



SEND Teacher Secondary (Autism Specialism) Job Description

Post title: SEND Teacher

Salary/Grade: Classroom Teachers Scale (Inner London)

Responsible for: Teaching of SEND

Reporting to: Autism Base Manager

Purpose of the Role

To provide high-quality teaching and personalised support for students with special educational needs, particularly those with Autism Spectrum Condition (ASC), ADHD, and other diagnosed needs. The role includes teaching small group English and Maths (up to GCSE), some Key Stage 3 Science and other subjects, and contributing to the development and delivery of the school's Autism Resource Base.

Key Responsibilities

- **Teaching and Learning**
 - Deliver differentiated lessons in English and Maths up to GCSE, in small groups of students with identified SEND, especially autism.
 - Use autism-informed, trauma-aware strategies to ensure accessible and inclusive classroom environments.
 - Design and implement individualised learning programmes in collaboration with the SEND team.
 - Use assessment to monitor, record and report on students' progress, identifying areas of need and strength.
 - plan and prepare all resources for assigned classes and groups
 - teach the classes allocated, and provide a well-planned, challenging and purposeful learning environment for pupils.
 - support and carry out policies and practices to promote positive student behaviour and achievement within the framework of the Positive Discipline policy
 - set homework on a regular basis and mark pupil work promptly

- contribute positively to the team development through extra curricular activities and enthusiastic promotion of the subject and its benefits for students
- assess, monitor, record and report on pupil achievement in line with School policy, including creating pupil reports and attending parent's meetings
- Maintain a neat, orderly and positive physical classroom environment
- Priorities the understanding of all student needs, learning gaps and closing these through a data driven approach, particularly to support pupil premium students, SEND and stretching high achieving students.
- share in the development of course outlines, syllabuses and schemes of work in SEND including creation of resources and lessons within the team
- follow the course outlines, syllabuses and schemes of work agreed by SEND team
- make effective use of pupil performance data, and pupil and staff target-setting; and provide relevant information to the Senior Leadership Team
- take part in the school's instructional coaching model to support collective teaching development and continually reflect upon and improve individual teaching practice.
- monitor and record pupil attendance and punctuality in line with School policy
- prepare for and attend SEND and Subject team meetings and support the work of SEND Team

▪ **Supporting the Autism Resource Base**

- Work closely with the Autism Base Manager to plan, review and implement effective provision within the base.
- Actively contribute to the ongoing development of the Autism Base through curriculum adaptation, communication strategies (e.g. PECS, visual timetables), sensory regulation planning, and environment design.
- Support students in the base during morning tutor time and transitions between mainstream and base settings.
- Promote the social inclusion of students with autism within both base and mainstream settings.

▪ **Collaboration and Professional Development**

- Collaborate with subject teachers to ensure effective SEND support in mainstream lessons, including adaptation of materials and strategies.
- Contribute to EHCP reviews by providing detailed reports, observations, and evidence of progress.
- Attend regular SEND and Autism Base team meetings, sharing student data, progress and strategy planning.
- Engage in relevant CPD to deepen specialisms in autism and inclusive pedagogy, and share expertise with colleagues across the school.

▪ **Pastoral and Behavioural Support**

- Implement and support positive behaviour plans that promote emotional regulation, structure and safety.
- Maintain high expectations for student behaviour, engagement and achievement within a supportive framework.
- Encourage social skills development and group participation through carefully scaffolded interventions.

All teachers have a duty to:

- Follow all safeguarding expectations and guidelines as set out by the school and LA
- participate in and support the Continuous Development Policy (Appraisal)
- support the school's review and refine approach through positive and active participation in the faculty and school development plans, reviews and collective improvement.
- undertake specific duties within the SEND Team as agreed with AHT SEND
- create a purposeful and positive school culture through building positive professional relationships with students and staff
- Create a supportive home-school dialogue through effective and regular contact with student families as required through the job role
- Take personal responsibility for both the overall professional delivery of the role of a teacher and use line management to effectively seek support in aspects of the post as needed
- undertake such other duties as reasonably required by the Head Teacher

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

All staff participate in the school's performance management scheme.

The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.

We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.

Person specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (primary or secondary) • Degree Level qualification in relevant subject 	<ul style="list-style-type: none"> • Evidence of further study related to SEND and/or Autism
Experience	<ul style="list-style-type: none"> • Teaching student with SEND at KS3 and KS4 • Experience of planning and assessment • Ability to teach up to GCSE Foundation Maths, and KS3 English or Science • Experience of raising attainment in a classroom environment • Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour 	<ul style="list-style-type: none"> • Evidence of improving the teaching and learning of SEND students through schemes of work and extracurricular activities • Experience of teaching students with Autism or SEND
Skills & Abilities	<ul style="list-style-type: none"> • Demonstrate high expectations which inspire, enthuse, motivate and challenge students to achieve their best: • Excellent classroom teacher • Excellent behaviour management skills • Ability to tailor lessons to student needs • Ability to use assessment data to generate appropriate and effective intervention work • Demonstrate a strategic and creative approach to problem solving • Ability to build and maintain effective relationships through excellent interpersonal skills • Demonstrate excellent communication skills (verbally and written) • Ability to develop effective teamwork • Demonstrate inclusive approach to education • Ability to work under pressure, maintaining a high sense of perspective • Ability to manage own time effectively • Commitment to regular on-going professional development • Commitment to collaborative working practices 	

Personal Qualities	<ul style="list-style-type: none"> ● Professional, enterprising ● Outgoing, approachable, inclusive ● Positive, adaptable ● Energetic and enthusiastic ● Self-motivated, self- confident, reliable ● Generosity of spirit, sense of humour ● Committed to improving outcomes for all students ● Team Player 	<ul style="list-style-type: none"> ● Experience of pastoral responsibility
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