

Job Description

The Role

To provide outstanding teaching and learning for pupils with special educational needs and disabilities, enabling them to achieve ambitious outcomes academically, socially and emotionally. The Teacher of SEND will have specialist expertise in Key Stage 1 and Key Stage 2 curricula and significant experience of teaching pupils with complex and high needs SEND, including those with autism, communication and interaction needs, cognition and learning difficulties, sensory needs and social, emotional and mental health needs.

The postholder will work collaboratively with the SENDCO, pastoral teams, therapists, families and external agencies to deliver highly personalised learning programmes that prepare pupils for successful transitions into mainstream education, specialist provision, further learning and adulthood.

Key Responsibilities

Teaching and Learning

- Plan and deliver high-quality, engaging and personalised lessons that meet the diverse needs of pupils with high levels of SEND.
- Adapt and differentiate curriculum content to ensure all pupils can access learning at an appropriate level whilst maintaining high expectations.
- Deliver teaching that develops pupils' academic progress, communication skills, independence, emotional regulation and personal development.
- Use specialist knowledge of the KS1 and KS2 curriculum to identify learning gaps and plan pathways that enable pupils to make sustained progress.
- Develop personalised learning programmes based on pupils' EHCP outcomes, baseline assessments and identified needs.
- Create structured, nurturing and inclusive learning environments that promote engagement, confidence and success.
- Use a range of specialist strategies and interventions to support pupils with autism, speech and language needs, cognition and learning difficulties, SEMH needs and other complex presentations.
- Employ evidence-based approaches to support communication, behaviour for learning, sensory regulation and independence.
- Monitor and assess pupil progress regularly, using assessment information to inform future planning and provision.
- Maintain accurate records, reports and evidence of progress towards EHCP outcomes and individual targets.
- Lead annual reviews and contribute professionally to multi-agency meetings.

SEND Provision

- Take responsibility for the educational provision and outcomes of pupils within an assigned class or pathway.
- Ensure EHCP provision is implemented effectively and consistently.
- Work closely with therapists, educational psychologists and other professionals to ensure integrated support for pupils.
- Contribute to the development and review of individual risk assessments, behaviour support plans and personalised learning plans.
- Support smooth transitions for pupils entering, moving within or leaving the provision.

- Promote communication systems and alternative methods of communication where appropriate, including visual supports, AAC and structured communication approaches.
- Champion inclusive practice and ensure pupils are fully supported to participate in all aspects of school life.

Leadership of Support Staff

- Lead, direct and deploy Teaching Assistants effectively to maximise pupil outcomes.
- Provide guidance, coaching and modelling of best practice for support staff.
- Ensure adults working with pupils understand learning objectives, EHCP outcomes and support strategies.
- Contribute to performance development discussions and the professional growth of support staff where appropriate.
- Foster a collaborative team culture focused on achieving the very best outcomes for pupils.

Safeguarding, Behaviour and Wellbeing

- Promote high standards of attendance, behaviour and personal development.
- Support pupils to develop emotional regulation, resilience, self-advocacy and independence.
- Maintain a strong culture of safeguarding and act promptly on any concerns regarding pupil welfare.
- Develop positive, trusting relationships with pupils whilst maintaining professional boundaries.
- Use restorative and trauma-informed approaches where appropriate to support pupil wellbeing and engagement.

Partnership Working

- Build positive and effective relationships with parents and carers.
- Work collaboratively with external agencies, therapists and support services.
- Communicate regularly with families regarding progress, achievements and next steps.
- Contribute to multi-disciplinary planning and review processes.
- Represent the school professionally in meetings with stakeholders and external partners.

Contribution to the School

- Support the school's vision, values and strategic priorities for inclusion and SEND.
- Contribute to whole-school improvement and the development of inclusive practice.
- Share specialist expertise and support colleagues in developing their understanding of SEND.
- Participate fully in meetings, professional development and training activities.
- Undertake any other reasonable duties commensurate with the nature and grade of the post.

This job description is not exhaustive and may be amended to reflect the changing needs of the school.

Person Specification

Qualifications

Essential

- Qualified Teacher Status (QTS).
- Degree or equivalent qualification.
- Evidence of continued professional development relating to SEND.

Desirable

- National Award for SEN Coordination (NASENCO) or willingness to undertake further SEND qualifications.
- Additional qualifications relating to autism, communication needs, SEMH, cognition and learning or specialist SEND practice.

Knowledge, Skills and Experience

Essential

- Experience of teaching pupils with SEND within a specialist or inclusive educational setting.
- Strong knowledge of the KS1 and KS2 National Curriculum.
- Experience of planning and delivering highly differentiated learning programmes.
- Experience of teaching pupils with complex and high needs SEND.
- Experience of working with pupils with EHCPs and contributing to annual review processes.
- Understanding of autism, speech and language needs, cognition and learning needs, sensory needs and SEMH.
- Experience of leading and managing Teaching Assistants effectively.
- Ability to use a range of assessment methods to identify progress and next steps.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with families and multi-agency professionals.

Desirable

- Experience in a specialist SEND provision, resource base or special school.
- Knowledge of alternative communication approaches, including AAC systems.
- Experience of delivering specialist interventions.
- Experience supporting pupils transitioning between specialist and mainstream settings.

Behaviours

- Passionate about improving outcomes for children and young people with SEND.
- Maintains high expectations whilst recognising and celebrating individual achievement.
- Patient, nurturing and committed to children's wellbeing.
- Resilient and adaptable when responding to complex needs and changing circumstances.
- Reflective and committed to continuous professional development.
- Collaborative and solution-focused in approach.
- Professional, organised and reliable.
- Committed to inclusion, equality and safeguarding.
- Demonstrates empathy, integrity and optimism.

Other

- Right to work in the UK.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Willingness to undertake relevant training and professional development.
- Subject to an enhanced DBS check and satisfactory safeguarding clearances.

The school is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS, safeguarding and pre-employment checks.