

Job description

KEY INFORMATION

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| Job title: | SEN Teacher for the Resourced Provision |
| Grade/Salary: | MPS/ UPS1 +SEND allowance |
| Responsible to: | Headteacher |
| Location: | Green Lane Resourced Provision |

MAIN PURPOSE OF JOB

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| The job: | <p>To lead teaching and learning within the school's Resourced Provisions (24-place Autism provision and 12-place DLD provision), ensuring that all pupils with SEND receive a high-quality, personalised education through a bespoke curriculum.</p> <p>The post holder will be responsible for the progress, wellbeing and development of pupils with Education, Health and Care Plans (EHCPs), including the design and delivery of individualised learning programmes and the promotion of inclusion across the school.</p> |
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ABOUT THIS JOB DESCRIPTION

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| Last review date: January 2026 | This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It 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 professional responsibilities and duties. |
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KEY ACTIVITIES / RESPONSIBILITIES

STRATEGIC

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| 1 | Lead the development and delivery of a bespoke SEND curriculum that meets the needs of pupils with Autism and Developmental Language Disorder. |
| 2 | Work with the AHT for Inclusion to monitor and evaluate the effectiveness of provision and pupil outcomes. |
| 3 | Track pupil progress and use data to inform provision, identifying and addressing barriers to learning. |
| 4 | Set ambitious, personalised targets based on EHCP outcomes and prior attainment. |
| 5 | Contribute to whole-school SEND strategy and inclusive practice. |
| 6 | Support mainstream teachers to build capacity in meeting SEND needs effectively. |

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| 7 | Lead and contribute to EHCP annual reviews and multi-agency planning |
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| KEY ACTIVITIES / RESPONSIBILITIES | | OPERATIONAL |
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| 1 | Plan, prepare and deliver high-quality teaching tailored to pupils' individual needs. | |
| 2 | Develop and implement Individual Learning Plans / EHCP targets. | |
| 3 | Assess, record and report on pupils' progress across academic, social and emotional areas. | |
| 4 | Use a range of specialist strategies (e.g. visual supports, structured teaching, scaffolding, differentiation). | |
| 5 | Provide a structured, stimulating and supportive learning environment. | |
| 6 | Lead, deploy and direct support staff effectively within the provision. | |
| 7 | Work closely with external professionals (e.g. SALT, EPs) to support pupil outcomes. | |
| 8 | Support effective transitions for pupils within and beyond the provision. | |

| KEY ACTIVITIES / RESPONSIBILITIES | | ORGANISATIONAL |
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| 1 | Maintain accurate and up-to-date records of pupil progress and provision. | |
| 2 | Ensure the learning environment is well-organised, accessible and appropriate for pupils' needs. | |
| 3 | Manage classroom resources effectively, including specialist SEND resources. | |
| 4 | Contribute to the organisation of educational visits and enrichment opportunities, ensuring accessibility for SEND pupils. | |
| 5 | Ensure all statutory SEND documentation and processes are maintained. | |
| 6 | Use ICT effectively to enhance teaching and learning | |

| KEY ACTIVITIES / RESPONSIBILITIES | | GENERAL |
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| 1 | Uphold the school's ethos, values and commitment to inclusion. | |
| 2 | Promote high standards of behaviour, wellbeing and safeguarding at all times. | |
| 3 | Work collaboratively with staff, parents, governors and external agencies. | |
| 4 | Communicate effectively with parents/carers regarding pupil progress and wellbeing. | |
| 5 | Participate in performance management, staff meetings and professional development. | |

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| 6 | Fulfil duties in line with the Teachers' Standards and STPCD. |
| 7 | Maintain safeguarding responsibilities in line with school policy and statutory guidance |

Person specification

PLEASE NOTE: THIS POST IS SUBJECT TO SATISFACTORY VETTING, INCLUDING A SATISFACTORY ENHANCED DISCLOSURE FROM DBS

| QUALIFICATIONS AND TRAINING | | ESSENTIAL | DESIRABLE |
|-----------------------------|------------------------------------|-----------|-----------|
| 1 | Educated to degree level | X | |
| 2 | Qualified Teacher Status (QTS) | X | |
| 3 | Other qualification related to SEN | | X |

| KNOWLEDGE | | ESSENTIAL | DESIRABLE |
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| 1 | Strong understanding of Autism and Developmental Language Disorder | X | |
| 2 | Knowledge of strategies to support communication, interaction and sensory needs | X | |
| 3 | Understanding of EHCP processes, target setting and review cycles | X | |
| 4 | Knowledge of assessment for learning and its use to support pupil progress | X | |
| 5 | Understanding of inclusive teaching and differentiation strategies | X | |
| 6 | Knowledge of safeguarding and child protection procedures | X | |
| 7 | Knowledge of specialist SEND assessment tools (e.g. B Squared or similar) | | X |
| 8 | Understanding of supporting pupils with complex behavioural needs | | X |
| 9 | Knowledge of supporting pupils with English as an additional | | X |

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| | language | | |
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| EXPERIENCE | | ESSENTIAL | DESIRABLE |
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| 1 | Experience of teaching in a primary setting | X | |
| 2 | Experience of planning and delivering lessons for pupils with a range of SEND needs | X | |
| 3 | Experience of assessing, tracking and reporting pupil progress | X | |
| 4 | Experience of working with support staff within a classroom | X | |
| 5 | Experience of working within a Resourced Provision or specialist setting | | X |
| 6 | Experience of working with pupils with Autism and/or speech and language needs | X | |
| 7 | Experience of contributing to EHCP reviews and multi-agency working | X | |
| 8 | Experience of supporting pupils to meet EHCP targets | X | |
| 9 | Experience of working with external professionals (e.g. SALT, EPs) | X | |

| SKILLS AND ATTRIBUTES | | ESSENTIAL | DESIRABLE |
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| 1 | Ability to adapt teaching to meet a wide range of complex needs | X | |
| 2 | Strong communication skills, including working effectively with parents and professionals | X | |
| 3 | Ability to create a structured, nurturing and inclusive learning environment | X | |
| 4 | Ability to use assessment to inform planning and next steps | X | |
| 5 | Strong organisational skills and ability to manage workload effectively | X | |
| 6 | Ability to work collaboratively as part of a team | X | |
| 7 | High expectations of pupil achievement and behaviour | X | |
| 8 | Resilience, patience and a calm, consistent approach | X | |
| 9 | Ability to lead and develop support staff effectively | | X |

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| 10 | Ability to model excellent practice for colleagues | X | |
| 11 | strong problem-solving skills and flexibility in approach | X | |

| OTHER | | ESSENTIAL | DESIRABLE |
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| 1 | Commitment to inclusion and belief that all pupils can achieve | X | |
| 2 | Commitment to safeguarding and promoting the welfare of children | X | |
| 3 | Ability to build positive relationships with pupils, families and colleagues | X | |
| 4 | Professional integrity, confidentiality and reliability | X | |
| 5 | Willingness to contribute to wider school life | X | |
| 6 | Must be able to manage own workload effectively | X | |
| 7 | Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | X | |
| 8 | To practice equal opportunities in all aspects of the role and around the workplace in line with policy | X | |
| 9 | An energetic and enthusiastic outlook | X | |