



# **HCAT**

# **Specialist Teacher**

**EDUCATE. EMPOWER. INSPIRE.**

<b>Job Description – Specialist Teacher</b>	
Job Title:	Specialist Teacher
Grade:	Lead Practitioner LP1-3
Responsible to:	SEND Director/Executive Leaders
<b>Purpose of the Post:</b>	
<p>HCAT is seeking to appoint an experienced, highly skilled Specialist Teacher to strengthen inclusive practice across the Trust. This is a highly operational, classroom-focused role that works directly alongside teachers and support staff to improve outcomes for pupils with SEND.</p> <p>The post holder will model exemplary inclusive practice, evidence-based interventions, and build staff confidence in adaptive teaching, ensuring that high-quality SEND provision is embedded, sustained and impactful across everyday teaching and learning.</p>	
<b>Duties and Responsibilities:</b>	
<b>Classroom-Focused Practice and Support</b>	
<ul style="list-style-type: none"> <li>• Work directly in classrooms across HCAT schools, modelling high-quality inclusive teaching strategies and reasonable adjustments that support pupils with additional needs.</li> <li>• Support teachers to implement practical adaptations that enable pupils to access learning, participate meaningfully and make strong progress.</li> <li>• Provide in-the-moment coaching, feedback and professional dialogue to help staff refine practice within everyday lessons.</li> <li>• Support the effective implementation of graduated responses, ensuring provision is well-matched, purposeful and reviewed regularly.</li> </ul>	
<b>Specialist Knowledge and Interventions</b>	
<ul style="list-style-type: none"> <li>• Advise on and support the delivery of evidence-based interventions with a primary focus on SCI.</li> <li>• Ensure staff understand both the rationale behind interventions and how to implement them effectively in the classroom context.</li> <li>• Support the identification of need through observation, assessment and collaborative problem-solving with school staff.</li> <li>• Contribute to the development and refinement of inclusive provision within classrooms, intervention spaces and specialist resources.</li> </ul>	
<b>Professional Learning and Capacity Building</b>	
<ul style="list-style-type: none"> <li>• Design and deliver targeted CPD within and across schools, focused on SCI, SEMH and inclusive classroom practice.</li> <li>• Build staff understanding of inclusive pedagogy, communication-friendly environments and relational approaches to behaviour.</li> </ul>	

- Coach, mentor and support teachers and support staff to develop confidence, skill and consistency in SEND practice.
- Support leaders to embed inclusive approaches so that high-quality provision is sustained beyond direct specialist input.

### **Collaboration and Trust-Wide Working**

- Work collaboratively with SENCOs, senior leaders, teachers and support staff to strengthen inclusive practice across the Trust.
- Contribute to co-productive partnerships with families, external professionals and other stakeholders where appropriate.
- Uphold and actively promote HCAT's Trust-wide vision for SEND and inclusion.

### **Trust Vision and Values**

At HCAT, inclusion sits at the heart of everything we do. The Specialist Teacher will play a key role in delivering this vision by ensuring that every lesson, every day, creates opportunities for all learners to succeed.

We believe equity means ensuring everyone gets what they need to thrive. Through collaboration, listening to all voices, and maintaining high-quality provision across the intended curriculum, we empower pupils to access learning and make excellent progress on their individual educational journeys.

## Employee Specification – Specialist Teacher

Criteria Number	Attributes	Criteria	How Identified	Rank
1.	<b>Experience</b>	Demonstrable experience of promoting high-quality inclusive SEND practice.	Application Form/Interview	Essential
2.		Strong knowledge of inclusive, evidence-based approaches to support pupils in mainstream education.	Application Form/Interview	Essential
3.		Experience of working collaboratively with teachers and multi-agency professionals.	Application Form/Interview	Essential
4.		Experience of using data to monitor and evaluate pupil progress.	Application Form/Interview	Essential
5.		Significant experience of working with pupils with SCI and SEMH needs.	Application Form/Interview	Desirable
6.		Experience working across multiple settings or within a trust or advisory role.	Application Form/Interview	Desirable
7.		Proven ability to model high-quality classroom practice and coach others effectively.	Application Form/Interview	Desirable
8.	<b>Education/Qualifications</b>	Qualified Teacher Status	Application Form/Interview	Essential
9.		Additional qualification and/or experience in a relevant specialist area, or a willingness to undertake specialist training (NPQ SENDCO)	Application Form/Interview	Desirable
10.		Evidence of substantial recent and ongoing continuing professional development	Application Form/Interview	Essential

11.	<b>General and Specialist Knowledge</b>	Excellent knowledge and understanding of effective SEND practice to support school improvement.	Application Form/Interview	Essential
12.		Up-to-date knowledge of national legislation, policy and initiatives relating to SEND and narrowing the gap.	Application Form/Interview	Essential
13.		Understanding of current research evidence, emerging practice and developments in SEND provision.	Application Form/Interview	Essential
14.		Knowledge of curriculum design and development to ensure children and young people's needs are met.	Application Form/Interview	Essential
15.		Understanding of the needs of children and young people within the specialist area in relation to accessing the curriculum.	Application Form/Interview	Essential
16.		Knowledge of a range of strategies to support children and young people within the specialist area in educational settings.	Application Form/Interview	Essential
17.		Excellent knowledge and understanding of SCI provision, including experience of leading, evaluating and advising on evidence-based interventions (e.g. NELI, ELSA, WellComm and similar programmes) to support whole-school and trust-wide improvement.	Application Form/Interview	Essential
18.	<b>Skills and Abilities</b>	Excellent computing skills, including the ability to analyse and interpret data to inform planning and service delivery.	Application Form/Interview	Essential
19.		Strong analytical and evaluative skills, including the ability to reflect on and plan professional development.	Application Form/Interview	Essential
20.		Highly developed interpersonal and communication skills with the ability to communicate clearly and effectively with a wide range of audiences.	Application Form/Interview	Essential

21.		Ability to work constructively with families, schools and services to secure positive outcomes.	Application Form/Interview	Essential
22.		Use information intelligently to enhance provision.	Application Form/Interview	Desirable
23.		Ability to prioritise competing demands and work effectively under pressure.	Application Form/Interview	Essential
24.	<b>Additional Factors</b>	Commitment to high-quality service delivery, continuous improvement and innovation.	Application Form/Interview	Essential
25.		Demonstrates a strong commitment to equality, diversity and inclusive practice.	Application Form/Interview	Essential
26.		Demonstrates understanding of, and commitment to, safeguarding and promoting the welfare of children and young people.	Application Form/Interview	Essential
27.		Willingness to work flexibly in accordance with service needs and organisational policies.	Application Form/Interview	Essential
28.		Willingness to undertake ongoing training and professional development relevant to the post.	Application Form/Interview	Essential
29.		Ability to undertake travel as required in connection with the post.	Application Form/Interview	Essential
30.		To comply with all HCAT policies adopted by the Trust Board for example, Health and Safety, Equal Opportunities, child Protection and data protection.	Application Form/Interview	Essential