



Job Title: SEND Teacher
Grade: Qualified Teachers Pay Scale

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 success of the Bridgwater College Academy rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centredness, equality of opportunity and parity of esteem for staff and students. S/he must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement.

Crucially post holder must have a commitment to comprehensive all-through education and training. S/he will believe passionately in the entitlement of individuals of all ages to learning.

The 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:

- Provide each student 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 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 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.

Teaching, Assessing and Reporting within the Polden Centre

- To plan and deliver inclusive small group core subject lessons in the Polden Centre, using student's EHCPs and supporting SEND documents. This would involve adapting mainstream teaching schemes of work and lessons to meet the individual needs of students

- 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 electronic tracking systems
- 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 develop a positive, caring ethos within the classroom
- To form positive, trusting professional relationships with all students in the Polden Centre
- To make positive relationships with parents/carers and provide them with advice and support
- To work alongside the Head of Centre, Lead Autism Teacher and SEND Teachers to devise relevant student SEND documents (e.g. pupil passports, risk assessments)
- To liaise where appropriate with outside agencies to share information about students in order to create the best provision to meet student needs
- To contribute to Annual Reviews about students' progress
- To follow the Polden Centre behaviour strategy at all times, creating a positive learning environment that recognises success
- To provide supervision at break and lunchtimes on a rota basis
- Use 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 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 relevant autism and SEND 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 activities

- To promote the general progress and wellbeing of individual students and of any assigned small class or group of students
- To make records of and report on the personal and social needs of students
- To carry out supervision of students as detailed by the Head of Centre
- To work as part of the whole academy team in addition to the Polden Centre



- To be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions, and to cooperate on all Health, Safety and Safeguarding issues
- Any other task deemed reasonable by the Head of Academy and/or the Executive Headteacher in line with agreed STPCD.

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>All teaching experience is relevant for this post, including primary</p> <p>Experience of teaching SEND students using appropriate strategies to support needs, including behaviour management and adaptation of lesson delivery (this may be as a mainstream teacher)</p> <p>Experience of team working to support students</p>	<p>Any other relevant qualifications – particularly SEND areas and safeguarding</p> <p>Experience of teaching core subject(s)</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>
Knowledge/Skills	<p>Commitment to the ethos of the school and the Polden Centre</p> <p>Ability to identify student needs and assess level of learning</p> <p>Plan effective lessons that engage and motivate students</p> <p>Eagerness to reflect and innovate on own practice</p> <p>A natural team member</p>	<p>Willingness to enhance Polden Centre student activities by promoting own interests</p> <p>Participate in whole school activities, such as D of E awards or driving a minibus</p>



	<p>Enthusiasm</p> <p>Flexibility</p> <p>An inclusive attitude for all areas of SEND need</p> <p>Willingness to participate in the life of the school and the Polden Centre</p> <p>Dedication in all aspects of the role in order to best support our students</p>	
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