



# Bishop Fox's

Information for applicants

**TEACHER OF NURTURE**

September 2026

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[www.bishopfoxs.co.uk](http://www.bishopfoxs.co.uk)



High Standards & High Expectations

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Dear candidate

Thank you for taking the time to consider our school for your next career move. Within this pack you will hopefully find many reasons for you to submit your application to work at Bishop Fox's School.

As the Headteacher, I hold a strong belief that the power of education can change children's lives and it is the right of every child to receive an excellent education. All staff in the school are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known as individuals and that their unique personality, talents and interests are nurtured and developed to the full. A Bishop Fox's education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom.

The school was built 30 years ago, housed in a beautiful location in the South of Taunton. The school's history stretches over 500 years as Bishop Fox's was originally founded in 1522. Student numbers are at an all-time high of over 1100 and we are planning to expand to 1200 over the next 3 years. There are four secondary schools in Taunton, and in this competitive environment, we are extremely pleased to be oversubscribed in all year groups.

We have high standards and high expectations in everything that we do. Students achieve well, working in an encouraging learning environment with quality teaching and support from our child-centred staff. We are committed to safeguarding and doing the very best for every one of our students on roll.

We are looking for someone who, either, is already or has the potential to become an outstanding teacher. In particular, you will see from the Person Specification that we are seeking a colleague who shares our ethos about education and will enhance our learning community. We are looking for a strong practitioner in the classroom and someone who has the ambition to get involved with the extra-curricular life of the school.

So, if you want and enjoy a challenge, are able to make a difference and care passionately about young people, then we will welcome your application.

Please submit your application form together with a letter (no more than two sides of A4) detailing your skills, qualities and relevant experience for this post. Applications should be returned to the school HR office or emailed to [hr@bishopfoxs.co.uk](mailto:hr@bishopfoxs.co.uk). If you haven't received an acknowledgement within 48 hours, we recommend calling 01823 255011 to check your application has been received.

We look forward to hearing from you soon.

Yours sincerely



**KERRY TONKIN  
HEADTEACHER**



For more information about the school, please visit our website: [www.bishopfoxs.co.uk](http://www.bishopfoxs.co.uk)

## SEND AT BISHOP FOX'S

At Bishop Fox's School, our SEND provision is rooted in our whole-school ethos of high standards and high expectations, alongside a strong commitment to ensuring that every student is known as an individual and supported to achieve their full potential.

We are a fully inclusive, mainstream secondary school serving students aged 11–16, with a significant proportion of learners requiring SEND support, including those with Education, Health, and Care Plans (EHCPs) and those receiving SEN Support.

Our SEND department plays a central role in creating a caring, supportive, and ambitious learning environment, working closely with teaching staff, pastoral teams, families, and external agencies to ensure that barriers to learning are identified early and effectively addressed.

Key features of our SEND provision include:

- A strong emphasis on inclusive classroom practice, supporting high-quality teaching for all learners
- Robust systems for identification, monitoring, and review of student progress
- Close collaboration with parents/guardians to build effective partnerships that support student success
- A focus on student wellbeing, confidence and independence, alongside academic achievement
- Access to targeted interventions and personalised support programmes

The SEND team is led by an experienced SENCo and supported by a skilled team of teaching assistants and pastoral staff. Together, they contribute to a school culture where students feel safe, supported, and able to succeed, reflecting the wider school environment described as calm, purposeful, and aspirational.



# KS3 Nurture Teacher – Person Specification

## Qualifications and Training

### Essential

- Qualified Teacher Status (QTS)
- Degree or equivalent qualification
- Evidence of continued professional development (CPD)
- Commitment to further professional learning in SEND and literacy intervention

### Desirable

- Specialist SEND qualification or training
- Training in phonics/literacy intervention programmes
- Training in nurture, trauma-informed or relational practice

## Knowledge and Understanding

### Essential

- Strong knowledge of the KS3 English and Humanities curriculum
- Understanding of adaptive teaching and differentiation for students working below age-related expectations, including those working at KS1/KS2 levels
- Understanding of SEND, including cognition and learning needs, communication difficulties, SEMH needs, and barriers to learning
- Knowledge of literacy development, reading interventions, and strategies to develop vocabulary, comprehension, and written communication
- Understanding of relational and nurture-based approaches to supporting vulnerable learners
- Awareness of the impact of adverse childhood experiences (ACEs), anxiety, and emotional regulation needs on learning
- Understanding of strategies to support reading fluency, comprehension, and literacy acquisition across the curriculum
- Understanding of assessment, progress monitoring, and targeted intervention strategies
- Awareness of safeguarding responsibilities and inclusive practice

### Desirable

- Knowledge or experience of systematic synthetic phonics approaches
- Familiarity with alternative accreditation pathways, including Entry Level qualifications and vocational pathways
- Understanding of nurture principles and trauma-informed approaches

## Skills and Abilities

- Ability to plan and deliver engaging, appropriately differentiated lessons
- Ability to adapt curriculum content to meet a wide range of learning needs
- Strong classroom management skills within a nurture-based environment
- Ability to scaffold learning effectively for students with SEND
- Ability to build positive, trusting relationships with students who may have experienced barriers to learning or school-based anxiety
- Ability to support students' emotional regulation and readiness to learn through consistent routines and relational practice
- Ability to adapt secondary curriculum content into accessible, engaging learning experiences for students working significantly below age-related expectations
- Strong communication and relationship-building skills with students, families, and colleagues
- Ability to use assessment information to identify barriers and plan targeted support
- Ability to create a calm, safe, and inclusive learning environment
- Strong organisational and time-management skills
- Ability to work collaboratively within a multidisciplinary team
- Ability to motivate and inspire vulnerable learners with low confidence or previous negative experiences of education

## Experience

### Essential

- Experience teaching students with SEND and/or additional learning needs
- Experience delivering KS3 curriculum content, particularly English and/or Humanities
- Experience supporting students working below age-related expectations
- Experience using adaptive teaching approaches and targeted interventions
- Experience monitoring and tracking student progress

### Desirable

- Experience delivering literacy or phonics interventions
- Experience supporting students with literacy difficulties, including reading fluency, comprehension, and phonics-based interventions
- Experience working within a nurture provision or alternative provision
- Experience working with students with SEMH needs, anxiety, or emotionally based school avoidance
- Experience contributing to Annual Reviews, APDR cycles, or student-centred reviews
- Experience supporting transition from primary to secondary education

### Key Duties and Responsibilities

- Deliver a tailored nurture curriculum aligned to KS3 English and Humanities outcomes
- Adapt teaching and curriculum materials to meet the needs of students working significantly below age-related expectations
- Deliver targeted literacy interventions, including phonics and reading support where appropriate
- Deliver interventions to address literacy gaps and improve reading confidence and engagement
- Use relational and nurture-informed approaches to promote student engagement, attendance, and wellbeing
- Support students to develop confidence, resilience, independence, and positive attitudes towards learning
- Monitor, assess, record, and report on student progress
- Work collaboratively with Curriculum Team Leaders (CTLs), the SENCo, and wider staff to ensure curriculum continuity and consistency
- Create and maintain a nurturing, structured, and supportive classroom environment
- Support students' social, emotional, and academic development
- Contribute to APDR cycles, Annual Reviews, and SEND documentation
- Develop and maintain appropriate teaching resources and intervention materials
- Support Year 6–7 transition arrangements for vulnerable and SEND learners
- Liaise effectively with parents/carers and external professionals
- Support alternative pathways and accreditation opportunities where appropriate
- Participate fully in CPD, school activities, and wider school life

### Personal Qualities

- Passion for supporting students with SEND and additional needs
- Calm, consistent, and nurturing approach when supporting vulnerable learners
- Patient, empathetic, and resilient approach
- Commitment to inclusion and equality of opportunity
- Commitment to building strong relationships and maintaining high expectations for all students
- Flexible and adaptable in response to student needs
- Reflective practitioner with a willingness to develop professionally
- Positive, proactive, and collaborative team member
- Ability to build trusting relationships with vulnerable learners

### Other Requirements

- Commitment to safeguarding and promoting the welfare of children and young people
- Willingness to participate in school duties, enrichment activities, and extracurricular opportunities
- Ability to meet deadlines and maintain accurate records and reports



# JOB DESCRIPTION

**JOB TITLE:** Nurture Teacher

**DEPARTMENT / FACULTY:** SEND

**REPORTS TO:** Assistant Headteacher for SEND and inclusion

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## MAIN PURPOSE OF JOB

**To ensure the safeguarding of students and make a significant contribution to their efforts to both 'enjoy and achieve'.**

To make an effective contribution to the teaching and learning of SEND students alongside other work of the SEND Department.

To undertake responsibilities as a subject teacher in keeping with the TTA National Standards laid down for qualified teacher status. These include:

- Knowledge and understanding of subject(s)
- Planning, teaching and classroom management
- Monitoring, assessment, recording, reporting and accountability
- Other professional requirements

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## MAIN RESPONSIBILITIES AND DUTIES

Key Tasks of SEND Nurture Teacher:

- To implement and deliver an appropriately differentiated and engaging curriculum which mirrors the KS3 curriculum for English and Humanities, liaising closely with CTLs for these subjects.
- To manage the classroom environment to ensure effective learning takes place.
- Following, delivering and contributing to the departmental scheme of work and advising colleagues on how to appropriately scaffold the curriculum to meet the needs of students with SEND, often working below age related expectations.
- Contribute to the development and writing of teaching and assessment materials for all years.
- Monitor the progress of nurture students within own teaching groups, ensure that appropriate assessment, recording and reporting of student achievement occurs, and supply the curriculum team leader/head of year with relevant information, ensuring that any underachievement is identified and used to inform teaching and learning.
- To attend the Year 7 residential and other school/extra-curricular activities in support of SEND students.
- To ensure work is set in the event of known absence and in cases of unplanned absence where appropriate.
- To take part in the school's programme of CPD and identify own CPD needs and professional development.
- To lead on literacy interventions such as Literacy Legends, Phonics and Social Use of Language Programmes.
- To run a nurture environment which may be a "place of safety" for individuals alongside the small class teaching.
- Carry out supervision of student's duties as detailed by the Headteacher.
- Participate as required in meetings with colleagues and parents in respect of the duties of the post.

- To make a full and lasting contribution to the school specialism in order to help efforts to enrich the curriculum experience and raise standards.
- To produce reports and other relevant requests for information which are appropriate, of high quality and by the required deadline.
- To support the SENCO in Year 6 transition for SEN Students.
- To work collaboratively with the SEND Facilitator.
- To manage appropriate resources and equipment for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely.
- To oversee provision for alternative accreditation at KS4. This may include but is not limited to Entry Level and King's Trust Qualifications.
- Using data effectively to identify students who are seriously underachieving and where necessary create and implement effective plans of action to support those students.
- To support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- To lead on small group interventions as directed by the SENCO
- Contribute to Annual reviews and Student-Centred Reviews where appropriate and provide APDRs and evidence towards outcomes for identified students.
- Attend Faculty Meetings as appropriate and in consultation with CTLs for English and Humanities.

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## QUALIFICATIONS

- QTS.
- This post is not suitable for ECT. It would suit a primary teacher with experience of teaching KS1 and KS2 and/or a secondary English or Humanities teacher with experience in teaching students with SEND including those with SEMH.

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## CONTACTS AND RELATIONSHIPS

Liaises proactively and positively with external agencies, business community, consultants, local schools, colleges, and parents, promoting the school in a positive light and securing the most appropriate careers destinations for the students enabling them to have a successful and productive life post Bishop Fox's.

The Postholder is responsible to the Assistant Headteacher for SEND. Effective liaison with the SEND Department underpins this work.

Building a professional and productive relationship with LSAs, SEND Admin and SENCO, as well as liaising effectively with teaching staff, students, parents/carers and other professionals. The Postholder is responsible to the SENCO for teaching subject duties.

The Postholder interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the subjects in the school curriculum and to reduce subject isolation with the aim of improving the quality of teaching and learning in the school.

