

SEND Teacher – Maternity Leave

Job Description

PURPOSE OF THE ROLE

- To provide high-quality, inclusive education that supports pupils with Special Educational Needs and Disabilities (SEND) to make progress academically, socially and emotionally.
- To promote and uphold the aims, values and strategic objectives of the school and the trust, ensuring these are reflected consistently in professional practice and interactions.
- To embed the trust's commitment to equity, inclusion and equal opportunities across all aspects of school life, ensuring that diversity is respected, valued and celebrated.
- To provide engaging, meaningful and well-adapted learning opportunities for all pupils, supporting progress, independence, wellbeing and positive life outcomes.
- To deliver teaching using inclusive, needs-led and evidence-based approaches, including structured and supportive environments, flexible curriculum pathways and adaptations responsive to pupils' learning and regulation needs.
- To ensure pupils have access to appropriate communication systems, in line with the school's inclusive communication approach, including visual supports, structured communication strategies and alternative or augmentative communication where required.
- To place the individual learner at the centre of all planning and decision-making, ensuring personalised provision informed by assessment, observation, professional collaboration and pupil voice (in accessible and appropriate forms).

KEY RESPONSIBILITIES

Teaching and Learning

- To Plan, prepare and deliver high-quality teaching that meets the needs of pupils with a range of SEND, ensuring lessons are well differentiated and accessible.
- Teach across a range of subjects using personalised and flexible curriculum approaches aligned to pupils' needs, strengths and readiness to learn.
- Create structured, supportive and inclusive learning environments that promote engagement, emotional wellbeing and access to learning.
- Support pupils' regulation and wellbeing using proactive, relational and trauma-informed strategies, including de-escalation and positive behaviour support approaches in line with training and policy.
- Maintain a safe, secure and inclusive classroom environment, following all safeguarding, health and safety and welfare procedures.

Assessment, Progress and EHCP Responsibilities

- Assess, monitor, record and report on pupils' progress using appropriate assessment methods in line with school and trust policies.
- Plan, implement and review individual, group and class programmes of work informed by assessment and, where applicable, EHCP outcomes.
- Maintain accurate and up-to-date records of pupil learning, development and wellbeing.

- Contribute effectively to Education, Health and Care Plan (EHCP) processes, including Annual Reviews, provision reviews and meetings with professionals and families.

Classroom Leadership and Team Working

- Lead and support teaching assistants and other adults in the classroom, ensuring effective deployment to meet pupils' learning and wellbeing needs.
- Work collaboratively with colleagues, SEND staff, therapists and external professionals to support pupils holistically.
- Maintain a stimulating, organised and inclusive learning environment, including appropriate classroom and corridor displays that celebrate pupil achievement.
- Ensure resources are prepared, accessible and adapted to meet a wide range of learning and sensory needs within budgetary constraints.

Collaboration with Families and Wider Teams

- Fulfil a pastoral role where required, supporting pupils' emotional wellbeing and development.
- Communicate effectively and sensitively with families and carers, recognising them as key partners in pupils' education and progress.
- Support smooth and effective transitions for pupils within school and between classes, key stages or settings.

Professional Responsibilities

- Uphold and implement school, trust and departmental policies, including those relating to curriculum, inclusion, safeguarding, behaviour, health and safety and wellbeing.
- Work collaboratively with colleagues and external professionals in planning, development and review activities.
- Attend and contribute to professional meetings, training and professional development opportunities in line with Directed Time.
- Maintain up-to-date professional knowledge of SEND practice and inclusive education.
- Promote high standards of professional conduct in line with the Trust's Employee Code of Conduct.
- Comply with all statutory requirements and trust policies relating to safeguarding, SEND, equality, data protection, health and safety and professional conduct.

Please note that this job description is not exhaustive, and the post-holder may be required to undertake other duties commensurate with the role.

Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE
<ul style="list-style-type: none"> • Degree-level qualification (Level 6 or above) in a relevant subject. • Experience of teaching pupils with Special Educational Needs and Disabilities (SEND), with evidence of positive impact on learning, wellbeing and engagement. • Commitment to ongoing professional development and reflective practice. • Ability to form positive and effective partnerships with families and carers. • Understanding of trauma-informed and inclusive classroom practice. • Willingness to develop specialist skills to meet a wide range of SEND needs, including communication and regulation support. 		<ul style="list-style-type: none"> • Graduate with Qualified Teacher Status (QTS). • Additional qualification or accredited professional development in SEND. • Training or experience in inclusive communication approaches, including AAC, visual supports or alternative communication strategies.
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		
<ul style="list-style-type: none"> • Effective classroom practitioner with the ability to deliver high-quality, inclusive teaching for pupils with SEND. • Knowledge and understanding of strategies to support pupils' communication, sensory and learning needs, including the use of adapted learning environments and resources. • Experience of planning and delivering learning across a broad range of curriculum subjects, with appropriate differentiation for pupils with SEND. • Ability to support pupils' emotional regulation and engagement using proactive, relational and positive approaches. • Experience of assessing, tracking and responding to pupil progress, including working towards EHCP outcomes where applicable. • Ability to evaluate and adapt teaching based on pupil response and evidence of learning. 		

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- Reliable attendance and a professional approach to work.
- Demonstrable commitment to working with pupils with SEND and diverse learning needs.
- Ability to lead, support and work effectively with other adults in the classroom.
- Collaborative, flexible and supportive team player.
- Approachable, patient and sensitive to the needs of pupils and families.
- Willingness to work positively with distressed or dysregulated behaviour, using de-escalation and reflective practice.
- Strong commitment to inclusion, equity and equal opportunities.

Please note that this role is subject to safer recruitment checks, including an enhanced DBS check. The post-holder is expected to comply with all statutory requirements and trust policies relating to safeguarding, SEND, equality, data protection, health and safety and professional conduct.