

Bedelsford Chaucer Centre

Job Description:

Job Title: Class Teacher

Reporting to: Head of School

Start date: September 2025

Job Overview: We are seeking a dedicated and passionate Class Teacher to join the team at our new satellite site. The successful candidate will play a pivotal role in delivering personalised and inclusive education to students aged 4-19 with a range of moderate to severe learning difficulties and complex needs, including speech, language, and communication challenges, as well as autism spectrum conditions.

1. Core Teaching & Learning Responsibilities

- **Curriculum Planning & Delivery-** Design and deliver engaging, personalised lessons tailored to the diverse needs of students with SEND.
- **Differentiation** – Adapt teaching strategies, resources, and learning activities to ensure all students, regardless of ability, can access and engage with the curriculum effectively. Provide appropriate support to meet individual learning needs.
- **Developing Life & Functional Skills** - Support students in gaining independence through functional literacy, numeracy, and life skills activities.

2. Student Assessment & Progress Monitoring

- **Formative & Summative Assessment:** Regularly assess student progress using a range of methods, including observational assessment and standardised tools.
- **Education, Health, and Care Plan (EHCP) Tracking:** Monitor and evaluate progress against EHCP outcomes, ensuring interventions are effective and targets are met.
- **Data-Informed Teaching:** Analyse assessment data to adapt teaching strategies and ensure continuous student progress.
- **Student-Centred Goal Setting:** Work collaboratively with students, parents, and support staff to set and review learning objectives

3. Classroom & Behaviour Management

- **Positive Behaviour Support (PBS):** Implement behaviour support plans and positive reinforcement strategies to promote engagement and self-regulation.

- **Structured Learning Environment:** Establish clear routines, expectations, and adaptive learning spaces to support student well-being.
- **Sensory & Emotional Regulation:** Utilise sensory-friendly strategies and therapeutic interventions to support students with complex needs.
- **Social & Communication Skills Development:** Foster social interaction, communication, and emotional well-being through structured activities and peer engagement.

4. Collaboration & Multi-Agency Working

- **Multi-Disciplinary Team Collaboration.**
- **Teaching Assistant (TA) Supervision:** Provide guidance, training, and effective deployment of TAs to maximise student support.
- **Parental & Caregiver Engagement:** Maintain strong, open communication with parents through regular updates, meetings, and collaborative goal setting.
- **Professional Development:** Engage in continuous professional learning, attending SEND-specific training and CPD opportunities.

5. Safeguarding & Student Well-being

- **Child Protection & Safeguarding:** Uphold safeguarding procedures, ensuring the safety and welfare of all students.
- **Health & Medical Needs Support:** Work alongside medical professionals to accommodate students' health requirements.
- **Promoting Inclusion & Diversity:** Foster an inclusive culture that values diversity and encourages student participation in all aspects of school life.

5. School and Community Engagement

- **Whole-School Contributions:** Participate in school initiatives, events, and extracurricular activities that enrich student experiences.
- **Transitions & Pathways Support:** Prepare students for transitions within school and into further education, training, or supported employment.
- **Advocacy for SEND Best Practices:** Actively contribute to the school's mission of promoting high-quality SEND education and inclusive learning.

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General notes

- (1) Job descriptions are to be reviewed annually.
 (2) The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

**Person Specification for Class Teachers at Bedelsford Chaucer
Centre**

| Area | Requirement | Essential/Desirable |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------|
| Qualifications | Qualified Teacher Status (QTS) or equivalent | Essential |
| | A degree in education or a relevant subject area | Essential |
| | Evidence of ongoing professional development in SEND or inclusive education | Essential |
| | Additional qualifications or specialist training in SEND | Essential |
| | Training in Positive Behaviour Support (PBS), Team Teach, or other de-escalation and behaviour management techniques | Desirable |
| | First Aid and/or medical training relevant to SEND settings | Desirable |
| Teaching Experience & Knowledge | Proven experience teaching students with SEND | Essential |
| | Strong knowledge of differentiated instruction and adaptive teaching strategies | Essential |
| | Experience in planning and delivering a broad and balanced curriculum that meets individual needs | Essential |

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| | Understanding of Education, Health, and Care Plans (EHCPs) and how to implement them effectively | Essential |
| | Familiarity with assessment frameworks for students with SEND, including informal and formal methods | Essential |
| | Experience working in a special school or specialist provision | Desirable |
| | Experience of working within a multi-disciplinary team, including therapists and external agencies | Desirable |
| | Knowledge of sensory processing and strategies to support students with sensory needs | Desirable |
| | Understanding of alternative communication | Desirable |
| Skills & Abilities | Ability to create an inclusive, engaging, and structured learning environment for students with SEND | Essential |
| | Strong classroom management skills, including the ability to implement positive behaviour support strategies | Essential |
| | Excellent communication skills, both written and verbal, to effectively liaise with students, staff, parents, and external professionals | Essential |
| | Ability to work collaboratively as part of a multi-disciplinary team to support student progress and well-being | Essential |
| | Creativity, flexibility, and a problem-solving mindset | Essential |

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| | to adapt to the varying needs of students | |
| | Strong organisational and time management skills | Essential |
| | Ability to lead and develop a team of Teaching Assistants to maximise student support | Desirable |
| | Proficiency in using technology and assistive learning tools to enhance student engagement | Desirable |
| Personal Qualities & Attributes | A commitment to safeguarding and promoting the welfare of children and young people | Essential |
| | Passionate about SEND education and making a difference in the lives of students with additional needs | Essential |
| | Resilient, patient, and able to remain calm under pressure. | Essential |
| | Empathetic and compassionate, with a child-centered approach to teaching and learning | Essential |
| | A proactive and positive attitude towards professional development and school improvement | Essential |
| Safeguarding & Commitment to Inclusion | A thorough understanding of child protection and safeguarding procedures | Essential |
| | Commitment to promoting equality, diversity, and inclusion in the classroom | Essential |
| | Willingness to undertake an enhanced DBS check and other pre-employment safeguarding checks | Essential |

The school will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current on the date stated in the Job Description but will be reviewed on an annual basis and following consultation with you may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.