



Specialist SEND Teacher – Resource Base Job Description & Person Specification

Reporting to: Headteacher (line management via SENDCo / Director of Learning)

Location: Specialist SEND Resource Base within The John of Gaunt School

Salary: MPS/UPS plus SEN Allowance

Purpose of the Role

To deliver high-quality, personalised teaching for pupils in Years 7, 8 and 9 with Special Educational Needs and Disabilities (SEND), particularly communication and interaction needs (including autism), who may not otherwise be able to fully access the mainstream curriculum.

The role requires adapting the secondary curriculum through a specialist SEND approach, incorporating elements of primary practice where appropriate, to support pupils' academic progress, communication, independence and preparation for adulthood.

Context of the Provision

The Resource Base is a specialist provision within the school supporting pupils with EHCPs for communication and interaction needs.

- Pupils access a small, structured and nurturing learning environment alongside opportunities for supported inclusion in mainstream lessons
 - Learning is highly personalised, with timetables designed around individual EHCP outcomes
- The provision supports pupils to develop:
- Communication and social interaction
 - Independence and life skills
 - Readiness for GCSE pathways and future destinations

Key Responsibilities

Teaching and Learning

- Teach and support pupils across KS3, including delivery of English, Maths and Science and personalised curriculum pathways Plan and deliver highly differentiated, inclusive lessons informed by EHCP outcomes
- Adapt the curriculum to include:
 - Functional literacy and numeracy
 - Communication and interaction
 - Personal, social and independence skills
- Use a range of specialist approaches, including:
 - Visual supports and structured routines
 - Multi-sensory and scaffolded teaching
 - Communication strategies (e.g. Makaton, PECS, AAC where appropriate)
- Deliver small group interventions and targeted support programmes
- Promote independence, engagement, and positive self-esteem in learners

EHCP, Assessment and Provision

- Use EHCPs and support plans to inform planning and
- Plan, deliver and review provision aligned to EHCP Section F outcomes



- Track and monitor pupil progress using appropriate assessment methods
- Maintain accurate records of progress, attainment and engagement
- Provide high-quality reports for parents/carers and contribute to Annual Reviews
- Work collaboratively with external professionals (e.g. SALT, EP, OT)

Monitoring, Assessment and Accountability

- Assess pupil work regularly and provide clear, constructive feedback to support progress
- Track pupil outcomes and use data to inform teaching and curriculum planning
- Ensure accurate and timely recording and reporting of pupil progress
- Promote high expectations for achievement, behaviour and participation

Pastoral and Behaviour Support

- Create a safe, structured and nurturing learning environment
- Support pupils':
 - Emotional regulation
 - Behaviour for learning
 - Social interaction skills
- Implement individual behaviour and support plans consistently
- Act as a key point of contact for parents/carers of pupils in the Resource Base
- Promote pupil wellbeing, confidence and a sense of belonging

Teamwork and Collaboration

- Work collaboratively as part of the Resource Base and wider SEND team
- Plan and deploy Teaching Assistants effectively
- Liaise with:
 - SENDCo and school leadership
 - Mainstream teaching staff to support inclusion
 - Parents, carers and external agencies
- Contribute to whole-school inclusion and SEND development

Curriculum Development

- Contribute to the development of a bespoke KS3 SEND curriculum
- Ensure curriculum pathways support:
 - Functional learning
 - Independence
 - Preparation for KS4 and adulthood
- Support opportunities for supported mainstream integration

Professional Responsibilities

- Maintain up-to-date knowledge of:
 - KS3 curriculum and subject content
 - SEND Code of Practice and inclusive teaching strategies
- Engage in ongoing professional development
- Contribute to wider school life, including enrichment and extracurricular activities
- Follow school policies and uphold high standards of professional conduct

Safeguarding

- Promote and safeguard the welfare of all pupils
- Adhere to statutory safeguarding guidance and school policies
- Maintain appropriate professional boundaries and confidentiality
- Hold (or be willing to obtain) an enhanced DBS with barred list check

Person Specification

Essential

- Qualified Teacher Status (QTS)
- Experience teaching pupils in KS2 or KS3, including English, Maths or Science
- Experience working with pupils with SEND (e.g. autism, communication needs)
- Strong understanding of:
 - Adaptive teaching and differentiation
 - Inclusive education and removing barriers to learning
- Ability to use assessment effectively to inform teaching
- Strong communication and teamwork skills

Desirable

- Experience in a secondary SEND resource base or specialist provision
- Experience delivering interventions or supporting pupils working below age-related expectations
- Experience or confidence in using primary teaching approaches
- Knowledge of:
 - Autism strategies
 - Speech and language development
 - SEND legislation and current research

Key Skills and Attributes

- Excellent classroom practitioner with high expectations
- Ability to build strong, positive relationships with pupils, families and staff
- Flexible, reflective and solution-focused approach
- Commitment to inclusive education and student success
- Ability to motivate, engage and inspire learners

What This Role Looks Like Day-to-Day

- Teaching a small group of pupils with high levels of support
- Delivering practical, engaging and personalised learning
- Supporting regulation and communication throughout the school day
- Working closely with Teaching Assistants to adapt learning in real time
- Celebrating progress and building confidence in learners

Additional Information

- The role is based in a specialist Resource Base supporting pupils with communication and interaction needs
- Pupils access a blend of specialist provision and mainstream inclusion opportunities
- Primary experience is advantageous but not essential—full support and CPD will be provided