



Job Title:	Primary Teacher
Salary:	£32,000-£42,000
Location:	Manchester
Hours of Work:	Monday - Friday 8:15-16:00
Line Manager:	Group Quality of Education Lead
How to apply:	Request an application pack from <a href="mailto:recruitment@firststepstogether.uk">recruitment@firststepstogether.uk</a>
Contact Details:	<b>0330 118 0974</b>

## About First Steps Together

First Steps Together is a group of independent specialist schools providing education and therapeutic support for children and young people aged 5 to 16 years with social, emotional and mental health (SEMH) needs, autism (ASC), and associated communication or learning differences. Each of our schools offers a nurturing, trauma-informed and therapeutic environment where pupils are supported to rebuild trust in learning, develop self-confidence, and achieve meaningful academic and personal outcomes.

Our bespoke, creative curriculum integrates academic learning, personal development, and therapeutic support, enabling every pupil to flourish and move forward with the skills, knowledge and resilience needed for lifelong success.

## Role Purpose

We are seeking a compassionate, innovative, and dedicated Primary Teacher to join our multidisciplinary team. The ideal candidate will bring creativity, flexibility, and empathy to the classroom — designing personalised, engaging lessons that integrate therapeutic practices and reflect the individual strengths and needs of each pupil.

You will work closely with therapists, teaching assistants, and families to ensure every child's learning experience is both meaningful and restorative.

## Key Responsibilities

### 1. Teaching and Learning

- Plan, deliver, and evaluate differentiated lessons based on the British National Curriculum, adapting content and pace to meet individual needs.
- Embed therapeutic, sensory, and emotional learning goals within daily teaching activities.
- Design engaging, multi-sensory lessons that encourage communication, curiosity, and independence.
- Foster the development of functional, social, and emotional skills alongside academic learning.
- Use a child-led approach, incorporating play, movement, and creative arts into learning.
- Set achievable, aspirational goals in collaboration with the SENDCo and wider support team.
- Use continuous assessment, observation, and reflection to track progress holistically.

### 2. Therapeutic Integration

- Collaborate with Speech and Language Therapists, Occupational Therapists, and Emotional Wellbeing Practitioners to integrate therapy targets into classroom routines.
- Apply strategies that support sensory regulation and emotional self-management (e.g., sensory breaks, movement-based learning, calm corners).
- Embed mindfulness, emotional literacy, and resilience-building activities throughout the school day.
- Adapt the classroom environment to promote calm, structure, and sensory safety.
- Champion the therapeutic ethos of the school, supporting every child's emotional and physical well-being.

### **3. Collaboration and Communication**

- Work as part of a multidisciplinary team, sharing insights and strategies that promote consistency and progress.
- Build strong, trusting relationships with parents and carers, maintaining open and empathetic communication about progress and well-being.
- Contribute to Education, Health, and Care Plan (EHCP) reviews and progress reports.
- Engage in regular team meetings and reflective supervision to support professional and emotional growth.

### **4. Professional Practice and Development**

- Stay current with best practice in SEND education, trauma-informed teaching, and therapeutic learning.
- Participate in professional development and supervision sessions provided by the school.
- Contribute to whole-school projects that promote inclusivity and emotional health.
- Maintain accurate records, lesson planning, and assessment data in line with school policy.
- Promote the values and vision of First Steps Together in all aspects of school life.

### **Qualifications and Experience**

#### **Essential:**

- Qualified Teacher Status (QTS) or equivalent teaching qualification.
- Experience teaching Primary-aged children (5–11) within the British National Curriculum.
- Demonstrated experience or commitment to teaching children with SEND.
- Strong understanding of differentiated and inclusive teaching strategies.
- Ability to work collaboratively in a therapeutic, multidisciplinary environment.
- Excellent communication, empathy, and organisation skills.

#### **Desirable:**

- Additional qualifications in SEND, SENCo, or Inclusion.
- Training in trauma-informed practice, sensory integration, or emotional literacy.
- Experience implementing speech and language or occupational therapy strategies in the classroom.
- Knowledge of autism spectrum conditions, ADHD, social communication difficulties, or attachment needs.
- Familiarity with therapeutic or alternative education models (e.g., nurture-based, Montessori, or forest school).

### **Personal Attributes**

- Deeply empathetic and child-centred, with a passion for supporting holistic growth.
- Reflective and open-minded, always seeking to learn and improve practice.
- Patient, resilient, and positive — even in challenging situations.
- A team player who values collaboration, kindness, and mutual respect.
- Creative, flexible, and able to bring joy, curiosity, and calm to the classroom.

### **Why Join First Steps Together?**

- Work in a nurturing, values-driven environment that celebrates every child's individuality.
- Access to specialist training and CPD in therapeutic education and SEND.
- Opportunity to collaborate with a multidisciplinary team of dedicated professionals.
- Small class sizes that allow for meaningful relationships and individualised support.
- A school culture rooted in compassion, creativity, and inclusion.