



Job Title: Lead SEND Teacher
Grade: Qualified Teachers Pay Scale
Allowances: SEN Allowance 1

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decision making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

Core Purpose

The Lead SEND Teacher plays a pivotal role in leading and delivering the specialist provision within the ASC Polden Centre, working closely with the Head of Centre to ensure high-quality, personalised education for students with SEND. The role focuses on driving excellent teaching and learning, coordinating bespoke provision, supporting staff development, and promoting positive outcomes, wellbeing and inclusion for all students.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

To promote and deliver the aims and purpose of the ASC Polden Centre specialist provision:

- Work alongside the Head of Centre to motivate staff to promote a positive culture that encourages personal excellence, equality and high expectations of all members of the Polden Centre team
- Ensure that outstanding learning and personal achievement is a primary objective for all staff to want students to achieve
- Deputise at the Polden Centre in the absence of the Head of Centre
- Support the transition of new students into the centre, working with current setting, SENDCO and parents to ensure visits and provision is carefully planned
- Support the Head of Centre with the oversight of bespoke personalised student provision, coordinating with the teaching and LSA team, as well as parents, to ensure that individual student provision is well matched to their strengths and needs
- Provide students with an individualised academic and personalised curriculum, meeting the needs identified on their EHCP
- Promote the health, development and wellbeing of each student, providing a safe, secure and welcoming learning environment
- To work alongside the Head of Centre, and SEND Teachers to devise relevant student SEND documents (e.g. pupil passports, risk assessments)
- To follow the Polden Centre behaviour strategy at all times, creating a positive learning environment that recognises success
- To raise attainment and maximise progress for all students within the Polden Centre, focusing on achievements across all areas of the Code of Practice.

Relationships

- To be responsible to the Head of Centre for teaching duties and responsibilities
- To develop professional, trusting working relationships with vulnerable students within the Polden Centre
- To make positive relationships with parents/carers and provide them with advice and support
- To work within the remit of the wider school liaising with mainstream colleagues and leadership team to ensure smooth inclusion for our students

- To interact on a professional level with colleagues and seek to establish and maintain productive relationships in order to improve the quality of teaching and learning in the Polden Centre
- To liaise with the Trust Inclusion Team and wider agencies to ensure a wholistic support package is in place for individual students.

Teaching, Assessing and Reporting within the Polden Centre

- To lead on Student Progress meetings and agreed actions for the teaching team
- Coordinate student core and option subject provision, organising and teaching some core and option sessions
- To plan and deliver inclusive small group core subject lessons in the Polden Centre, using student's EHCPs and supporting SEND documents
- Support Learning Support Assistants to adapt and deliver planned interventions
- Develop and adapt mainstream teaching schemes of work and lessons to meet the individual needs of students. These are available from both Primary and Secondary provisions as we are an all-through academy
- To plan and deliver individualised lessons/programmes of study within the Polden Centre, which may include interventions and experiences outside of school
- Liaise with mainstream teachers about student progress and curriculum
- To assess, record and report on the development, progress and attainment of students using their assessment files
- To provide or contribute to oral and written assessments and reports relating to individual and groups of students
- To maintain an ordered, attractive environment which celebrates students' successes and promotes learning
- To contribute to Annual Reviews about students' progress
- Use special equipment and facilities, such as audiovisual materials and computers to stimulate interest in learning
- Carry out administrative tasks, including updating and maintaining records of pupils' progress

Appraisal, Review and Professional Development

- To participate in Performance Management in accordance with the regulations made for the appraisal of teachers' performance
- To lead on Performance Management for SEND teachers and/or LSA team
- To regularly review own methods of teaching
- To participate in meetings at the school which relate to the curriculum, administration or organisation of the school/Polden Centre, including pastoral matters
- To participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development as identified in appraisal objectives. This will include a requirement of attending Team Teach training and Child Protection training, alongside Autism Awareness courses
- To keep abreast of trends, developments and research in education, particularly ASC, and those relevant to the duties and responsibilities of the post
- Work with the Head of Centre at the Polden Centre to ensure that the requirements of the Equality Act (2010) are met in terms of reasonable adjustments and access arrangements.

Other Duties

- Attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- Promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- Be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time, you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	<p>Qualified Teacher Status (QTS)</p> <p>Experience of leading practice or provision (e.g. SEND, key stage, curriculum or subject area)</p> <p>Teaching experience across primary, secondary and/or SEND contexts</p> <p>Experience of teaching SEND students using appropriate strategies to support needs, including behaviour management and adaptation of lesson delivery.</p> <p>Experience of effective team working and collaboration.</p> <p>Ability to assess, implement and evaluate curriculum programmes.</p> <p>Ability to use an appropriate range of teaching and learning strategies for individuals and</p>	<p>Additional SEND-related qualifications</p> <p>Experience of supporting ASC students.</p> <p>Delivery of SEND interventions.</p> <p>Knowledge of teaching study skills or methods for learning.</p>



	<p>groups which stimulate, challenge, engage and motivate students.</p>	
<p>Knowledge/Skills</p>	<p>Strong understanding of SEND needs and inclusive practice across a range of SEND areas.</p> <p>Ability to manage behaviour positively and consistently in line with agreed strategies.</p> <p>Ability to identify student need and accurately assess levels of learning.</p> <p>Knowledge of assessment, tracking and reporting systems to monitor student progress effectively.</p> <p>Strong skills in planning, delivering and adapting teaching to meet EHCP outcomes.</p> <p>Understanding of SEND legislation, including the SEND Code of Practice and EHCP processes.</p> <p>Strong problem-solving and decision-making skills within complex SEND contexts.</p>	<p>Experience leading SEND teams or specialist provisions.</p> <p>Ability to lead or contribute to staff training and professional development.</p> <p>Experience contributing to or leading Annual Reviews</p>