

Fair Oak Infant School



Teacher - Resourced Provision





Fair Oak Infant School

Botley Road, Fair Oak, Eastleigh, Hampshire, SO50 7AN

Tel: 02380 692207

adminoffice@fairoak-inf.hants.sch.uk

www.fairoakinfant.co.uk

Headteacher: Mr David Peart

Welcome...

Dear Candidate,

Teacher - Resourced Provision

Thank you for your interest in our teacher vacancy for our new resourced provision at Fair Oak Infant School. Our school is highly regarded and, we believe, offers the right candidate the opportunity to be involved in the establishment of a new resourced provision for children with autism, as well a fantastic career development opportunity.

Fair Oak Infant School is one of the largest infant schools in Hampshire, and indeed the country. It is a popular, innovative and successful school with four classes per year group.

Our aim is to help our children become:

- successful learners, who enjoy learning, make progress and achieve
- confident individuals, who are able to live safe, healthy and fulfilling lives
- global citizens, who make a positive contribution to society.

We are looking for a teacher who is innovative, enthusiastic, highly motivated and enjoys working with children. You will work in our resourced provision but also support children with autism across the school, alongside our supportive team helping ensure the children are successful within their learning.

I would encourage you to come and visit our school and see it in action. Please contact the School Office to make an appointment. I look forward to receiving your application. The closing date for applications is **noon** on Monday 27th April 2026.

Yours sincerely

A handwritten signature in black ink that reads 'David Peart'.

David Peart
Headteacher

Teacher Resourced Provision for Children with Autism

Main Scale / Upper Pay Scale (£32,916 to £51,048) & SEN TLR (£2,787)

'Fair Oak Infant School is an inclusive school,' Ofsted 2025, committed to ensuring every child thrives.

This September, we are opening a brand-new resourced provision for children with autism, and we are looking for a passionate, skilled, and dedicated teacher to join us at this exciting stage. This is a rare opportunity to shape provision from the very beginning, working closely with our SENCo to build an environment where children feel safe, supported, and inspired to learn.

This role offers the chance to make a significant impact on the lives of children with autism and to contribute to the growth through an innovative and supportive provision. If you have experience of working with children with autism and can demonstrate positive outcomes for learners, we would love to hear from you.

We're looking for someone who:

- is passionate, positive and has a can do attitude
- is a great teacher with initiative, creativity and strong collaborative skills to help our children thrive
- has proven experience supporting children with autistic needs,
- promotes a love of learning and creates excitement about coming to school every day
- can support, develop and model high quality inclusive provision and practice for children with autism across the whole school
- works effectively with others, builds strong relationships and brings a good sense of humour to their work
- contributes actively to the wider life of school and its community
- is committed to inclusion and holds high expectations for all learners
- can demonstrate successful implementation of individual learning plan and supportive strategies
- has strong knowledge of SEND Code of Practice and the graduated approach.
- can work in partnership with parents and other professionals.

What we offer:

- a unique opportunity to help establish and shape a new provision for children with autism
- the chance to develop and deliver a curriculum that prepares children for their future
- involvement in all aspects of setting up our resourced provision
- the opportunity to grow professionally within a supportive and inclusive school



- a strong and committed network of colleagues.
- ongoing professional development opportunities.
- opportunities to network with staff from other resourced provisions across the local authority.

We reserve the right to invite candidates to interview before the closing date, so early applications are encouraged.

Application Information:

We actively encourage visits to the school from interested applicants. One can be made by completing this [form](#). If you wish to discuss the role further, please contact Ian Peach i.peach@fairoak-inf.hants.sch.uk or call the school office on 023 8069 2207

Safer Recruitment Information:

Fair Oak Infant School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks, along with other relevant employment checks.

Closing Date: Monday 27th April (noon)

Start date: 1st September 2026, although it is hoped the successful candidate will be able to spend several days during the summer term within school, being involved in the setting up of the provision.



Our School...



...is a popular, innovative, successful and over-subscribed four form entry school serving the villages of Fair Oak and Horton Heath.

The School has 15 bright, attractive teaching spaces plus a hall, library, IT suite, music/drama room, cookery room, medical room, meeting room and PPA room. There is a central paved courtyard which offers an excellent outdoor teaching area. The school is very well resourced.

The staff are friendly, supportive, hard-working and committed. They set themselves high standards and have high expectations of the children. They work well as individuals and as a team to provide very high levels of care and education for the children.

The children are friendly, keen to learn, well behaved and, like all children, gloriously funny at times!

Professional Development

The School provides excellent opportunities for personal and professional development in line with the School's Improvement Plan.



Location and School Campus

Fair Oak Infant School shares a site with Fair Oak Junior School, Wyvern College and Hatchlings Childcare, and is part of an active seven strong cluster of schools.

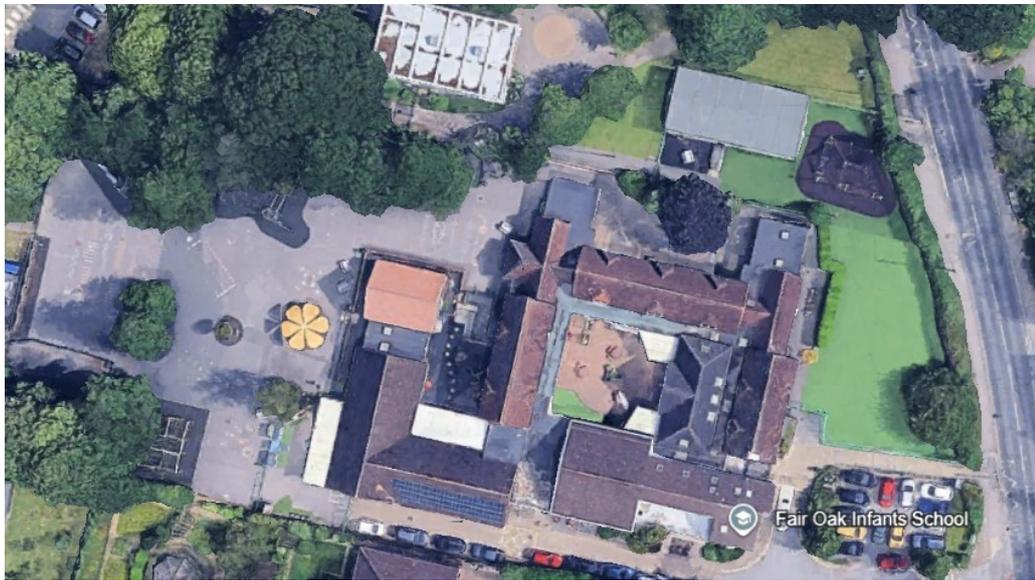
We value the key role we play within the life of the campus and believe that we "sow the seeds of success" for our children as they set out on their educational journey.

We have a large playground, a children's world garden, exciting play equipment, covered play areas and separate Year R playgrounds. We also make good use of a local park, situated directly across the road from our school.

Our 12 classes are organised into three year groups. We currently have 360 children on roll.

For more information about the school, please visit our website.

www.fairoakinfant.co.uk



The Curriculum

Our school curriculum encompasses all the experiences and opportunities we provide for the children, both the academic and through the wider curriculum. It ensures children become motivated to learn, make progress and attain highly; develop independence, resilience and responsibility, and enables them to make healthy lifestyle choices, giving them the best opportunity for their future learning, whether that is later today, tomorrow, next year or well into the future.

As a school we ensure the curriculum provides children with memorable experiences as we believe these equal memorable learning, and the curriculum is underpinned by our school aims to develop: Successful Learners; Confident Individuals and Global Citizens.

Our School Values help each child to become a better person and a better learner, and are embedded into our curriculum. Our School Values of: Caring; Creativity; Perseverance; Collaboration; Reflectiveness and Respect enable our children to begin to develop the skills required for lifelong learning and to prepare them for adulthood, their place in society and the world of work.

The curriculum is carefully planned, regularly reviewed and developed to engage all children in exciting ways. It is built around our curriculum design principles: Challenge for All; Equity and Enrichment; Broad, Balanced and Memorable; Secure Learning Pathways; High Quality Outcomes and Responsive and Relevant, to help children acquire a balance between knowledge acquisition and learning relevant skills.



We firmly believe every child should be enabled to fulfil their full potential. All teachers are continually assessing, evaluating and reviewing each child's attainment and ability. The staff and governors are very proud of the creative and inspiring curriculum.



Ethos and Learning

Our motto is "sowing seeds of success" and this underpins the ethos of the whole school. The core principles of nurturing confident individuals, successful learners and international citizens are supported through the following:

- innovative, proactive leadership
- highly committed and enthusiastic teaching
- dedication to continuous improvement
- sustaining a stimulating and creative environment for learning



School Aims

We aim to provide an environment where every child really matters and where parents, school and the community work together to create:

Successful learners who:

- enjoy learning and have enquiring minds
- are motivated, confident and independent learners have research and problem solving skills

Confident individuals who:

- can form and maintain relationships and work independently or in a team
- are aware of their strengths and weaknesses
- can set themselves goals and work to fulfil their potential
- take risks and feel a sense of achievement
- have self-esteem
- can deal with change and uncertainty



International citizen who:

- have a voice, joins in and feel valued
- are aware of, and are able to, express their own feelings and have empathy for the feelings of others
- behave responsibly
- are aware of their rights
- take pride in their own culture and are able to respect the culture of others
- make informed choices about health, relationships and behaviour
- are able to reflect on experiences which are personal and full of wonder

School Values

Our School Values:

Caring; creativity; perseverance; collaboration; respect and reflectiveness are beginning to be embedded into our school curriculum. They are represented by toy animals and are helping the children become a better learner and a better person.

School Expectations

At our core are three clear expectations that form the expected behaviour throughout school.

We are kind
We are safe
We do our best



Extra Curriculum

There are many extra-curricular clubs run by staff and external providers, both during the lunch hour and after school. These include, amongst others: Football, Recorder, Computing, Sewing, Dance, Multi skills, Art and Choir.

School and Home

Our school is proud of the positive relationship with parents. There is a wide range of opportunities for parents to actively participate in supporting their children at school.

Alongside a programme of meetings, including: parent workshops, Class Assemblies, curriculum meetings and topic specific invitations. All are very well supported and enjoyed by all concerned.

Parents and local businesses regularly support enrichment activities through, for example, assemblies, sharing their religious celebrations, gardening, and visiting local shops to purchase ingredients to make soups.

We keep everyone up to date with our Friday Bulletin, which is sent out weekly to all parents. This weekly email includes an overview from each year group of learning for that week, as well as upcoming events, diary dates and celebrations.

Friends of Fair Oak Infant School (FoFOIS)

FoFOIS are very active in fund raising and have contributed to purchasing many computers and iPads, hundreds of books, shelters in the playground, our cookery room redevelopment and, most recently, playground equipment and shade.

The Governing Body

The Governing Body are fully committed to their role and work hard to support the leadership team to maintain the high standards already being achieved within the school. They aim to provide regular updates for parents during the year to give an insight into the work governors do and to demonstrate how they continually strive to further improve the school.

Governors make visits to school in order to monitor and evaluate the key targets identified by the strategic plan, and to ensure the effective use of resources.



Community

Fair Oak Infant School works closely with the other schools within the Wyvern Cluster and regularly shares ideas and practices. In addition, there are strong active links with local pre-schools.

We also participate in cluster events such as sports tournaments and an annual music festival.

We have established strong links within the local community and currently work with St Thomas Church and local businesses to enrich the curriculum and provide additional opportunities for our children.

Pupil Voice

Our children's views and well-being are at the heart of our school and therefore particular emphasis is put on providing opportunities for children to develop their role in the school and their sense of responsibility.



Job Description

Teacher—Resource Provision at Fair Oak Infant School

SALARY: Teacher's Pay Scale, Main and Upper + SEN TLR

Reports to: Headteacher / SENCo

JOB PURPOSE: To ensure high quality teaching, effective use of resources and the highest standards of care, learning and achievement for all children within the resourced provision and across the school.

KEY TASKS:

1. Leadership of the Resourced Provision

- Support the SENCo in leading the autism resourced provision within the school.
- Deliver high-quality provision within the school.
- Establish, review and develop an environment that meets the needs of children within the provision.
- Develop a programme for transition for children joining and leaving the provision.
- Be an advocate for inclusive practice across the whole school.
- Model and promote a culture of high expectations and continuous improvement.

2. Coordination, Collaboration & Multi Agency Work

Working with SENCo

- Support the SENCo in coordinating provision, developing individual pathways and implementing evidence based interventions.
- Carry out annual reviews of children's EHCPs within the provision and support the SENCo with other EHCP reviews for children across the school.

Working with Staff Across School

- Support colleagues across the school in developing provision for children with autism.
- Liaise with class teachers to develop curriculum pathways supporting children to access the mainstream curriculum.



- Ensure the effective and efficient deployment of classroom support staff within the provision.
- Liaise with colleagues to enable children in the provision to access parts of the day within mainstream classrooms.

Families & External Professionals

- Work closely with families and outside professionals to fully support children within the provision.
- Form and maintain appropriate professional relationships with colleagues, parents, governors, other agencies and the wider community.

Provide written plans, records and reports to deadlines.

3. Teaching, Learning & Assessment

Teaching & Curriculum Delivery

- Identifying clear teaching objectives and how they will be taught and assessed.
- Set learning activities that challenge children and ensure high levels of interest.
- Set appropriate and demanding expectations.
- Set clear targets that build on prior attainment.
- Make effective use of assessment and ensure curriculum coverage.
- Teach phonics through the school's chosen scheme.
- Teach classes across the school to provide support and cover where required.
- Create a calm, structured and tidy learning environment.

Access & Inclusion

- Support access to the provision for other children with EHCPs with autism who would benefit from accessing the provision.
- Liaise with teachers to support individual children in developing knowledge and skills to access mainstream curriculum opportunities.

Monitoring & Evaluation

- Monitor and track children's progress across the curriculum.
- Evaluate own teaching critically to improve effectiveness.

Safeguarding, Behaviour & Wellbeing

- Maintain children's behaviour in accordance with school policy.
- Inform the Senior Leadership Team of educational, social or medical concerns about children.
- Report any behaviour which may indicate potential abuse.
- Treat in professional confidence any information concerning individuals gained in school.

5. Professional Responsibilities & Conduct

Professional Standards

- Have a working knowledge of teachers' professional duties, maintaining a cheerful manner and positive attitude.
- Operate within all stated school policies and practices.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Establish effective working relationships and set a good example through high standards of presentation and conduct.

School Contribution

- Contribute to the corporate life of the school through meetings and supporting whole school events.
- Attend relevant meetings to support school operations.
- Participate in Performance Management in line with school policy.
- Contribute to the professional development of colleagues.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request by the Headteacher to undertake a similar level that is not specified in this job description.



Teacher—Resourced Provision—Personal Specification

	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Evidence of ongoing professional development relevant to SEND and/or EYFS/KS1. • Training in safeguarding and child protection procedures. 	<ul style="list-style-type: none"> • Specialist SEND qualification around autism • Additional training related to autism, communication (e.g. PECS, Makaton), sensory integration, or behaviour support.
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Experience working with children with autism and/or significant SEND within a school setting. • Experience of planning, delivering and assessing learning for children with complex and diverse needs. • Experience working collaboratively with colleagues, support staff, and multi agency professionals. • Experience managing behaviour using positive, consistent strategies. • Ability to create a calm, structured and purposeful learning environment. • Ability to differentiate effectively to meet a wide range of needs. • Strong communication skills with children, staff, families and external professionals. • Ability to track, monitor and evaluate progress to inform next steps. • Strong organisational skills including managing paperwork, deadlines and professional reports. • Ability to lead support staff effectively within the provision. • Ability to model high expectations and reflective practice. 	<ul style="list-style-type: none"> • Awareness of current research and developments in autism education. • Knowledge of sensory needs and sensory based approaches. • Understanding of early developmental stages and child centred pathways for children with complex needs. • Skills in designing personalised learning pathways. • Ability to adapt mainstream curriculum content creatively for diverse learners. • Ability to deliver training and model effective SEND practice for colleagues



	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Experience working with children with autism and/or significant SEND within a school setting. • Experience of planning, delivering and assessing learning for children with complex and diverse needs. • Experience working collaboratively with colleagues, support staff, and multi agency professionals. • Experience managing behaviour 	<ul style="list-style-type: none"> • Experience leading or contributing to specialist or resourced provision. • Experience supporting transitions into and out of specialist settings. • Experience supporting colleagues to develop SEND practice. • Experience teaching phonics and early reading through a structured scheme to children with complex SEND needs.
Other Requirements	<ul style="list-style-type: none"> • Commitment to high-quality provision and to helping every child reach their potential. • Empathy, patience, resilience and emotional intelligence. • Positive, cheerful attitude and a solution focused approach. • Ability to remain calm under pressure and manage challenging situations professionally. • Commitment to professional conduct, confidentiality and safeguarding. 	<ul style="list-style-type: none"> • Passion for inclusive education and advocacy for children with autism. • Willingness to contribute to whole school development and participate in broader school life.





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