



Thematic Curriculum and Assessment Lead

Scale: Main Pay Scale (incl UPS) + Special Educational Needs Allowance + TLR 2 (£5000)
School: **Great Oaks School**

Job Description

The Thematic Curriculum and Assessment Lead is responsible for leading the design, implementation and evaluation of a high-quality thematic curriculum that meets the diverse needs of learners. The role ensures that curriculum, teaching and assessment are closely aligned, enabling pupils to develop secure knowledge, skills and understanding over time. This includes securing engaging, meaningful learning experiences and consistent classroom practice, while supporting staff to use assessment effectively to inform teaching and improve outcomes. The post holder will teach for up to three days per week.

Key Responsibilities and Duties

Curriculum Development and Implementation

Working in collaboration with the Director of Teaching and Learning:

- Oversee the development and delivery of a thematic curriculum ensuring it meets the diverse needs of learners and has clear links to secondary topics where appropriate.
- Work alongside the Sensory and Formal Curriculum leads to design and implement a broad, balanced, and inclusive Thematic curriculum.
- Work with and develop subject leads to ensure curriculum planning and resources are differentiated, engaging, and aligned with the school's ethos, enabling all students to achieve their potential.
- Work collaboratively with the Director of Teaching and Learning to ensure high-quality teaching strategies support curriculum implementation.
- Keep up to date with national and local curriculum developments, incorporating best practices into the school's provision.

Assessment, Progress, and Outcomes

Working in collaboration with the Director of Teaching and Learning:

- Develop and oversee a robust assessment framework that effectively tracks student progress across Thematic Curriculum Strands.
- Ensure assessments are accessible and appropriate for students with a range of learning needs, providing meaningful data to inform teaching and learning.

- Analyse student progress data, identifying trends and areas for development, and implement strategies to support improvement.
- Ensure accreditation meets the needs of all students and liaise with staff who are currently responsible for delivering or overseeing accreditation.
- Support teachers in using assessment outcomes to plan and differentiate learning effectively.
- Report progress to governors, parents, carers, and relevant stakeholders, ensuring clear communication about student achievements.

Quality Assurance and Staff Development

Working in collaboration with the Director of Teaching and Learning:

- Provide professional development, guidance, and support for staff to enhance their understanding of curriculum differentiation and assessment.
- Support lesson observations, learning walks, and work scrutiny to ensure best practices are embedded across teaching teams.
- Ensure the Seven Foundations of Learning are consistently understood and embedded in classroom practice to support secure, cumulative learning
- Monitor and evaluate the impact of the Seven Foundations on the quality of teaching and pupils' ability to build on prior knowledge
- Collaborate with middle leaders, subject specialists, and external professionals to enhance curriculum provision.

Collaboration and Whole-School Development

Working in collaboration with the Director of Teaching and Learning:

- Work in partnership with the Director of Teaching and Learning to create a cohesive, aspirational learning environment.
- Support the transition of students between key stages and pathways, ensuring curriculum continuity and progression.
- Engage with parents, carers, and external agencies to ensure a holistic approach to student development.

Other Responsibilities

- Ensure curriculum and assessment practices comply with statutory requirements and best practices in SEND education.
- Promote an inclusive learning culture that celebrates achievement and fosters high aspirations for all students.
- Undertake any other duties relevant to the role as directed by the senior leadership team.
- Work alongside the Sensory and Formal Curriculum Leads to ensure the curriculum and assessment is cohesive across pathways.
- Attend and actively contribute to occasional out-of-school hours meetings, such as parent evenings and governor meetings, including delivering presentations.
- Provide leadership for a subject area across the school as required, including curriculum development, staff support, and ensuring high-quality teaching and learning.

Teaching Responsibilities (In addition to the standard job description of Class Teacher)

- To fulfil the role of class teacher (initially 3 days), modelling high-quality practice in teaching and learning, communication systems and class-based behaviour-support.
- Provide in-class coaching or demonstration sessions for staff.

Class Teacher Job Description

- Lesson Planning and Teaching Responsibilities: Plan, prepare, and deliver lessons across various subjects, using agreed formats; set, mark, and assess work according to pupils' educational needs.
- Be confident adapting the curriculum in line with individual needs, seeking support where needed.
- Management of a staff Team. Provide leadership to a team of support staff, directing their work, carrying out appraisals and supporting their development.
- Multi-professional working. Work alongside a range of multi-professionals including therapists, social workers and students
- Working with parents. Report regularly to parents on pupil progress, liaising on at least a weekly basis using school systems. Attend parents' evenings and meetings as required
- Pastoral Care and Student Support: Manage a class, oversee their pastoral care, maintain discipline, and promote pupil well-being and equal opportunities, support social skills development during lunch and other activities.
- Whole school responsibilities: Contribute to school and Pathway wide activities and events including leading Assemblies and themed weeks. Contribute to whole school cross curriculum groups
- Education, Health and Care Plans: Ensure students are making progress towards the outcomes in their EHCPs and be responsible for supporting and reviewing this progress by:
 - Setting IEP Targets which are small steps towards the outcomes
 - Ensuring students receive the provision listed in Section F of their EHCP, liaising with colleagues where needed
- Be responsible for preparing annual review paperwork and leading the annual review
- Collaboration and Professional Development: Participate in meetings, contribute to curriculum development, engage in performance reviews, and support the professional development of peers and staff, including induction and training.
- Health, Safety, and Communication: Safeguard pupils' health and safety, promote and implement the school's health and safety policies, and communicate effectively with pupils, parents, and other professionals.
- Specialist Input and Additional Duties: Develop expertise in supporting pupils with learning difficulties, differentiate teaching materials, provide personal care when needed, be prepared to teach on any school site, and undertake any additional responsibilities assigned by the Headteacher.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

Professional Qualifications

Essential

- Qualified teacher status (QTS)
- A degree in a relevant discipline

Desirable

- Relevant further degree.
- Additional specialist qualifications in SEND, such as a Diploma in Autism, Dyslexia, or Sensory Impairments
- Leadership or management training, such as NPQML, NPQSL, or equivalent

Teaching Competencies and Experience

Essential

- Successful experience teaching students with SLD and complex learning needs including those with SEMH needs
- Extensive experience in leading a subject area or curriculum strand
- Experience of leading and carrying out monitoring at a whole-school level, including learning walks, work scrutiny and analysis of pupil outcomes, to drive improvement in teaching and learning
- Strong understanding of semi-formal teaching approaches, including structured teaching, communication-rich environments and pre-formal to semi-formal progression
- Ability to adapt and differentiate the curriculum to meet a diverse range of needs.
- A strong understanding of the Maths and English curriculum as well as skills to teach a range of subjects
- Understanding of how functional learning, communication, social development, independence and regulation interconnect.
- Strong assessment knowledge, including use of semi-formal frameworks and progression systems

Desirable

- Experience working in a multi-agency setting, collaborating with therapists and external professionals
- Familiarity with thematic curriculum design, particularly within primary or specialist settings.
- Experience in leading Key Stage 4 accreditation processes, including ASDAN and Entry Level qualifications
- Experience in delivering training and mentoring staff in SEND curriculum and assessment strategies
- Experience in implementing assistive technologies and adaptive learning tools to support SEND learners
- Experience with sensory integration strategies and interventions

Personal Qualities

Essential

- Commitment to continuous professional development and staying updated with current educational research and best practices.
- Ability to reflect on own practice and actively seek ways to improve personal and professional effectiveness
- Strong teamwork skills, with the ability to collaborate effectively as part of a wider curriculum and assessment team
- Ability to work under pressure, prioritise tasks, and meet deadlines

Desirable

- Experience in mentoring or coaching staff to develop teaching practice and curriculum delivery
- Experience developing effective communication strategies with parents, carers, and external professionals
- Experience in organising or contributing to lunchtime or extended school activities
- Experience in leading whole-school initiatives to improve SEND provision
- Experience in behaviour management strategies tailored for SEND learners
- Interest in research-based educational practices and contributing to school development projects



Great Oaks School

Summary of Terms & Conditions

Start date: September 2026

Contract Type: Full-time permanent

Place of Work:

Site 1: West Site: Vermont Close, Southampton, SO16 7LT

Site 2: South Site: Green Lane, Southampton SO16 9FQ

Site 3: Bugle House: 53 Bugle Street | Southampton | SO14 2LF

Hours & days of work: Teacher with a 'Teaching and Learning Responsibility'- normally Monday to Friday, term time.

Salary: Main Pay Scale (incl UPS) + Special Educational Needs Allowance + TLR 2

Pension: Membership of the Teacher Pension Scheme for teaching staff

Notice period: As per Conditions of Service for School Teachers – Burgundy Book

Car insurance: Trust employees who use their private vehicles in the course of their duties must be covered with their insurers to cover business liability



Staff Benefits



We provide a thorough induction program for all staff, demonstrating our commitment to ongoing professional development across the Trust. We actively invest in our employees by supporting continuous learning and creating opportunities for career advancement.



We are committed to fostering a culture of collaboration and clear communication, where every contribution is valued, and voices are heard. Leadership and accountability are embraced at all levels, ensuring transparency and a positive approach to challenges.



We are dedicated to supporting the personal health and wellbeing of our staff by providing access to resources, a comfortable break environment with refreshments, and recognition of individual responsibilities beyond work. We maintain high standards of health and safety across all sites and roles, ensure positive communication that respects working hours, and value feedback to drive continuous improvement.

Online GP: Access to phone consultations 24/7, 365 days a year with a GP. Access open referrals and private prescriptions where appropriate.

Employee Assistance Programme: Access to confidential support through Face-to-Face Counselling, Self-Help Workbooks or 24/7 365 Helpline.

Lifestyle Savings:

All staff have access to offers from over 1000 discounts including the biggest brands, retailers, and leading supermarkets through the Vivup employee platform.

Pension Scheme:

All teachers will automatically be enrolled into the Teachers' Pension Scheme. Contribution bandings are based on actual salary. Contribution rates from 1st April 2024 are as follows:

| Annual Salary Rate | Member contribution Rate |
|-----------------------|--------------------------|
| Up to £34,289.99 | 7.4% |
| £34,290 to £46,158.99 | 8.6% |
| £46,159 to £54,729.99 | 9.6% |
| £54,730 to £72,534.99 | 10.2% |
| £72,535 to £98,908.99 | 11.3% |
| £98,909 and above | 11.7% |



Great Oaks School is part of the Solent Special Education Trust (SST). The post holder will, at all times carry out his / her duties in accordance with the policies of the Trust. The Solent Special Education Trust are absolutely committed to safeguarding and promoting the welfare of our learners and expects all staff and volunteers to share this commitment. We will ensure that all 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.