

Job Description – Class Teacher SEND

DESCRIPTION: Wexham Court Primary School

POST TITLE: Class Teacher SEND

1. MAIN PURPOSE OF JOB

- 1.1. The Class Teacher of SEND at Wexham Court Primary School is a pivotal role that combines high-quality classroom teaching with targeted support for pupils with Special Educational Needs and Disabilities (SEND). This role is central to ensuring that all pupils, including those with SEND and English as an Additional Language (EAL), experience success and inclusion in a richly diverse and dynamic primary school environment. The postholder will work under the direction of the SENDCO to deliver tailored interventions and support, thereby promoting equity in learning outcomes in line with the school's vision to create a welcoming, safe, and ambitious learning community.
- 1.2. While this is primarily a SEND teacher role, the school reserves the right to ask the postholder to take on a full class teacher role if required. In such cases, the expectation is that the postholder will fully fulfil all the professional responsibilities and duties of a class teacher, as outlined in the Teachers' Standards and School Teachers' Pay and Conditions Document.
- 1.3. The role requires a passionate and skilled teacher who can model effective teaching and intervention strategies, support colleagues, and foster strong partnerships with parents and carers. The postholder will contribute significantly to the school's inclusive ethos, ensuring every pupil's needs are met with high expectations and personalised support.

2. MAIN ACCOUNTABILITIES

2.1 Teaching and Learning

- Plan, prepare, and deliver well-structured lessons that meet the needs of all pupils, including those with SEND, ensuring high expectations and engagement.
- Adapt teaching approaches and resources to respond to individual learning needs while maintaining challenge and ambition for all pupils.
- Model effective teaching and intervention strategies to colleagues, promoting best practice across the school.
- Support teachers in class to differentiate learning and provide targeted support for SEND pupils.
- Lead and support small group or one-to-one interventions to accelerate progress for SEND pupils.

2.2 Collaboration and Support under SENDCO Direction

- Work closely with the SENDCO to implement the graduated approach to SEND support, including assessment, planning, intervention, and review.
- Assist in the identification and monitoring of pupils with SEND through the use of specialist and classroom assessments.
- Support the preparation of reports, referrals, and documentation related to pupils' SEND needs, including EHCPs and SEND plans.
- Participate in quality assurance activities such as monitoring and evaluating the impact of SEND interventions and teaching adaptations.

- Cover classes as required to enable other teachers to attend CPD sessions, meetings, or planning time, ensuring continuity of learning

2.3 Parental and Community Engagement

- Build and maintain positive relationships with parents and carers, providing clear and regular updates on pupils' progress and needs.
- Attend and contribute to SEND-related meetings with parents, carers, and external professionals as required.
- Promote and uphold the school's inclusive values by engaging families in the learning journey and support systems available.

2.4 Whole-School Contribution

- Contribute actively to the wider life and ethos of the school, supporting its vision to be a safe, welcoming, and inclusive environment.
- Collaborate with colleagues across phases and subjects to ensure coordinated support and curriculum coherence for SEND pupils.
- Promote good behaviour and support the development of pupils' social, emotional, and mental wellbeing, especially those facing challenges such as bereavement or domestic issues.

2.5 Skills and Competencies

- Strong knowledge and understanding of the SEND Code of Practice (2015) and SEND provision in a primary school context.
- Ability to plan and deliver high-quality teaching and targeted interventions that meet diverse pupil needs, including EAL and SEND.
- Experience supporting and coaching colleagues to develop inclusive teaching practises and interventions.
- Excellent communication skills, with the ability to engage effectively with pupils, parents, carers, and professionals from diverse cultural backgrounds.
- Competence in using assessment data and specialist tools to monitor pupil progress and inform planning.
- Ability to manage behaviour positively and consistently, promoting a safe and supportive learning environment.
- Flexibility and resilience to work within a dynamic school context with a high level of pupil mobility and socioeconomic challenges.
- Commitment to upholding the school's values of inclusivity, respect, and high expectations for all pupils.

2.6 Professional Development

- Targeted SEND-focused training and development opportunities aligned with the latest educational research and statutory guidance.
- Opportunities to work alongside and learn from the SENDCO and other senior leaders, enhancing leadership and specialist skills.
- Participation in collaborative networks such as SENDCO Huddle sessions and local moderation exercises.
- Support to engage in external professional qualifications and CPD that enhance SEND expertise and pedagogical practice.

This commitment to professional development ensures that the postholder remains at the forefront of inclusive education, contributing to the school's vision and improving outcomes for all pupils.

2.7 Safeguarding

- Working in line with statutory safeguarding guidance, including Keeping Children Safe in Education and the school's safeguarding and child protection policies.
- Being vigilant to signs of abuse, neglect, or other safeguarding concerns, particularly for vulnerable pupils facing complex social or emotional challenges.
- Reporting any concerns promptly and appropriately to the designated safeguarding lead (DSL).
- Ensuring that all interactions with pupils uphold the highest standards of professional conduct and contribute to a safe, supportive school environment.
- Promoting pupils' well-being and mental health, including supporting access to internal and external support services as needed.

PERSON SPECIFICATION				
Competency		Attributes – Customer Focus, Development, Relationships, Personal Effectiveness, Expertise, Communication Skills (if appropriate), Managerial (if appropriate), Health & Safety, Equalities Finance	Essential/ Desirable	Method: Application (A) Interview (I) Test (T)
Experience	1.1	Experience and expertise in relation to the Primary School Curriculum	Essential	A
	1.2	Experience of working with primary age ranges	Essential	A
	1.3	Experience of working with pupils with special educational needs	Desirable	A I
	1.4	Experience of working with different educational resources including IT equipment	Desirable	I
	1.5	Experience of current tracking and assessment procedures	Desirable	A I
	1.6	Experience of leading a subject and have evidence of impact	Desirable	A I
Knowledge	2.1	Thorough, up to date knowledge of all areas of the Primary Curriculum	Essential	A I
	2.2	Knowledge of and familiarity with formative and summative assessment and record-keeping	Essential	A
	2.3	Understanding of how children learn and retain knowledge, personalised learning and effective group work	Desirable	A I

	2.4	A good understanding of legislation in relation to primary education	Desirable	I
	2.5	A depth of knowledge about a particular subject area	Desirable	I
Skills/ Abilities	3.1	Proven teaching skill in accordance to school expectations	Essential	I
	3.2	Ability to work independently and within a team environment	Essential	A I
	3.3	Good inter-personal skills with all stakeholders	Essential	I
	3.4	Self-evaluation skills	Essential	A I
	3.5	Ability to carry out research and extra study about a particular subject	Essential	A I
	3.6	Ability to develop and deploy leadership skills	Essential	A I
	3.7	The ability and desire to work as a team and build strong positive relationships with all partners.	Essential	A I
Qualifications	4.1	Degree in Education	Essential	A I
	4.2	Willingness to engage in further study The school is committed to safeguarding and promoting the welfare of children and young people and expects that all staff and volunteers share this commitment. Safeguarding training and qualifications are compulsory for all teaching staff	Essential	A I