

Job Description

Trust Complex Needs & SEND Teacher

Salary: Main Pay Scale / Upper Pay Scale (dependent on experience)

Location: Berlesduna Trust schools

Line management: Trust SEND Strategic Lead

Professional accountability: CEO and host Headteachers

Role Purpose

The Trust Qualified Teacher (Complex Needs & SEND) will provide specialist teaching, curriculum leadership and professional support across Berlesduna Trust schools to strengthen provision for pupils with complex needs.

The role is designed to:

- Improve outcomes for pupils with SLD and complex SEND
- Build sustainable staff expertise across schools
- Reduce pressure on SENCos and leaders
- Support inclusive practice and prevent placement breakdowns

The post holder will work flexibly across designated schools, with time carefully timetabled, to ensure maximum impact of the QT funding.

Key Responsibilities

Teaching, Learning and Curriculum

- Deliver high-quality specialist teaching for pupils with complex needs, including SLD, ASD and associated communication, sensory and learning profiles
- Lead the design and delivery of adapted, pre-formal and semi-formal curriculum pathways aligned to EHCP outcomes
- Ensure teaching approaches reflect evidence-based practice (e.g. structured teaching, sensory-informed provision, total communication approaches)
- Model inclusive classroom practice to support pupils' participation in mainstream learning where appropriate

Assessment, Planning and Review

- Lead and support robust assessment and progress tracking using agreed frameworks (e.g. Cherry Garden, AET, PIVATS, EYFS-based developmental tools)
- Support or lead One Planning Meetings, Annual Reviews and statutory documentation for complex needs cohorts
- Ensure that assessment informs responsive teaching and curriculum adaptation
- Contribute high-quality evidence to support EHCP reviews and funding decisions

Professional Support and Workforce Development

- Coach and mentor teaching and support staff working with pupils with complex needs
- Model effective practice within enhanced provisions and mainstream classrooms
- Support schools to develop consistency of approach across Trust provisions
- Contribute to Trust SEND networks, communities of practice and CPD activity

Trust-wide and System Working

- Work collaboratively across Berlesduna Trust schools to maximise the impact of QT capacity
- Support Trust leaders in developing inclusive systems and reducing reliance on external placements
- Engage with Inclusion Partners and Local Authority colleagues where appropriate
- Contribute to monitoring, evaluation and reporting of QT-funded impact

Safeguarding and Professional Responsibilities

- Uphold safeguarding and child protection responsibilities in line with Trust policy
- Maintain professional standards as set out in the Teachers' Standards and STPCD
- Act as an ambassador for Berlesduna Trust's inclusive vision and values

General

The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

- This job description is neither exclusive nor exhaustive, but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties;
- An annual review of the job description and allocation of duties and responsibilities will take place as part of the Performance Management Review process;
- All posts are subject to an enhanced DBS check, satisfactory references and medical clearance

The duties may be varied to meet changing circumstances in the post held. Any such developments will only take place after consultation with all those involved and do not form part of the staff member's contract.

The post is portable across any school in the Trust.

Person Specification

Trust Qualified Teacher – Complex Needs & SEND

Area	Requirement	Essential/ Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status (QTS) Evidence of continued professional development in SEND and inclusive practice 	E E
Experience	<ul style="list-style-type: none"> Proven experience teaching pupils with complex SEND, including SLD and/or ASD Experience of adapting curriculum and assessment for pupils working below age-related expectations Experience working with EHCPs, Annual Reviews and statutory processes Experience of working collaboratively with support staff, SENCOs and leaders 	E E E E
Skills and Knowledge	<ul style="list-style-type: none"> Strong understanding of inclusive, specialist pedagogy for complex needs Secure knowledge of SEND Code of Practice and assess–plan–do–review Ability to assess and evidence small-step progress effectively Strong interpersonal and communication skills, including working with parents and professionals Ability to work flexibly across settings and manage a peripatetic timetable 	E E E E E
Personal Qualities	<ul style="list-style-type: none"> Highly reflective practitioner with a solution-focused approach Confident, calm and resilient when working with complex need and challenge Commitment to inclusive education and high aspirations for all learners Collaborative, generous with expertise and committed to system improvement 	E E E E
General	<ul style="list-style-type: none"> Experience of outreach or advisory teaching across more than one school Experience in enhanced provision or specialist resource bases SEN qualification or postgraduate study in SEND Experience leading staff development or coaching colleagues 	D D D D