



Clapham Manor
Primary School &
Nursery

Growing Brighter Futures



SEND Class Teacher for Internal Alternative Provision

Main Pay Scale

Job Description

Advert: May 2025

Start date: September 2025

Job Description

This job description may be amended at any time following discussion between the Executive Headteacher and Senior Leadership Team.

Reporting to: Executive Headteacher /Senior Leadership Team and Governing Body

Job Title: SEND Specialist Class Teacher

Grade: Inner London Main Pay Scale

From: September 2025

Purpose of Post

The Primary SEND Specialist Teacher for the Internal Alternative Provision (IAP) is responsible for delivering high-quality, inclusive education to a small group of primary-aged pupils with a broad range of special educational needs and disabilities. The post holder will provide tailored teaching and learning support for children whose needs cannot be fully met in mainstream classes, ensuring each child can access an appropriate education that promotes high standards and fulfils their potential. This role focuses on personalised learning, positive behaviour support, and collaborative working with families and professionals to remove barriers to learning and enable success for every pupil.

Main Duties/ Responsibilities

TEACHING AND LEARNING

- Plan and teach engaging, suitably differentiated lessons across the primary curriculum to meet each pupil's individual needs and learning styles).
- Adapt curriculum content and teaching strategies to support a wide range of SEND (e.g. learning difficulties, ASD, ADHD, SEMH, sensory/physical needs), ensuring all pupils make progress from their starting points.

INCLUSIVE CLASSROOM ENVIRONMENT

- Create and maintain a safe, nurturing and stimulating classroom that encourages positive behavior and active participation.
- Use positive behavior management strategies in line with the school's ethos to support pupils with social, emotional or behavioral difficulties, developing their self-regulation and social skills.

PUPIL ASSESSMENT AND PROGRESS

- Continuously assess, monitor, and record students' progress. Use both formative and summative assessment approaches to inform teaching, set clear targets, and provide timely feedback).
- Identify each child's strengths and needs through the Assess–Plan–Do–Review cycle, and adjust support or interventions accordingly to secure improvement.

INDIVIDUAL PLANS AND INTERVENTIONS

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- Develop or contribute to Individual Education Plans (IEPs) and support the implementation of Education, Health and Care Plan (EHCP) objectives for each pupil.
- Plan and deliver targeted interventions (academic and/or therapeutic) to address specific learning gaps or developmental goals, and provide regular written reports for reviews and annual EHCP meetings).

COLLABORATION WITH COLLEAGUES

- Work closely with the school's SENDCo and other teachers to ensure a consistent approach to SEND support.
- Liaise with mainstream class teachers to share strategies and facilitate the inclusion of IAP pupils in appropriate school activities or in-class sessions, wherever possible (All teachers need to know about the SEND Code of Practice 2015 - Integrated Treatment Services).
- Guide and coordinate any teaching assistants or support staff in the IAP, ensuring they are effectively deployed to maximize student progress.

FAMILY AND MULTI-AGENCY ENGAGEMENT

- Build positive relationships with parents and carers, keeping them informed about their child's progress and involving them in decision-making.
- Work collaboratively with external professionals and agencies (e.g. educational psychologists, speech therapists and social workers) to address wider barriers to learning.
- Act as a key point of contact for families and external partners regarding each pupil's educational program, fostering a team around the child.

WIDER SCHOOL CONTRIBUTION

- Ensure that pupils in the IAP remain included in the life of the school as much as possible.
- Organize and supervise appropriate integration opportunities such as joining assemblies, break times, educational visits, or extracurricular activities with support, so that children with SEND engage alongside their peers (All teachers need to know about the SEND Code of Practice 2015 - Integrated Treatment Services).
- Contribute to whole-school events, staff meetings, and training sessions, representing the needs and perspectives of SEND learners.

SAFEGUARDING AND PUPIL WELFARE

- Take overall responsibility for the welfare and well-being of pupils within the IAP.
- Proactively safeguard children by following all child protection policies and procedures, reporting any concerns promptly, and creating a caring environment which prioritises pupils' safety and personal development.
- Ensure all actions comply with the school's safeguarding protocols and statutory guidance.

STANDARDS AND BEST PRACTICE

- Uphold the Teachers' Standards and use best endeavours to meet the needs of pupils with SEND, in line with the SEND Code of Practice (2015) (All teachers need to know about the SEND Code of Practice 2015 - Integrated Treatment Services).
- Demonstrate a strong commitment to inclusion and to the principle that "every teacher is a teacher of SEND", taking accountability for the progress and development of every pupil in the class (SEND reforms briefing - Teachers) (SEND reforms briefing - Teachers).

PLANNING AND PREPARATION

- Prepare thorough lesson plans and curriculum materials in advance, ensuring these are differentiated and responsive to pupils' EHCP outcomes or IAP targets.
- Maintain up-to-date records of planning, assessments, and observations as required by school policies.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- Engage in regular professional development to enhance pedagogical skills and knowledge including for SEND. Keep abreast of current research, strategies and legislation in SEND education (e.g. autism strategies, trauma-informed practice, assistive technology) and attend relevant training or courses.
- Reflect on and refine your own teaching practice based on feedback and outcomes, striving for continuous improvement).

TEAMWORK AND COMMUNICATION

- Work as an effective member of the school team, collaborating with teaching colleagues, support staff, and the Senior Leadership Team. Contribute to staff meetings, IAP team planning, and multi-disciplinary discussions.
- Communicate clearly and professionally with all stakeholders – including producing reports or documentation – to ensure a shared understanding of each pupil's progress and support needs.

SCHOOL POLICIES AND DUTIES

- Adhere to all school policies and procedures (e.g. behavior policy, equality and diversity policy, health and safety).
- Support the implementation of whole-school initiatives and the school improvement plan as they relate to SEND provision.
- Undertake supervisory duties (e.g. playtime or lunch duties) and accompany pupils on trips as required, ensuring risk assessments and inclusive practices are in place.

SAFEGUARDING

- Always prioritize the safeguarding of pupils.
- Follow safer working practices and uphold the welfare of children in line with statutory requirements and the school's safeguarding and child protection policies).
- All members of staff are expected to share the responsibility of protecting children and to undergo regular safeguarding training.

Note

The duties of the job description may be reviewed and subject to amendment annually in consultation with the jobholder. This is to ensure that the role continues to change in line with the needs of the School. The job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post-holder’s responsibilities and duties.’

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school and nursery organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of post holder _____ Date __/__/__

Signature of Line Manager _____ Date __/__/__

Person Specification for SEND Specialist Class Teacher MPS/UPS

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria of the four areas shown below and how your examples demonstrate impact.

QUALIFICATIONS	
Essential	Desirable
<p>A person who has:</p> <ul style="list-style-type: none"> ● Teaching Certification: Qualified Teacher Status ● Education: Honours degree or equivalent qualification ● Safeguarding: Up-to-date safeguarding and child protection training with willingness to undertake further training as required 	<ul style="list-style-type: none"> ● CPD: Evidence of Continuing Professional Development ● SEND Training: autism education, dyslexia, SALT ● Other: Relevant first aid qualification and an other specialist training (e.g. Team Teach, positive handling, Makaton/BSL for communication)

EXPERIENCE	
Essential	Desirable

A person who has successful experience of:

- **Teaching Experience:** Teaching primary-aged children, preferably across Key Stage 1 and Key Stage 2 (this could include time spent during training replacements or previous posts) . A track record of enabling **good progress and achievement** for pupils with SEND. Experience in a special school, alternative provision, or mainstream setting with a high proportion of SEND learners is highly valued
- **SEND Experience:** Significant experience (or demonstrable passion and skill) in working with pupils who have a broad spectrum of SEND. This includes experience in planning and delivering individualized programs for children with learning difficulties, autism spectrum conditions, speech, language & communication needs, social/emotional/mental health needs, and/or physical disabilities
- **Inclusive Practice:** Experience of implementing inclusive classroom practices and differentiation strategies to accommodate varying needs within a group). Familiarity with writing or contributing to IEPs and EHCPs, and participating in multi-agency meetings or annual review processes for students with SEND).
- **Collaboration:** Experience of working collaboratively with parents, carers and multidisciplinary professionals to support a child’s development (for example, working alongside therapists or liaising with social care). An understanding of the importance of partnership with families and external agencies in achieving the best outcomes for pupils.

- **Behaviour Support:** Hands-on experience with positive behavior support or restorative approaches to manage challenging behavior is desirable. For example, experience using reward systems, de-escalation techniques, or personalized behavior plans to help children overcome barriers
- **Whole School Involvement:** Engagement in broader school life such as contributing to staff training, extra-curricular activities, or school improvement initiatives. While this is not a leadership role, any experience that shows initiative and the ability to work beyond the classroom (such as mentoring other staff in SEND strategies or leading small projects) will be seen as an asset

PERSONAL AND PROFESSIONAL SKILLS AND DUTIES

Essential	Desirable
<ul style="list-style-type: none"> ● Expertise in SEND Teaching: Proven ability to teach and support children with a variety of SEND needs, delivering differentiated teaching strategies for individuals, small groups, and whole class as appropriate. Skilled in adjusting pace, content, and approach to ensure 	<ul style="list-style-type: none"> ● Motivate and inspire confidence in pupils, staff, parents, governors and the wider community in order to further develop and promote the school ● Use a creative approach to curriculum design

engagement and understanding for pupils with diverse learning profiles.

- **Assessment and Data Use:** Proficient in using formative and summative assessment methods to track progress, identify gaps, and inform next steps in learning. Able to set clear, aspirational targets and use tools (including National Curriculum benchmarks or P Scales where relevant) to monitor attainment and adjust provision.
- **Behaviour Management:** Excellent positive behaviour management skills, with techniques to support children who exhibit challenging behavior or SEMH difficulties. Able to establish clear routines and expectations, de-escalate situations calmly, and implement individualized behavior support plans so that all learners can access education in a stable environment.
- **Communication and Interpersonal Skills:** Outstanding communication skills – both written and verbal – for effective interaction with pupils (using appropriate communication methods or aids), collaboration with colleagues, and partnership with parents/carers). Capable of explaining plans and progress clearly, listening to others' insights, and building trust through open, respectful dialogue.
- **Organisational Ability:** Strong organisational and administrative skills, including the ability to plan ahead, manage time effectively, and meet deadlines (for example, in completing reports or preparing review meetings). Diligent in maintaining documentation (IEPs, progress reports, incident logs, etc.) in an orderly and confidential manner.
- **Teamwork and Collaboration:** A reliable team player who works constructively with a range of staff and professionals. Willingness to share expertise and also learn from others. Able to coordinate with support staff (e.g. directing teaching assistants in class) and contribute to a cohesive, supportive team environment that benefits students.

- Think creatively and imaginatively to solve problems and identify opportunities
- Think creatively and imaginatively to identify opportunities to impact positively on the outcomes for pupils
- Have lots of energy and enthusiasm!

KNOWLEDGE AND UNDERSTANDING

Essential	Desirable
<ul style="list-style-type: none"> ● Curriculum Knowledge and Adaptation: Strong knowledge of the primary and EYFS curriculum and child development, with the creativity to adapt and personalize learning materials to meet varied special needs without diluting high expectations). Competent in designing multi-sensory and practical learning activities that make the curriculum accessible and enjoyable. ● SEND legislation: Good understanding of current SEND legislation, the SEND Code of Practice (2015), and inclusive education best practices). Familiar with safeguarding procedures and equality duties as they pertain to supporting vulnerable children. Able to apply school policies and national guidelines to daily teaching practice. ● ICT Competency: Competent in using technology for teaching and learning as well as record-keeping. Confident in using educational software, assistive technology, and standard classroom ICT (interactive whiteboards, tablets, etc.) to enhance learning experiences and access for pupils with SEND). ● Passion and Commitment: Deeply committed to supporting children with SEND, with a positive belief in each child's potential to grow, learn, and excel. Displays enthusiasm, energy, and a genuine passion for inclusive education that inspires students and colleagues alike. ● Compassion and Patience: Caring, understanding, and patient in nature. Able to build trust and rapport with vulnerable children, showing empathy and respect for their individual experiences. Maintains a calm, supportive demeanor even when faced with challenges, providing steady encouragement. ● Resilience and Adaptability: Resilient and resourceful, able to cope with high-pressure or stressful situations in a calm and constructive manner). Remains 	<ul style="list-style-type: none"> ● Use of feedback to impact on pupil progress ● Working in partnership with parents and outside agencies

positive and solution-focused when encountering setbacks. Adapts flexibly to changing circumstances or individual crises, and persists in finding ways to help students engage and progress.

- **Organisation and Reliability:** Highly organized and dependable. Can independently manage workload, prioritize tasks effectively, and follow through on administrative responsibilities. Punctual and reliable with excellent attendance, setting a strong example of professionalism for others.
- **Team Player:** Works cooperatively and **collaboratively as part of a team**, valuing the contributions of others and sharing knowledge and resources openly). Able to develop strong working relationships with colleagues and is receptive to advice or feedback. Contributes to a positive team ethos and is willing to assist others for the benefit of the pupils.
- **Communication and Interpersonal Skills:** Approachable and able to communicate effectively with a wide range of people. Listens actively to students, parents, and colleagues, and responds with clarity and sensitivity. Has a good sense of humor and perspective, helping to build a friendly, supportive atmosphere.
- **Integrity and Reflectiveness:** Professional demeanor that **inspires trust and confidence** in students, families, and the community. Honest, ethical, and accountable for their actions. A reflective practitioner who welcomes constructive feedback and is committed to personal growth and continuous improvement in their teaching practice.
- **Safeguarding Orientation:** A strong commitment to promoting and safeguarding the welfare of children at all times). Vigilant and proactive in ensuring a safe environment, and displays the integrity and decisiveness to act in the best interest of the child in all situations.

REFERENCES

Essential

Two supportive references, at least one from the current employer.