

Criteria	Essential (E) / Desirable (D)
Relevant qualification in education, pastoral care, youth work, family support, or equivalent experience	E
Experience teaching or supporting teaching and learning in a school or specialist provision	E
Experience delivering lessons across Key Stage 3 and/or Key Stage 4	E
Understanding of SEMH, SEND, trauma-informed practice, and inclusive education	E
Experience supporting vulnerable learners and families facing barriers to education	E
Knowledge and understanding of Emotionally Based School Avoidance (EBSA) strategies	D
Experience supporting attendance, reintegration, and emotional wellbeing interventions	E
Ability to build strong and trusting relationships with pupils, families, staff, and external agencies	E
Excellent communication skills, both written and verbal	E
Experience working with children and young people with a range of additional needs	E
Knowledge of safeguarding and child protection procedures	E
Ability to deliver engaging, differentiated, and inclusive learning activities	E
Experience teaching or supporting Functional Skills English	D
Experience supporting creative subjects such as Art or therapeutic interventions	D
Willingness to undertake training in Art Therapy approaches and therapeutic practice	E
Ability to support pupils' emotional regulation, resilience, and wellbeing	E
Strong interpersonal skills and the ability to maintain positive professional relationships	E
Competent in using ICT to support learning, communication, and record-keeping	E
Flexible, adaptable, and able to respond to changing school and student needs	E

Ability to provide effective classroom cover and maintain continuity of learning	E
A proactive team player who contributes positively to school culture and development	E
Commitment to continuous professional development and reflective practice	E
Willingness to participate in wider school life, enrichment activities, and home visits where appropriate	E
Positive recommendation from all referees, including current or most recent employer	E

Terms & Conditions of Employment

Employer

SENDSCOPE Ltd

Position

Classroom and Family Support Practitioner

Initially for one year with a view to making this permanent at the end of year one.

Reporting Line

Principal

Location

SENDSCOPE Independent School, Sacred Heart Catholic College, Liverpool Road, Crosby.

Start Date

July 2026

Starting Salary

£25,898

Holidays

You are entitled to take holidays during the normal school holidays.

Pension Scheme

Support Staff are eligible to opt in/out to NEST

Safeguarding

Everyone at SENDSCOPE Independent School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS (previously CRB) check is required for all successful applicants.

How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion please contact Kimberley Perkins our Administration Officer, this can be done by email on k.perkins@sendscope.co.uk or by phone on 07951942587.

Visits to the school are warmly encouraged, please contact Kimberley Perkins for further information.

All applications should be submitted via email to office@sendscope.co.uk

The closing date for receipt of completed applications is **5pm on Friday 5th Jne.**

The Selection Process

We will treat all enquiries, formal and informal, in confidence. The selection process will be as follows:

All applications will be acknowledged by email. Shortlisting is scheduled to take place on Monday 8th June.

Interviews will take place on either Friday 12th June or Monday 15th June at SENDSCOPE Independent School.

Candidates will be offered full feedback on their application and/or interview.

