



**Jubilee Primary School & Children's Centre**  
Tulse Hill, London, SW2 2JE

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**Headteacher:** Mr T Prestwich

**Deputy Head:** Mrs S Esty

**ASD/SEND Teacher sought for our Specialist Enhanced Resource Base  
at Jubilee Primary School in Tulse Hill**

Calling all ambitious, dynamic and inspirational SEND primary teaching staff. Is it time to move on to a new challenge? Due to a planned expansion, Jubilee Primary School is now looking to recruit **an enthusiastic ASD/SEND Teacher** to join our specialist Enhanced ASD Resource Provision, starting September 2026.

**Salary:** Inner London Teacher Pay Scale plus SEN allowance

**Position type:** Fixed Term

**To start:** September 2026 - 31 August 2026 (with a view to extend)

**For further details:** Please contact the school office on 0208 678 6530 or by [email](mailto:admin@jubilee.lambeth.sch.uk) admin@jubilee.lambeth.sch.uk

**To apply:** Please submit a completed application form (found below this advert, in the 'Application Documents' section) using the 'Apply for Job' button below – **please do not submit CVs, as these cannot be accepted**

**Applications close:** 12.00pm 18th May 2026

**Shortlisting: w/b :** 18/05/2026

**Interviews:** 21/05/2026

Jubilee Primary School is a diverse, flourishing and vibrant primary school located in Lambeth, South London.

**Staff, parents and pupils say Jubilee is.....**

- A place where a child's lifelong passion for learning is awakened
- An inclusive, welcoming school where every child is valued, celebrated and supported
- An exciting place to learn with a wide range of extra - curricular activities and opportunities strengthened by its work with the local community

**We would love to hear from you if you are:**

- Committed to education and raising standards
- An excellent primary practitioner with a specialism in Early Years, who is passionate about teaching and learning
- Committed to working with children with additional needs
- Able to work collaboratively with outside professionals and fellow members of staff
- Able to inspire children and deliver exciting learning opportunities
- Passionate about continued professional development
- Able to act as a positive role model
- Have a good understanding of communication and interaction difficulties with an understanding of the complexity of language and its development and how this affects autistic children.
- Excellent organisation and record keeping skills.
- The suitable candidates must hold **QTS (Qualified Teacher Status)**

- This post is not suitable for NQTs

**We encourage visits from prospective candidates. To arrange, please contact Inclusion Admin on [inclusion@jubilee.lambeth.sch.uk](mailto:inclusion@jubilee.lambeth.sch.uk)**

### **The Enhanced Provision - Sunshine ASD Resource Base**

Our enhanced provision at Jubilee is a **specialist setting** with a dedicated environment designed to support autistic children by addressing their unique needs in education, therapy, and daily life. We aim to provide our pupils with the opportunity to realise their full potential in their formative primary years by creating an inclusive classroom environment and a broad and balanced multi-sensory curriculum appropriate to each child's needs. All learning is delivered through the use of the four stages of Attention Autism.

The key features of our provision include:

**Structured Environment:** Each classroom is designed to minimise sensory overload, with calm, organised spaces and visual supports to aid communication and routine adherence.

**Specialised Staff:** Each class is led by a qualified SEND teacher with a specialism in ASD supported by highly skilled Learning Support Assistants.

**Individualised Support Plans:** Learning in the class is tailored to the individual needs of each child and education and therapy programs are created based on each individual's strengths, challenges, and goals, incorporating the principles of Attention Autism, TEACCH and SCERTS

**Sensory-Friendly Areas:** Each class has access to a sensory pod, quiet spaces, sensory integration tools, and specialised equipment to help children self-regulate and manage sensory processing challenges.

**Social Skills Development:** Group activities, structured play sessions, and social stories are used to teach and reinforce positive social interactions.

**Use of a Specialist SEN Playground** - which has been carefully designed to cater to children with diverse abilities, ensuring accessibility, safety, and engagement for all. Our playground provides a sensory-rich and inclusive space where children with additional needs can explore, interact, and develop essential skills. This promotes not just play but also learning, social interaction, and physical development, ensuring that every child—regardless of ability—has the opportunity to experience the joy of play.

As a full time base teacher you will work closely with the Inclusion Manager, the school SENCOs and members of the Senior Leadership Team. You will also work alongside other professionals such as the Speech and Language Therapist; Educational Psychologist; School Nursing and other school professionals including the wider school community and mainstream teachers.

**Lambeth Council and Jubilee School are both committed to safer recruitment. Successful candidates will be subject to an enhanced Disclosure and Barring Service check. Further information about the disclosure can be found at [www.gov.uk/dbs](http://www.gov.uk/dbs)**

## Person Specification for ASD/SEND Teacher - Jubilee ASD Resource Base

It is essential that you give evidence or examples of your proven experience in each of the shortlisting criteria in your written supporting statement. You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree or equivalent</li> <li>• Evidence of recent professional development relevant to students with ASD</li> </ul>	Post Graduate qualification in SEN / Autism
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Evidence of successful teaching of children with ASD / social communication disorders</li> <li>• Experience of planning and implementing individual programmes for students with ASD using specific interventions</li> <li>• Experience of advising others on strategies for successful inclusion</li> <li>• Experience of working with parents, other professionals and therapists to support students with SEN</li> <li>• Experience of writing reports for Annual reviews.</li> <li>• Experience of teaching students with ASD in a Resource base or specialist setting</li> </ul>	<p>Experience of leading and managing a team of staff</p> <p>Experience of teaching across the different primary phases.</p> <p>Experience of leading and running Annual reviews</p>
<b>Teaching and learning knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Understanding of the National Curriculum - content and assessment</li> <li>• Knowledge of current research on autism and successful specific interventions.</li> <li>• Knowledge of assessment procedures to gather appropriate data to monitor, review and evaluate achievement and progress and inform future planning.</li> <li>• Ability to use ICT to enable students to gain access to the curriculum</li> <li>• Knowledge of the SEN code of practice and the EHCP process</li> <li>• The ability to analyse, understand and interpret data and information</li> </ul>	<p>Knowledge of specialist resources and approaches to teaching children with autism including <b>Attention Autism TEACCH</b>, PECs, SCERTS, and BSL</p>

<b>Personal and professional skills</b>	<ul style="list-style-type: none"><li>● Enthusiastic and committed approach to working with children with ASD.</li><li>● Effective interpersonal and communication skills (written and oral) and ability to relate to people at a variety of levels</li><li>● Effective time management and organisational skills</li><li>● Ability to remain calm in challenging situations</li><li>● Empathetic and sensitive manner</li><li>● Proactive approach to own professional development</li><li>● Commitment to working in partnership with parents and carers</li></ul>	
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## Job Description

**Role:** ASD Teacher - Autism Resource Base

**Responsible to:** Inclusion Manager & Senior Leadership Team

**Responsible for:** Class Learning Support Assistants

**Grade:** MPS/UPS plus SEN allowance.

Jubilee is a forward thinking community primary school in the heart of Tulse Hill with a strong emphasis on Inclusion. We are looking for an ASD/SEN class teacher to start in September 2025. The right candidate will have a passion for securing the best outcomes for students who have a diagnosis of ASD.

The successful applicant will be passionate and creative, with knowledge, skills and experience of teaching students with ASD in the primary phase.

Applicants should ideally have additional SEN/ASD qualifications, particularly **Attention Autism** and **TEACCH**, and will be committed to working with other professionals to create an outstanding inclusive provision.

The right candidate for Jubilee School will:

- be a champion for students with ASD
- have a good understanding of the current educational developments, especially those relating to ASD
- demonstrate quality first teaching
- have the highest expectations of student
- be enthusiastic and positive

<b>Core purpose of post</b>	<ul style="list-style-type: none"><li>● To deliver an effective teaching curriculum in the Enhanced Provision of the ASD resource base, of up to 10 pupils, who have a diagnosis of Autism Spectrum Disorder (ASD) within the inclusive context of the school.</li><li>● Ensure that the needs of the pupils are met and that pupils achieve the highest possible outcomes.</li><li>● Actively be involved in teaching students with ASD</li></ul>
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<p><b>Key Accountabilities</b></p>	<ul style="list-style-type: none"> <li>● To support the education, safeguarding and welfare of all pupils within the ASD Resource base.</li> <li>● To manage the support staff working in the class and to deploy support staff effectively and efficiently.</li> <li>● To devise appropriate individual programmes for pupils, ensuring that they have a broad, balanced and relevant curriculum, including the National Curriculum, which addresses academic, social and personal targets with specific reference to the learning style of pupils with ASD.</li> <li>● To be responsible for the progress and achievement of pupils within their class and to adapt and refine the provision provided through ongoing monitoring of outcomes.</li> <li>● To provide advice, support and training to support staff to facilitate the inclusion of pupils with ASD in social and academic activities.</li> <li>● To promote the ethos and approaches of an autism-inclusive school.</li> <li>● To contribute to the self-evaluation and development planning of the Resource Base as part of the whole school continuous improvement cycle.</li> <li>● To provide information to the Inclusion Manager and members of the Senior Leadership Team, to be included in formal written reports to the Governing body and other stakeholders on the outcomes for pupils within the ASD Resource Base as part of the whole school monitoring cycle.</li> <li>● To manage the effective running of the classroom including ensuring that the learning environment includes appropriate resources, equipment and materials.</li> <li>● To participate in annual review meetings for pupils within their class in line with the SEN code of practice and to provide written reports where appropriate.</li> <li>● To understand the place of the provision within Lambeth's local offer for children with ASD.</li> <li>● To build positive relationships with parents/carers of pupils in their class providing ongoing advice and support to ensure a consistent approach across both home and school.</li> <li>● To keep up-to-date with current research on ASD practice and disseminate as appropriate through leading staff meetings where appropriate and ongoing CPD across the school.</li> <li>● To carry out any other reasonable duties and responsibilities as identified by the Inclusion Manager or other members of SLT to commensurate with the level of responsibilities of the post.</li> </ul>
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